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



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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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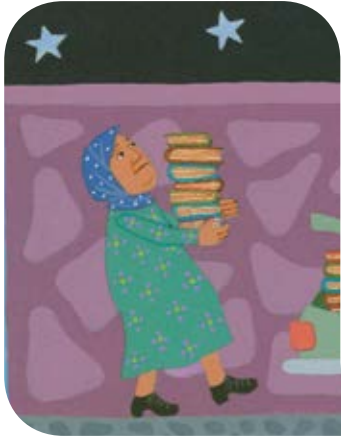
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12 13 14 15 16 17 18 19 20 21

10 9 8 7 6 5 4 3 2 1

Saving a Piece of the World



? BIG QUESTION

What's worth protecting?



READING SKILLS

Goal and Outcome
Choose a Reading Strategy

| | | |
|--|--|--------------------------------|
| Week 1 | | T489g |
| Buffalo Music | | Historical Fiction T499 |
| by Tracy E. Fern: Illustrated by Greg Shed | | Comprehension Coach |
| Writing Project: Realistic Fiction | | T515a |
| | | Magazine Maker |

Identify Persuasive Techniques
Determine Main Idea
Choose a Reading Strategy

| | | |
|--|--|----------------------------------|
| Week 2 | | T515g |
| Saving Bison from Extinction | | Report T517 |
| by Dorothy Young | | |
| Protecting Asian Elephants | | Online News Article T525b |
| by Charles Smolar | | Interactive Whiteboard |
| Writing Project: Persuasive Essay | | T525i |
| | | Magazine Maker |

Fact and Opinion
Choose a Reading Strategy

| | | |
|---------------------------------------|--|--------------------------------|
| Week 3 | | T525o |
| The Key Holders of Kabul | | Personal Narrative T533 |
| by Fredrik Hiebert, with Ronald Scro | | Comprehension Coach |
| NATIONAL GEOGRAPHIC EXCLUSIVE | | |
| Research Project: Trade Routes | | T549a |

Analyze Genres
Explain Proverbs
Choose a Reading Strategy

| | | |
|--|--|----------------------------------|
| Week 4 | | T549e |
| The Librarian of Basra | | Historical Narrative T551 |
| written and illustrated by Jeanette Winter | | |
| The Two Brothers | | Proverbs T559b |
| retold by Arman Khan | | Interactive Whiteboard |
| Writing Project: Literary Response | | T560 |

RESOURCES

Practice Masters PM8.1–PM8.43
Small Group Reading SG1–SG68

Assessment Masters A8.1–A8.45
Reteaching Masters RT8.1–RT8.14

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

Saving a Piece of the World


BIG
Question

What's
worth
protecting?

Preserving Cultures and Species

Week 1
Protecting Habitats

Week 2
Protecting Habitats

Week 3
Protecting History

Week 4
Protecting Culture

Unit 8 Program Resources

WHOLE GROUP TIME



Student Technology

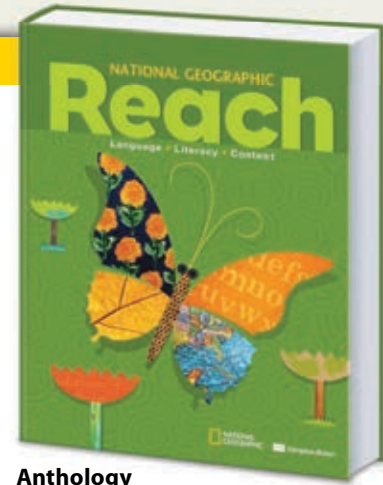
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard

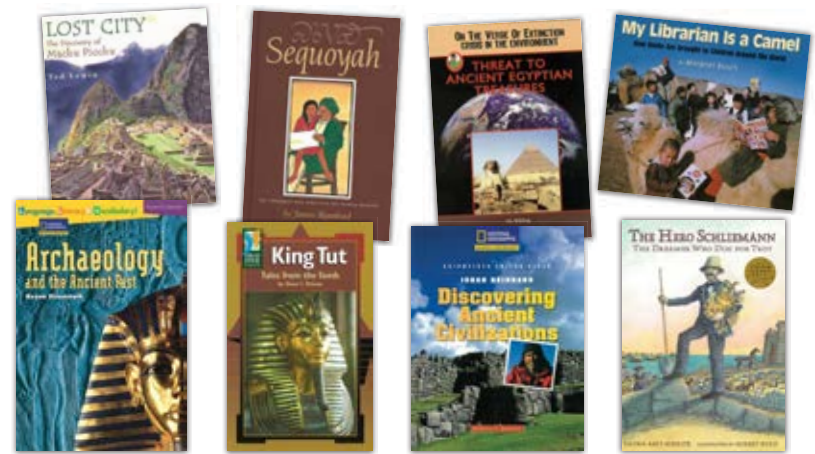


Mark-Up Models 8.1, 8.2

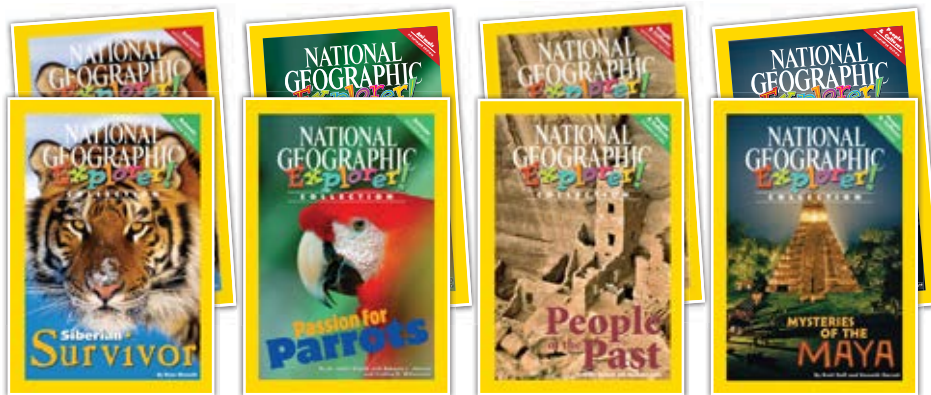
SMALL GROUP READING TIME



Fiction Books



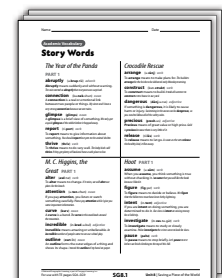
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters
SG8.1–SG8.32

Preserving Cultures and Species

LEARNING STATION TIME



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Student Technology

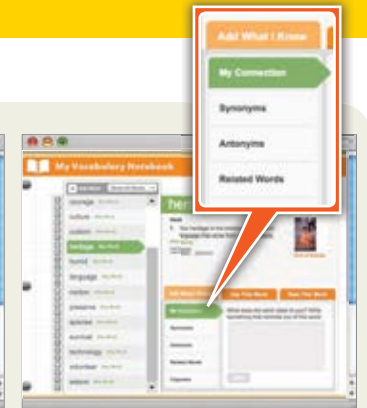
- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



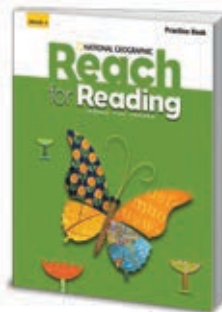
Comprehension Coach



Digital Library



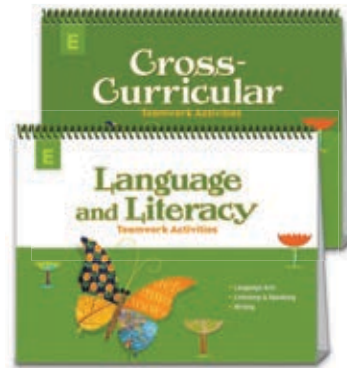
My Vocabulary Notebook



Practice Book
PM8.1–PM8.42



Practice Masters
PM8.1–PM8.33



Teamwork Activities

ESL Kit



Reach into Phonics Kit

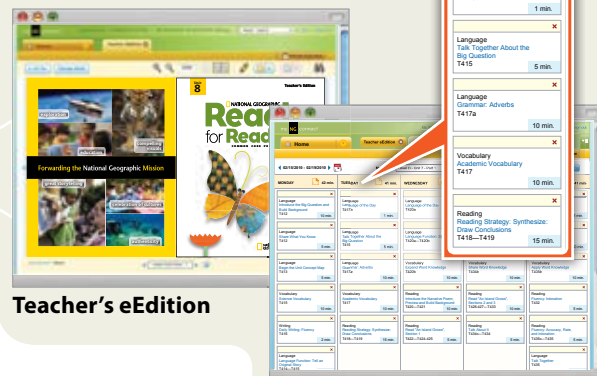
PLANNING RESOURCES



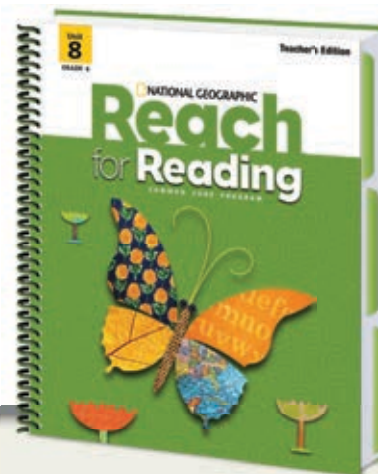
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Teacher Technology

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



Online Lesson Planner



Teacher's Edition

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

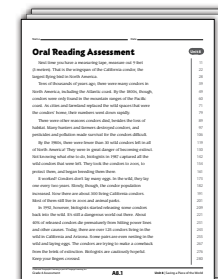
ASSESSMENT & RETEACHING



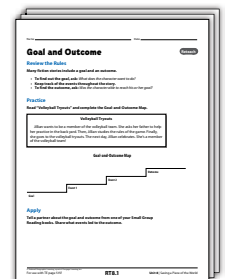
eAssessment™



ExamView®













Assessment Masters
A8.1–A8.45



Reteaching Masters
RT8.1–RT8.15

Unit 8 Skills at a Glance

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

| Introduce Unit 8 | BUILD BACKGROUND VIDEO | | INTRODUCE THE BIG QUESTION | |
|--|--|---|--|--|
| | WHOLE GROUP TIME | | | |
| | Speaking and Listening | Language and Vocabulary | Reading | |
| Week 1   eEdition | Express Opinions Connect Goals and Outcomes | <ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with prefixes: <i>un, re</i>; Commonly Misspelled Words ✓ Daily Grammar: Regular and Irregular Past-Tense Verbs ✓ Social Studies Vocabulary heritage hero president protect volunteer ✓ Academic Vocabulary outcome historical | Read and Comprehend Historical Fiction <ul style="list-style-type: none"> ✓ Understand Goal and Outcome ✓ Choose Reading Strategies ✓ Fluency: Practice Intonation | |
| Week 2   eEdition  Interactive Whiteboard | Discuss Main Ideas Relate Readings to the Big Questions | <ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with suffixes: <i>y, ly, less, ful</i>; Commonly Misspelled Words ✓ Daily Grammar: Past Tense (regular and irregular) and Past Progressive Tense ✓ More Idioms | Read and Comprehend a Report <ul style="list-style-type: none"> ✓ Identify Persuasive Techniques ✓ Compare Fiction and Nonfiction Read and Comprehend an Online News Article <ul style="list-style-type: none"> ✓ Determine Main Idea ✓ Compare Main Ideas ✓ Fluency: Practice Phrasing | |
| Week 3   eEdition | Justify Sort Facts and Opinions | <ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Syllable types: <i>-le, -y, -a</i>; Commonly Misspelled Words ✓ Daily Grammar: Helping Verbs ✓ Social Studies Vocabulary ancient civilization empire object record site | Read and Comprehend Personal Narrative <ul style="list-style-type: none"> ✓ Differentiate Between Fact and Opinion ✓ Use Reading Strategies ✓ Fluency: Practice Phrasing | |
| Week 4   eEdition  Interactive Whiteboard | Discuss Proverbs Relate Readings to the Big Question | <ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Multisyllabic words: <i>suddenly, visible, reappear</i>; Commonly Misspelled Words ✓ Daily Grammar: Future Tense and Future Progressive Tense ✓ Homographs | Read and Comprehend a Historical Narrative <ul style="list-style-type: none"> ✓ Analyze Genres ✓ Compare Points of View Read and Comprehend Fiction <ul style="list-style-type: none"> ✓ Determine Proverbs ✓ Compare Ideas ✓ Fluency: Practice Expression | |
| Unit 8 Wrap-Up | ANSWER THE BIG QUESTION | | UNIT PROJECTS | |

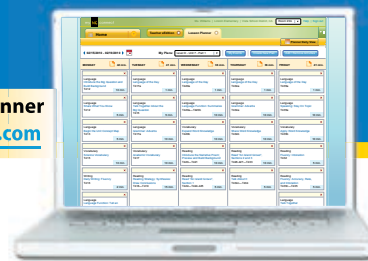
Preserving Cultures and Species

BIG Question What's worth protecting?

| Writing | SMALL GROUP READING TIME | LEARNING STATION TIME | ASSESSMENT & RETEACHING |
|--|---|---|---|
| <p>Power Writing Write About Goal and Outcome Write About Choosing a Strategy Write About Factual Events Writer's Craft: Figurative Language Write About It</p> <p>✓ Daily Writing Skills: Use Concrete Words and Phrases Writing Project: Write Realistic Fiction</p> | <p>I <i>Siberian Survivor</i></p> <p>BL <i>The Year of the Panda</i> (Part 1) BL <i>Crocodile Rescue</i> OL <i>M.C. Higgins the Great</i> (Part 1) AL <i>Hoot</i> (Part 1)</p> | <p>Speaking and Listening Protecting Animals; Describe a Setting</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Fact and Fiction; Write Buffalo Lyrics</p> <p>Cross-Curricular Mary Ann Goodnight; Research Symbolic Animals</p> <p>Reading and Intervention Comprehension Coach; Author Study: Tracy E. Fern; Phonics; ESL Instruction</p> | <p>✓ Understand Goal and Outcome ✓ Choose Reading Strategiest ✓ Fluency: Practice Intonation ✓ Social Studies and Academic Vocabulary ✓ Spelling: Words with prefixes: <i>un, re</i>; Commonly Misspelled Words ✓ Grammar: Regular and Irregular Past-Tense Verbs ✓ Writing: Use Concrete Words and Phrases ✓ Writing Trait: Word Choice</p> |
| <p>Power Writing Write with Persuasive Techniques Write a Response Write to Reinforce Grammar Write a Main Idea Write Main Ideas</p> <p>✓ Daily Writing Skills: Use Persuasive Techniques Writing Project: Write a Persuasive Essay</p> | <p>I <i>A Passion for Parrots</i></p> <p>BL <i>The Year of the Panda</i> (Part 2) BL <i>Mountain Adventure</i> OL <i>M.C. Higgins the Great</i> (Part 2) AL <i>Hoot</i> (Part 2)</p> | <p>Speaking and Listening Talk About Goals; Watch Bison in Action</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write a Letter; Praise Heroes</p> <p>Cross-Curricular Protecting Endangered Species; Count and Compare</p> <p>Reading and Intervention Categorize Animals; Compare Bison and Buffalos; Phonics; ESL Instruction</p> | <p>✓ Identify Persuasive Techniques ✓ Compare Fiction and Nonfiction ✓ Fluency: Practice Phrasing ✓ More Idioms ✓ Spelling: Words with suffixes: <i>y, ly, less, ful</i>; Commonly Misspelled Words ✓ Grammar: Past Tense (regular and irregular) and Past Progressive Tense ✓ Writing: Use Persuasive Techniques ✓ Writing Trait: Sentence Fluency</p> |
| <p>Power Writing Write About Fact and Opinion Write About Reading Actively Write About Points of View Write an Account Write About It</p> <p>✓ Daily Writing Skills: Citing Sources Research Project: Citing Sources</p> | <p>I <i>People of the Past</i></p> <p>BL <i>Archaeology and the Ancient Past</i> BL <i>King Tut: Tales from the Tomb</i> OL <i>Johan Reinhard: Discovering Ancient Civilizations</i> AL <i>The Hero Schliemann: The Dreamer Who Dug for Troy</i></p> | <p>Speaking and Listening Learn More About Afghanistan's Treasures; Learn About Other Treasures</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write a Letter; Praise Heroes</p> <p>Cross-Curricular Do a Dig; Learn About Landmarks</p> <p>Reading and Intervention Comprehension Coach; Key Words; Phonics; ESL Instruction</p> | <p>✓ Differentiate Between Fact and Opinion ✓ Use Reading Strategiest ✓ Fluency: Practice Phrasing ✓ Social Studies and Academic Vocabulary ✓ Spelling: Syllable types: <i>-le, -y, -a</i>; Commonly Misspelled Words ✓ Grammar: Helping Verbs ✓ Writing: Citing Sources</p> |
| <p>Power Writing Write Facts Write a Response Write to Reinforce Grammar Write About Proverbs Write About Treasures</p> <p>✓ Daily Writing Skills: Support Opinions Writing Project: Write a Literary Response</p> | <p>I <i>Mysteries of Maya</i></p> <p>BL <i>Lost City: The Discovery of Machu Picchu</i> BL <i>Sequoyah: The Cherokee Man Who Gave His People Writing</i> OL <i>Threat to Ancient Egyptian Treasures</i> AL <i>My Librarian is a Camel</i></p> | <p>Speaking and Listening Protecting What's Important; Convince Others to Save a Treasure</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing About My Heritage; Write About a Book</p> <p>Cross-Curricular Save the Books; Learn About Libraries</p> <p>Reading and Intervention Small Group Reaching; Author Study; Phonics; ESL Instruction</p> | <p>✓ Analyze Genres ✓ Compare Points of View ✓ Fluency: Practice Expression ✓ Homographs ✓ Spelling: Multisyllabic words: <i>suddenly, visible, reappear</i>; Commonly Misspelled Words ✓ Grammar: Future Tense and Future Progressive Tense ✓ Writing: Support Opinions ✓ Writing Trait: Ideas</p> |

Week 1 Planner

Online Lesson Planner
NGReach.com



✓ = TESTED

| | | Day 1 | Day 2 |
|-------------------------|---|--|---|
| WHOLE GROUP TIME | | Listen and Comprehend | Read and Comprehend |
| Anthology | Speaking and Listening 5–10 minutes | Social Studies Background CC.4.Rinf.7 Introduce the Big Question; Preview Unit Projects T490–T491 Academic Talk Express Opinions T492 | Academic Talk CC.4.SL.4 Connect Goals and Outcomes T494a |
| | Language and Vocabulary 20 minutes | Daily Spelling and Word Work CC.4.Rfou.3; <input checked="" type="checkbox"/> Words with Prefixes CC.4.Rfou.3.a; CC.4.L.1.g; <i>un-, re-,</i> and Commonly CC.4.L.2; CC.4.L.2.d; Misspelled Words T489k CC.4.L.4.c Daily Grammar CC.4.L.1; CC.4.L.2 <input checked="" type="checkbox"/> Regular Past-Tense Verbs T489m Social Studies Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; <input checked="" type="checkbox"/> Learn Key Words T492 CC.4.L.6 heritage hero outcome president protect volunteer | Daily Spelling and Word Work CC.4.Rfou.3; <input checked="" type="checkbox"/> Practice T489k CC.4.Rfou.3.a; CC.4.L.2 Daily Grammar CC.4.L.1; CC.4.L.2 <input checked="" type="checkbox"/> More Regular Past-Tense Verbs T489m Academic Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; <input checked="" type="checkbox"/> More Key Words T494a–T495 CC.4.L.6 mission motive responsible service value |
| | Reading 20–40 minutes | Reading Read Aloud: Realistic Fiction T493a Comprehension CC.4.Rlit.10 <input checked="" type="checkbox"/> Explain Text Structure: Goal and Outcome T493a Fluency CC.4.Rfou.4 <input checked="" type="checkbox"/> Model Intonation T493a | Reading CC.4.Rlit.10 Read a Poem T495–T497 Comprehension CC.4.Rlit.10; <input checked="" type="checkbox"/> Choose Reading CC.4.L.6 Strategies T496 Fluency CC.4.Rfou.4 <input checked="" type="checkbox"/> Practice Intonation T496 |
| | Writing 15–45 minutes | Power Writing T492 CC.4.W.10 Daily Writing Skills CC.4.W.3.d <input checked="" type="checkbox"/> Use Concrete Words and Phrases T489o Writing CC.4.W.9.a; Write About Goals and Outcomes T494 CC.4.W.10 Writing Project: Realistic Story CC.4.W.3; CC.4.W.3.d; Study a Model T515a CC.4.W.5; CC.4.W.10 | Power Writing T494a CC.4.W.10 Daily Writing Skills CC.4.W.3.d <input checked="" type="checkbox"/> Use Concrete Words and Phrases T489o Writing CC.4.W.10 Write About Choosing a Strategy T496–T497 Writing Project: Realistic Story CC.4.W.3; CC.4.W.3.d; Prewrite T515b CC.4.W.5; CC.4.W.10 |

| SMALL GROUP READING TIME | | Read Social Studies Articles | Read Fiction Books |
|---------------------------------|------------|---|--|
| Fiction & Nonfiction | 20 minutes | Vocabulary CC.4.L.6 Learn Social Studies Vocabulary SG5 Reading CC.4.Rinf.5; Read and Comprehend CC.4.Rinf.10 Informational Texts SG5 <input checked="" type="checkbox"/> Explain Text Structure: Compare and Contrast SG4–SG5 <input checked="" type="checkbox"/> Build Comprehension SG5 | Vocabulary CC.4.L.6 Learn Story Words SG6–SG7 Reading CC.4.Rlit.5; CC.4.Rlit.10; Introduce SG6–SG7 CC.4.SL.1.a Read and Comprehend Literature SG8–SG9 <input checked="" type="checkbox"/> Choose Reading Strategies to Comprehend Literature SG6–SG9 <input checked="" type="checkbox"/> Explain Text Structure: Goal and Outcome SG8–SG9 |

| LEARNING STATION TIME | | |
|------------------------------|--|---|
| 20 minutes | | Speaking and Listening T489i CC.4.SL.1.d; CC.4.SL.2 Language and Vocabulary T489i CC.4.L.6 Writing T489i CC.4.W.4; CC.4.W.8 Cross-Curricular T489j CC.4.W.3; CC.4.W.7 Reading and Intervention T489i; SG68 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.Rlit.10 |

BIG Question What's worth protecting?

Day 3

Read and Comprehend

Academic Talk CC.4.Rlit.1; CC.4.Rinf.1
Preview and Predict T498

Daily Spelling and Word Work CC.4.L.1.g; CC.4.L.2.d; CC.4.L.4.c
✓ Practice T489l

Daily Grammar CC.4.L.1; CC.4.L.2
✓ Irregular Past-Tense Verbs T489n

Vocabulary Practice CC.4.L.6
✓ Expand Word Knowledge T498

Reading CC.4.Rlit.10; CC.4.Rfou.4.a
Read Historical Fiction T499–T507


Comprehension CC.4.Rlit.1; CC.4.Rlit.3; CC.4.Rlit.10
✓ Explain Text Structure: Goal and Outcome T502–T505
✓ Choose Reading Strategies T502–T505
Discuss Historical Fiction T500–T501

Fluency CC.4.Rfou.4; CC.4.Rfou.4.b
✓ Practice Intonation, Accuracy, and Rate T500–T501

Power Writing T498 CC.4.W.10
Daily Writing Skills CC.4.W.3.d
✓ Use Concrete Words and Phrases T489p

Writing CC.4.W.9; CC.4.W.10
Write About Factual Events T506–T507

Writing Project: Realistic Story CC.4.W.3; CC.4.W.3.d; CC.4.W.5; CC.4.W.10
Draft T515b



Day 4

Read and Comprehend

Academic Talk CC.4.Rlit.2; CC.4.Rlit.3; CC.4.Rlit.10
Summarize Reading T508

Daily Spelling and Word Work CC.4.L.2; CC.4.L.2.d
✓ Practice T489l

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.2; CC.4.L.3; CC.4.L.6
✓ Grammar and Writing T489n

Vocabulary Practice CC.4.L.6
✓ Share Word Knowledge T508

Reading CC.4.Rlit.10; CC.4.Rfou.4.a
Read Historical Fiction T509–T513


Comprehension CC.4.Rlit.1; CC.4.Rlit.3; CC.4.Rlit.10
✓ Explain Text Structure: Goal and Outcome T510–T513
✓ Choose Reading Strategies T510–T513a

Fluency CC.4.Rfou.4; CC.4.Rfou.4.b
✓ Practice Intonation, Accuracy, and Rate T509

Power Writing T508 CC.4.W.10
Daily Writing Skills CC.4.W.3.d
✓ Use Concrete Words and Phrases T489p

Writing CC.4.Rlit.1; CC.4.L.5
Writer's Craft: Figurative Language T513a

Writing Project: Realistic Story CC.4.W.3; CC.4.W.3.d; CC.4.W.5; CC.4.W.10
Revise; Edit and Proofread T515c–T515d



Day 5

Review and Apply

Academic Talk CC.4.Rlit.1; CC.4.Rlit.2
Talk About It T514

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.2
✓ Review T489n

Vocabulary Review CC.4.L.6
✓ Apply Word Knowledge T513b

Reading
Reread Historical Fiction T499–T513

Comprehension CC.4.Rlit.1; CC.4.Rlit.2
✓ Explain Text Structure: Goal and Outcome T514a

Fluency CC.4.Rfou.4.b
✓ Check Intonation, Accuracy, and Rate T515

Power Writing T513b CC.4.W.10
Daily Writing Skills CC.4.W.3.d
✓ Use Concrete Words and Phrases T489p


Writing CC.4.Rlit.1; CC.4.Rlit.2; CC.4.W.10
Write About It T514

Writing Project: Realistic Story CC.4.W.3; CC.4.W.3.d; CC.4.W.5; CC.4.W.10; CC.4.L.1; CC.4.L.2; CC.4.L.3
Publish and Present T515d

Read Fiction Books

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


Reading CC.4.Rlit.5; CC.4.Rlit.10; CC.4.SL.1.a
Read and Comprehend Literature SG8–SG9
✓ Choose Reading Strategies to Comprehend Literature SG6–SG9
✓ Explain Text Structure: Goal and Outcome SG8–SG9



Read Fiction Books

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

Reading CC.4.Rlit.5; CC.4.Rlit.10; CC.4.SL.1.a
Read and Comprehend Literature SG8–SG9
✓ Choose Reading Strategies to Comprehend Literature SG6–SG9
✓ Explain Text Structure: Goal and Outcome SG8–SG9




Read Fiction Books

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

Reading CC.4.Rlit.2
✓ Connect Across Texts SG9

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



ASSESSMENT & RETEACHING



Assessment and Reteaching T515e–T515f

✓ Reading Comprehension Test A8.4–A8.5 CC.4.Rlit.2

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

✓ Oral Reading Assessment A8.1–A8.3 CC.4.Rfou.4.a

✓ Vocabulary Test A8.6–A8.7 CC.4.L.4.b; CC.4.L.6

✓ Spelling Test: Words with Prefixes *un-*, *re-*, and Commonly Misspelled Words T489k 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 Test A8.8–A8.9 CC.4.W.10; CC.4.L.1; CC.4.L.3

Reteaching Masters RT8.1–RT8.3

Week 1 Learning Stations


Speaking and Listening

Option 1: Protecting Animals

Protecting Animals

Skills: Express Opinions
Contexts: Hermit, Animal Conservation
Listening/Speaking 

- Look at the **Language Builder Picture Card**. What is the wildlife conservationist doing to save the seal?
- Think about different things that people do to protect wildlife such as seals and mountain gorillas.

Talk Together  **Unit 8 Part 1 48**

Express opinions about protecting wildlife.
I believe _____
I don't believe _____
In your opinion, are any species of wildlife not worth protecting?

I believe that gorillas should be protected. They are really interesting animals and we can learn a lot from them.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 48

Digital Library: Language Builder Picture Card E100

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

Explain Ideas and Understanding

CC.4.SL.1.d

Option 2: Where the Bison Lived



Remind students that the setting of a story is where and when events happen. Explain that environment and setting are synonymous.

- Have students think about what the setting was like in "Buffalo Music."
- Have students describe to a partner the environment in which the bison lived.

Paraphrase Text

CC.4.SL.2

Language and Vocabulary

Key Words

heritage · hero · historical · mission
motive · outcome · president · protect
responsible · service · value · volunteer

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 > Use This Word > Write More, have students use the words in concrete phrases to write paragraphs or stories about protecting habitats.
- Under Add More Information > My Connection, have students write something that reminds them of a Key Word.


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

CC.4.L.6


Writing

Option 1: Fact and Fiction

Fact and Fiction

Skills: Compare Fact and Fiction
Contexts: Hermit
Language Arts 

- Review "Buffalo Music." Reread the description of historical fiction on page 498.
- With your partner, decide which details in the story are facts and which are fiction.
- Make a chart. List the details.

Talk Together  **Unit 8 Part 1 47**

Share your chart. Explain why you sorted each detail as fact or fiction.

| "Buffalo Music" | | |
|-----------------|---|-------------------------------|
| page | Fact | Fiction |
| page 501 | • People earned money hunting buffalo. | • the names of the characters |
| page 502 | • Hunters killed many buffalo and left the bones. | • What the characters say |
| page 503 | | |

Digital Option Use a word-processing program to make your chart.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 47

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

Gather information

CC.4.W.8

Option 2: Write Buffalo Lyrics



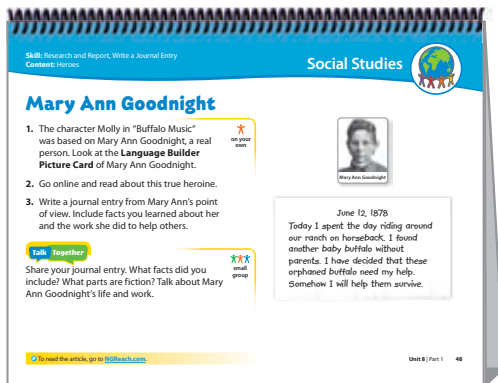
Have students work in small groups to write lyrics for a song about buffalo.

- Have small groups brainstorm words and phrases that describe buffalo and their habitat.
- Ask students to build on the description of the buffalo in the week's selection to write their lyrics.
- Have groups share their songs with the class.

Use Appropriate Development and Organization CC.4.W.4

Cross-Curricular

Option 1: Mary Ann Goodnight 



Social Studies

Mary Ann Goodnight

1. The character Molly in "Buffalo Music" was based on Mary Ann Goodnight, a real person. Look at the **Language Builder Picture Card** of Mary Ann Goodnight.

2. Go online and read about this true heroine.

3. Write a journal entry from Mary Ann's point of view. Include facts you learned about her and the work she did to help others.

Journal Entry: June 12, 1878
Today I spent the day riding around our ranch on horseback. I found another baby buffalo without parents. I have decided that these orphaned buffalo need my help. Somehow I will help them survive.

Talk Together: Share your journal entry. What facts did you include? What parts are fiction? Talk about Mary Ann Goodnight's life and work.

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 48

Digital Library: Language Builder Picture Card E94

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

Student Resources Directory

Write Narratives CC.4.W.3

Option 2: Research Symbolic Animals 



MATERIALS

library and reference books • online resources

Remind students that the buffalo is often seen as a symbol of the "Wild West." Point out that the panda is a symbol of China. Have students work in small groups to brainstorm other animals that represent countries.

- Have groups use print and online resources to research the animals they have named.
- Have groups create charts showing all the sources used and then share their research with the class.

Conduct Research CC.4.W.7

Reading

Option 1: Comprehension Coach 



[NGReach.com](https://www.ncreach.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: Additional Reading 

PROGRAM RESOURCES

Week 1 Small Group Reading Titles, SG6
Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read before from the Week 1 Small Group reading titles, the Independent Reading Recommended Books, or the Leveled Book Finder.

After reading, have students write a sentence about something new they learned. Students may also wish to take books home for additional reading.

Read and Comprehend Literature CC.4.Rlit.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 RT8.1–RT8.3

Additional Resources

Reach into Phonics 



Lesson 116

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

ESL Kit 



ESL Teacher's Edition pages T490–T515

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Protecting Habitats

- ✓ Spell Words with Prefixes *un-*, *re-*
- ✓ 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 prefixes *un-*, *re-*

| | |
|-----------------|--|
| 1. reassemble | We need to reassemble the birdhouse because the tornado broke it apart. |
| 2. reclaim | Some birds build new nests each year, but others reclaim their old nests. |
| 3. reconstruct | After the tornado, builders had to reconstruct the home. |
| 4. refinish | Refinish the old building with a fresh coat of paint. |
| 5. remodel | We'll remodel the shelter to make it more modern. |
| 6. reorganize | I'll reorganize the supplies to make them easier to find. |
| 7. revisit | I enjoyed our trip to the bird sanctuary, so I hope we can revisit it next summer. |
| 8. unafraid | Bob fears working with animals, but I am unafraid . |
| 9. undamaged | The trees were undamaged , not hurt by the storm at all. |
| 10. uneasy | I felt uneasy about leaving the helpless birds alone. |
| 11. unfamiliar | The new employees were unfamiliar with the rules about animal habitats, so they got a list to memorize. |
| 12. unfulfilled | He didn't clean up the camp as he said he would, so his promise was unfulfilled . |
| 13. uninformed | Until I did some research, I was uninformed about the frog's habitat. |
| 14. unprotected | Without the safety of shelter, the unprotected animals face many dangers. |
| 15. unselfish | The unselfish hiker shared food with other campers. |

Watch-Out Words

| | |
|-------------|--|
| 16. flour | We'll use flour , sugar, and butter to make the cake. |
| 17. flower | Our cake will have petals from a real flower . |
| 18. among | The beautiful cake will sit on the table among flowers, apple slices, and grapes. |
| 19. between | The birthday boy will sit between Mom and Dad. |

Prefixes

Day 2



Option 1

MATERIALS

index cards, 15 per student plus 2 per pair

Teach

Display the words *unafraid*, *reassemble*, and *reclaim*. Tell students that when a prefix is added to the beginning of a word, it changes the meaning of the word. Explain:

- *The prefix un- means "not," so unafraid means "not afraid."*
- *The prefix re- means "again" or "back." So reassemble means "assemble again," and reclaim means to "claim again" or "claim back."*

Prepare

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

reclaim

re

Practice

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

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

Prefix Toss

Day 2



Option 2

MATERIALS

crumpled paper ball, 1 per group • timer

Prepare

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

Play a Game

- Have students form a circle. One player tosses the paper ball to another player, calling out either *un-* or *re-* as he or she tosses the ball.
- The player who catches the ball says and spells a spelling word with the called prefix. The group checks his or her spelling.
- If the word is spelled correctly, the player gets one point and tosses the ball to another player. If the word is not spelled correctly, a volunteer spells it correctly, gets the point, and tosses the ball to another player. Play continues. No word may be used twice.
- When time is called, the player with the most points wins.

Demonstrate Command of Spelling

CC.4.L.2



Watch-Out Dash!

Day 3



Option 1

MATERIALS

dictionary

Teach

Pose a question to get students thinking: How do you know whether to use the word between or the word among?

After students have shared ideas, explain: The rules can be complicated, but here is a simple rule that is usually correct: Use between when you are talking about two things. Use among when you are talking about three or more things. Have volunteers reread all four Watch-Out Word sentences and explain how each word is used. Then play a game.

Prepare

- Have each student write four sentences about an animal's habitat using the Watch-Out Words. Have them leave a blank space in place of each Watch-Out Word.
• Tell partners to consult a dictionary to be sure they are using the Watch-Out Words correctly.

Play a Game

- Have students exchange sentences with partners and fill in the blanks with the correct words.
• Have partners say and spell each Watch-Out Word.

The mother bird divided the sunflower seeds _____ her three babies in the nest.

Use Frequently Confused Words
Consult References

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

The Flip Side

Day 3



Option 2

MATERIALS

index cards, 9 or 10 per team • 2 dictionaries per team or access to an online dictionary

Prepare

Form two teams. Assign one team 9 spelling words and the other team 10. Have teams write each of their words on a separate card and then look up the word's definition and write it on the back of the card.

Play a Game

- Bring the teams together. Place all 19 cards on a table, definitions up.
• Teams take turns picking up a card, reading the definition, then saying and spelling aloud the spelling word that goes with it.
• Teams check each other's spelling. If a student correctly names and spells a word, his or her team keeps the card. If a student says the wrong word or misspells the correct word, the card goes back.
• Play goes on until all cards are gone. The team with more cards wins.

Consult References

CC.4.L.4.d

Concentration

Day 4



Option 1

MATERIALS

Construction paper

Prepare

Arrange students in pairs and have partners collaborate to write each spelling word twice. Tell them to leave room to cut the words apart. Have them cut the words apart to create word cards.

Play a Game

- Have partners shuffle both sets of cards together and then spread them out face-down on a table.
• Tell students to take turns turning over two cards. If the cards match, the student spells the word aloud without looking, and if spelling is correct, keeps the cards.
• If the cards do not match, or if the player misspells the word, the player returns the cards facedown to the table.
• Students play until all the cards have been matched and spelled correctly. The student with more cards at the end of the game is the winner.



Spell Grade-Appropriate Words

CC.4.L.2.d

Act It!

Day 4



Option 2

Write and Perform a Scene

- Have pairs write a short scene about a natural habitat, using as many spelling words as they can.
• Have each pair perform its scene for the class. After the scene is performed, have volunteers in the audience identify and spell each of the spelling words used in the scene.

Jonah: I can't wait to help reconstruct the bird habitat in the park.
Tyrella: Let's put it between the flower beds and the old barn.
Jonah: Great! And I thought of a way to remodel the habitat so wild cats won't scare the birds.
Tyrella: Let's see it! I don't want the birds to be unprotected.

Demonstrate Command of Spelling

CC.4.L.2

Week 1 Daily Grammar

OBJECTIVE

Thematic Connection: Protecting Habitats

Grammar: Use Past-Tense Verbs

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Demonstrate Command of Spelling

CC.4.W.5

CC.4.L.1

CC.4.L.2

Day 1

PROGRAM RESOURCES

Regular Past-Tense Verbs #1:
eVisual 8.2

Game: Practice Master PM8.3

MATERIALS

index cards, 8 per pair of students

Teach the Rules

Use the suggestion on page T494 to introduce regular past-tense verbs. Then display **eVisual 8.2** to teach the rules.

Regular Past-Tense Verbs #1

| | Now | In the Past |
|---|--|--|
| <ul style="list-style-type: none"> The past tense of a regular verb ends with -ed. For most verbs, just add -ed. | camp seem | I camped with my family last summer. The woods seemed peaceful. |
| <ul style="list-style-type: none"> For verbs that end in silent <i>e</i>, drop the final <i>e</i> before adding -ed. | taste e whine e | A picnic dinner tasted great! My sister whined about the insects. |

Regular Past-Tense Verbs #1: eVisual 8.2

Play a Game

Distribute 8 index cards and **Practice Master PM8.3** to pairs of students.

Differentiate

English Learners

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

STRATEGY Display these verbs: *talk, play, open, erase, stare, create*. Have one partner be *Today* and the other *Yesterday*. *Today* uses one of the verbs in this sentence frame: Today I _____. *Yesterday* rewrites the sentence: Yesterday I _____. Students switch roles and play until all the verbs have been used.

Name _____ Date _____

Grammar Game
Put It in the Past!

Directions:

- With your partner, cut 8 index cards in half and write numbers 1 through 16 on separate pieces. Shuffle the cards and stack them face down.
- Take turns drawing a card. Look for the verb in the grid whose number matches the number on your card. Write the past tense of the verb in the correct square on the grid.
- Have your partner check the spelling. If it is correct, keep the card. If not, correct the spelling, but set the card aside.
- The game ends when all the cards have been drawn. The player with more cards at the end of the game wins.

| | | | |
|------------|-------------|-------------|-------------|
| 1. call | 2. hope | 3. live | 4. change |
| 5. work | 6. use | 7. value | 8. protect |
| 9. reclaim | 10. need | 11. remodel | 12. inspire |
| 13. plant | 14. whistle | 15. dream | 16. restore |

Practice Master PM8.3

Day 2

PROGRAM RESOURCES

Regular Past-Tense Verbs #2:
eVisual 8.7

MATERIALS

index cards, 22 per pair of students

Teach the Rules

Use the suggestions on page T497 to review regular past-tense verbs. Display **eVisual 8.7** and explain the spelling rules.

Regular Past-Tense Verbs #2

| Verb Endings | Now | In the Past |
|--|-------------------------------|--|
| <ul style="list-style-type: none"> For one vowel plus one consonant, double the final consonant; add -ed. | ban stop | The park rangers banned camping last spring. They stopped car traffic also. |
| <ul style="list-style-type: none"> For a consonant and <i>y</i>, change the <i>y</i> to <i>i</i> before you add -ed. | tidy <i>y</i> try <i>y</i> | We tidied the park. We tried to get rid of litter. |
| <ul style="list-style-type: none"> For a vowel plus <i>y</i>, just add -ed. | stray | Some animals strayed from their habitat. |

Regular Past-Tense Verbs #2: eVisual 8.7

Play a Game

Have students play "Concentration." Display the word list. Have students write each word on two index cards. Explain: *Choose two cards. If the words match, say and spell the past-tense form. If correct, keep the cards. If not, replace the cards facedown. Play until all the cards are gone. The player with more cards wins.*

| | | | | | |
|------|--------|-------|------|------|-------|
| deny | enjoy | obey | slip | play | study |
| tap | employ | hurry | lug | quiz | |

Differentiate

Below Level

ISSUE Students cannot remember all the spelling rules.

STRATEGY Help students create mnemonics: A vowel and a consonant / Danced in the past; Consonant double-stepped / Tap, tap, tapped!



Use Knowledge of Conventions
Acquire and Use Conversational Words

CC.4.L.3
CC.4.L.6

Day 3

PROGRAM RESOURCES

Irregular Past-Tense Verbs #1:
eVisual 8.8

Teach the Rules

Use the suggestion on page T506–507 to introduce common irregular past-tense verbs. Display eVisual 8.8.

Irregular Past-Tense Verbs #1

| | Verb / Past-Tense Form | Example |
|--|---|--|
| <ul style="list-style-type: none"> Irregular verbs do not add <i>-ed</i> to show the past tense. They have special forms. You just have to remember the special forms. | be / was, were become / became go / went grow / grew have / had say / said | The wolf was with his pack. They became nervous as humans approached. The pack had five pups. |

NGReach.com Irregular Past-Tense Verbs #1: eVisual 8.8

Play a Game

Arrange teams of three to four students each. Explain the game:

- Listen as I say a sentence with an irregular verb in the present tense. For example: I am in the yard.
- With your team, rewrite the sentence in the past tense: I was in the yard. I will check your sentence. If it is correct, you score one point.
- After 12 sentences, the team with the most points wins.

Differentiate

SN Special Needs

ISSUE Students add *-ed* to past-tense irregular verbs.

STRATEGY Explain: *For some verbs, the spellings of the present- and past-tense forms do not end in -ed.* Have students practice reading aloud the two forms of common irregular verbs.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM8.4

Grammar and Writing

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

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- regular past tense verbs
- irregular past tense verbs

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

Last year, the vacant lot next to my apartment building ^{was} really a mess. Weeds ^{grew} as high as cornstalks. Trash littered the ground. The fence was ^{covered} with graffiti.

One day I ^{decided} to do something about it. I ^{gathered} my friends and suggested that we clean up the place. "We can get rid of the trash, plant flowers, and paint the fence," I ^{said}.

Everyone ^{loved} the idea. We ^{hurried} to gather materials—trash bags, garden tools, seeds, paintbrushes and paint. We ^{lugged} everything to the lot and got going. We worked hard, but all of us ^{enjoyed} transforming the lot into a pretty place.

For use with TE, T489n PM8.4 Unit 8 | Saving a Piece of the World

NGReach.com Practice Master PM8.4

Day 5

PROGRAM RESOURCES

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

Review and Assess

Copy and display the sentences below. For each sentence, have one partner change the underlined verb to the past-tense form and the other say the appropriate rule. For irregular verbs, have students say, "You just have to remember special forms."

- Jeff goes to the recycling center. _____
- We carry trash to the bin. _____
- Children play in the new park. _____
- They organize Beach Clean-Up Day. _____
- Bright flowers dot the windowsills. _____

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

Week 1 Daily Writing Skills

OBJECTIVE

Thematic Connection: Protecting Habitats

✔ Use Concrete Words and Phrases

COMMON CORE STANDARDS

Use Concrete Words and Phrases

CC.4.W.3.d

Introduce Concrete Words

Day 1



PROGRAM RESOURCES

Make It Concrete: eVisual 8.3

Vague or Concrete?: eVisual 8.4

Teach the Skill

Display and read aloud **eVisual 8.3**.



Make It Concrete

The two-lane road through Badlands National Park was utterly deserted. As I gazed out the window, I couldn't help but yawn. Then suddenly, my sister Ellen shouted, "Look!" Mom slammed on the brakes. Our pickup truck halted, and we all stared at the sight. A herd of fifty buffalo trudged across the gray asphalt, ignoring us.
by Fred Begay

NGReach.com **Make It Concrete:** eVisual 8.3



INTERACTIVE WHITEBOARD TIP: Underline precise nouns and exact verbs.

Then explain: *You can really imagine this scene because Fred used concrete words and phrases. His precise nouns and exact verbs help readers picture exactly what he saw and precisely how things happened.*

Cross out *gazed* and write *looked* above it. Reread the sentence. Say: *The word is vague, or general. It does not give a clear picture of the event. Gazed is clearer because it tells how Fred looked out the window.* Continue replacing concrete words and phrases. Have students discuss how this affects the paragraph and why. Display and discuss **eVisual 8.4**.



| Vague | Concrete |
|-----------------------------------|---|
| I read a book. | I read <i>Jumanji</i> . |
| I took my bike to the store. | I rode my five-speed bike to the grocery store. |
| His cousin likes pizza very much. | Sam's cousin Rosa loves thin-crust pizza. |

NGReach.com **Vague or Concrete?:** eVisual 8.4



INTERACTIVE WHITEBOARD TIP: Highlight vague words and underline concrete ones.

Explain: *Concrete words and phrases describe scenes and events precisely and clearly.*

Recognize Concrete Words

Day 2



Option 1

Introduce

Remind students that concrete words and phrases help the reader get a more precise picture of what is happening.

Practice

Have partners read through **Anthology** pages 500–501, looking for sentences that use concrete words and phrases. Tell them to copy the sentences and highlight the concrete words and phrases.

Next, have partners share the picture each concrete word and phrase makes in their minds and discuss how these pictures help them get a precise picture of what is happening in the scene.

Create Word Intensity Scales

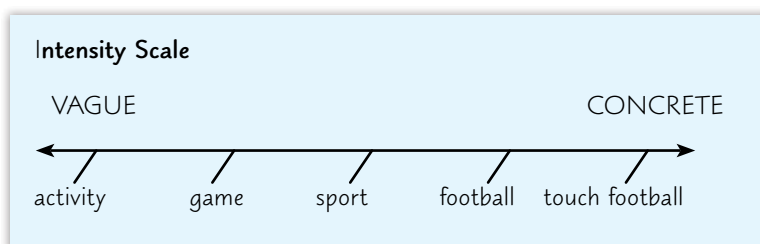
Day 2



Option 2

Practice

Explain that an intensity scale is a helpful way to show the difference between vague and concrete words. Point to *activity* and clarify: *If I say that I played an activity on Saturday, you have no idea what it was because that word is vague.* Continue across the scale, explaining how each increasingly concrete term clarifies what activity you mean.



Have partners create an intensity scale for each of these words: *went, said, people, food*. Then have pairs share their scales with another pair and discuss why each word from left to right increases the precision of what is being described.



SUGGESTED PACING

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

Write Concrete Sentences

Day 3



Option 1

Introduce

Copy and display the following sentences.

- In the early 1800s, millions of buffalo (walked) across the (land).
- Think how (good) it must have been to (see) a large herd!
- The number of (animals) decreased as more and more settlers (went) west.
- (People) wanted to (get) money by selling the hides and hooves.
- (Groups) wanted buffalo out of the way as they (put) tracks across the plains.

Practice

Have partners rewrite each sentence, replacing each word or phrase in parentheses with a more concrete word or phrase. Then have pairs share and compare their sentences with another pair of students.

Create a Concrete Chart

Day 3



Option 2

Introduce

Copy and display the chart and read aloud each entry in each row. Discuss how each entry gives more concrete information than the previous entry.

| Vague | Concrete | More Concrete |
|------------------------------|---|---|
| I read a book. | I read a book by Chris Van Allsburg. | I read <i>Jumanji</i> . |
| I rode my bike to the store. | I rode my five-speed bike to the store. | I sped on my five-speed to Guiseppe's Market. |

Practice

Have pairs of students create similar charts and write an original sentence in each cell. Then have each pair share their chart with another pair and discuss how the concrete and more concrete entries give the reader increasingly clearer images of the scenes or events.

Revise with Concrete Words

Day 4



Practice

Have students choose writing samples from their Weekly Writing folders and replace any vague language with concrete words and phrases. Tell students to keep track of their changes on charts:

| Original word or phrase | More concrete word or phrase |
|-------------------------|--------------------------------|
| through the rain | through a violent thunderstorm |
| | |
| | |

Have partners share their changes. Encourage partners to explain why or how the changes make the writing clearer or more interesting. Then have partners work through a single piece of writing together to make it more concrete throughout.

Review and Assess

Day 5



PROGRAM RESOURCES

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

Review the Skill

Copy and display this RAFT. Tell students that each of them will use it to write a passage containing concrete words and phrases.

| | |
|----------|---|
| Role | A young buffalo today |
| Audience | Fourth-grade students |
| Form | Interior monologue (the buffalo's thoughts) |
| Topic | Do you prefer being a buffalo today or would you rather have lived in the past? |

Prompt groups to write passages based on the RAFT. Remind them that they are writing from the point of view of a buffalo and to use concrete words to express the buffalo's thoughts and feelings.

After the group has completed its passage, have them read it aloud in the group, identify concrete words and phrases, and discuss how concrete words and phrases bring the passage to life.

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

Day 1 Introduce Unit 8

OBJECTIVE

Thematic Connection: Protecting Habitats
Preview Content by Paraphrasing Information

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 8

Unit Concept Map: Practice Master PM8.1

TECHNOLOGY ONLY

Unit 8 Build Background Video

MATERIALS

markers • colored pencils

NATIONAL GEOGRAPHIC
Reach
NEWSLETTER
Level E | Unit 8

Dear Family Member,
"What's worth protecting?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about things that are worth protecting. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members about what they think is worth protecting. What living things, places, objects, or even ideas would they like to save? Ask them to share ideas about how to save what they value most. Try to use New Words in your interviews.
2. Work together to write notes about your interviews on the lines below. Try to include some of the New Words in your notes.
3. Remind your student to bring the completed notes to class.

What We're Reading

"Buffalo Music"
by Tracy E. Fern
In this story, a woman rescues wild buffalo.

"Saving Bison from Extinction"
by Dorothy Young
This report traces the history of bison in the United States.

"The Key Holders of Kabul"
by Fredrik Hiibert, with Ronald Scro
In this personal narrative, Explorer Fredrik Hiibert tells how brave museum workers saved Alghani treasures.

"The Librarian of Basra"
by Jeanette Winter
In this historical narrative, the author tells how an Iraqi librarian protected her library's books during war time.
And more!

Family Newsletter 8 | English

NGReach.com Family Newsletter 8
in seven languages

COMMON CORE STANDARDS

Reading

Interpret Information Presented
Visually and Orally

CC.4.Rinf.7

WARM-UP

Display the photo on **Anthology** pages 490–491 and explain that it shows clay statues from ancient China. Ask: *Why are these statues worth saving?*

Social Studies Background

1 Big Question **Anthology** page 490

Have a volunteer read aloud the Big Question. Explain that this unit is about preserving cultures or species. In order to answer the question, students will be reading and talking about how people protect both living and nonliving things. Distribute **Family Newsletter 8**.

2 Share What You Know **Anthology** page 491

Activate prior knowledge. Ask: *How has being brave helped you protect something?* Display **Student eEdition** page 491 and review the instructions. Have students discuss what makes someone brave.

3 Build Background Video

Set a purpose for viewing the video: *Watch and listen to find out what people value and how they protect those things.* Play the video and invite students to take notes. After viewing, discuss the video: Ask: *What are some things people value? How does the filmmaker use images to help you understand what people value?*

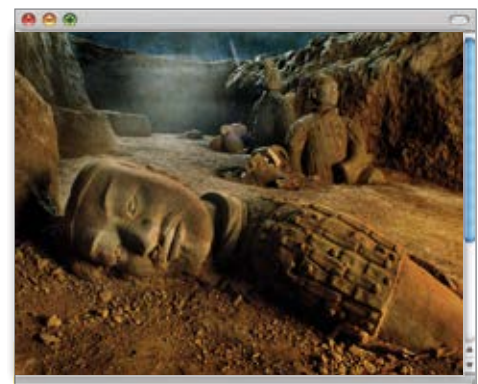
Mini Lesson

Role of a Narrator

Explain that the narrator of a video tells what is happening. Most narrators use an even tone that does not show feelings. The narrator's voice, pace, and pauses affect the message. Think aloud: *The narrator pauses to give viewers time to look at the pictures and think about the information.*

Play short segments of the video, pausing for students to identify pauses and changes in pace and how they affect the tone. Discuss how the repetition of words, such as *value* and *protect*, contributes to understanding.

Have students identify a pause and explain its effect on that segment of the video.



NGReach.com Build Background Video

Saving a Piece of the World

?
BIG
Question What's worth protecting?

490

Share What You Know



- 1 Think of a brave character from a movie or TV show.
- 2 **Pantomime** a scene that show how the character might act to help someone in need.
- 3 **Take a vote.** Which character does your class think is bravest? Why?



Build Background: Watch a video about heroes.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Video



Resources

NGReach.com

Anthology
 pages 490–491

Unit Projects

4 Introduce the Unit Concept Map

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

Display the unit concept map. Using **Student eEdition** page 564 or on a bulletin board in the classroom, explain: *As you go through this unit, you will be organizing your answers to the Big Question on a concept map.* Distribute **Practice Master PM8.1** and model how to fill in the concept map. Ask: *What ideas from the video can help us answer the Big Question? Let's put them on the concept map.*



Concept Map

5 Preview Unit Projects

Point out the projects, using **Student eEdition** page 565. Have students read the project options so they can think about which one they might choose.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills (T489o–T489p)
- ✓ Power Writing (T492, T494a, T498, T508, T513b)
- ✓ Writing (T494, T496–T497, T506–507, T513a, T514)
- ✓ Writing Project (T515a–T515d)

Name _____ Date _____

Unit Concept Map
Saving a Piece of the World
 Make a concept map with the answers to the Big Question: 'What's worth protecting?'

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PM8.1 Unit 8 | Saving a Piece of the World

NGReach.com Practice Master PM8.1

OBJECTIVES

Thematic Connection: Protecting Habitats

- Use Domain-Specific Words
- Explain Text Structure: Goal and Outcome

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM8.1
- Goal and Outcome: Practice Master PM8.2
- Family Newsletter 8

TECHNOLOGY ONLY

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

MATERIALS

timer

Power Writing

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

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

Academic Talk

1 Express Opinions Anthology page 492

Read aloud the instructions and play the **Sing with Me Language Song**: “One Kid Can.” Review: *An opinion tells what someone thinks, feels, or believes.*

Use the problem of trash to model more examples of how to express an opinion: *It would be a good idea if we stopped littering. It would be a good idea to pick up trash in the community.* Point out the phrase “It would be a good idea,” then restate your opinion using the alternative phrase “What if we”: *What if we stopped littering? What if we picked up trash in the community?*

Model how to support opinions with reasons, facts, and examples. For example, add: *A clean community is prettier and healthier than one covered with trash.* Have volunteers practice expressing and supporting their own opinions about trash in a community.

Then ask students to brainstorm a class list of problems in their school, community, or country that they have strong opinions about and would like to solve. Have students work in small groups to express and support their opinions about ways to solve these problems. Provide sentence frames, such as: It would be a good idea to _____. What if I/we/they _____?

Social Studies Vocabulary

2 Key Words Anthology page 493

Explain and model using **Vocabulary Routine 1** and the images on **Student eEdition** page 493 to learn the Key Words.

- **Pronounce the word** and point to the image: **volunteer**.
- **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 **volunteer** is someone who works without being paid.
- **Elaborate.** Relate words to knowledge and experience: Dad is a **volunteer** at the hospital. He visits children and reads stories to them.

For **Vocabulary Routine 1**, see page BP46.

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

Have partners take turns repeating the routine for each word from **Anthology** page 493. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

heritage · hero · president
protect · volunteer

COMMON CORE STANDARDS

Reading

- | | |
|---|--------------|
| Determine Meanings of Words and Phrases | CC.4.Rlit.4 |
| Read and Comprehend Literature | CC.4.Rlit.10 |
| Determine Meanings of Domain-Specific 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 Purposes | CC.4.W.10 |

Language and Vocabulary

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



NGReach.com My Vocabulary Notebook



Language Frames

- I do/don't believe _____.
- I do/don't think _____.

Express Opinions

Listen to Beatriz's song. Then use **Language Frames** to express an opinion about a problem that you can help solve.

Song

One Kid Can

When your town has a problem,
Remember this inspiring song.
I don't believe that it's
too difficult
To change something
that's wrong.
One kid can make a difference.
Yes, I do think that
one kid can.
It only takes one
good idea
For us to start a
perfect plan.
Tune: "Give My Regards
to Broadway"



Key Words

| | |
|-----------|-----------|
| heritage | protect |
| hero | volunteer |
| president | |

Key Words

Look at the pictures. Use **Key Words** and other words as you talk about what makes someone a **hero**.

Who Is a Hero?



A **volunteer** works without pay. These volunteers serve food to people in need.



This park ranger **protects** animals. She works to keep them safe.



Some workers keep our national **heritage** alive. She teaches about a Native American way of life.



A **president** leads the nation.

Talk Together

What things of value do heroes protect? Try to use **Language Frames** from page 492 and **Key Words** to **express opinions** to a partner.

STUDENT
TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 492–493

3 Talk Together Anthology page 493

Clarify that the pictures on **Anthology** page 493 show several kinds of heroes. Discuss other community heroes, such as firefighters, rescue dogs, or doctors. Suggest that students discuss what some of these heroes protect. Remind them to use Key Words whenever possible. Provide an example, such as: *I think crossing guards are **heroes** because they stop traffic to **protect** children crossing the street.*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words

As students discuss opinions about heroes, listen for correct usage of Key Words.

If students have difficulty with the task, ask questions that reinforce the use of Key Words:

- *How does a **president protect** people?* (Possible response: A **president protects** people's rights by signing laws.)
- *How could a **volunteer help protect** a stream?* (Possible response: She could collect trash from the stream.)
- *How can a family **protect its heritage**?* (Possible response: A family can keep its traditions in the ways it celebrates holidays.)
- *What kind of **hero protects** a swimmer in trouble at a beach?* (a lifeguard)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

| | |
|-------------------------|-----------------------------|
| <i>hero/héroe</i> | <i>president/presidente</i> |
| <i>protect/proteger</i> | <i>volunteer/voluntario</i> |

BL Below Level

ISSUE Students struggle to use Key Words in context.

STRATEGY Provide examples and have students use them as models: *I think a park **volunteer** can **protect** wild animals. What do you think a firefighter can **protect**?* Have students follow your model and answer in a complete sentence. (Possible response: I think a firefighter can **protect** people from fires.) Repeat this pattern with other Key Words that students have difficulty using in context.

Word Map

| Word | Definition | My Example |
|---------|---|-------------------------|
| outcome | the way something turns out, whether or not the goal is met | the hero meets her goal |

Fluency

Model Intonation Explain the concept: *Fluent readers change their voices to show feeling.* Model intonation with sentences from “Beatriz’s Project.” Have students practice intonation by reading aloud from “One Kid Can” on **Anthology** page 492. Circulate and listen for correct intonation.

Comprehension

4 **Goal and Outcome** ✓ **Anthology** page 494

Read aloud the introduction on page 494, and use a Word Map to teach the term *outcome*. Then display **eVisual 8.1** and read aloud “Beatriz’s Project.” Prompt: *Keep track of the main character’s goal.*



Read Aloud

Realistic Fiction

Beatriz’s Project

Beatriz frowned as she lounged on the front step of her house. “This is not an attractive street,” she grumbled. “There is too much gray cement, too much black asphalt, and not enough green. I want some trees to make my street prettier.”

Beatriz heard about a **volunteer** group called Green Team. She wasn’t sure whether they could help her, but she decided to phone their office and find out. Beatriz explained her concern to a friendly **volunteer** named Mikah. He explained that his group loved this type of project. “We’ll be out tomorrow,” he assured her.

The next day, a truck pulled up, and a crew of **volunteers** got out. They unloaded young trees and a variety of gardening tools from the truck and began planting. Soon, people from the neighborhood stopped by to assist. When the day’s work was done, Mikah explained that everyone would have to carefully tend the young trees for awhile to **protect** them.

For months, everyone on Beatriz’s street worked together to take care of the young trees, which grew tall and healthy and made the neighborhood delightfully green. Looking at her street, Beatriz realized that her project had succeeded: her street was even more beautiful than she had ever hoped.

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



INTERACTIVE WHITEBOARD TIP: Circle the sentence that tells the outcome of Beatriz’s goal.

5 **Map and Talk** ✓ **Anthology** page 494

After students read, ask: *What does Beatriz want to do?* (make her street prettier) *What is another event that leads to the **outcome**?* (Neighbors help plant and care for the trees.) Point out where you would add this event on the map.

6 **Talk Together** ✓ **Anthology** page 494

Have students use **Practice Master PM8.2** to make a goal-and-outcome map about a project they have completed.

Check & Reteach

OBJECTIVE: Explain Text Structure: Goal and Outcome ✓

Have students review their stories from Talk Together and identify the events that clearly tie their goal to its outcome.

If students have difficulty tracking a goal to its outcome, redirect: *What did you want to do? What did you do first? What did you do next? Did you reach your goal?*



Goal and Outcome

A **goal** is something you want to achieve. The **outcome** is whether or not you actually reach your goal.

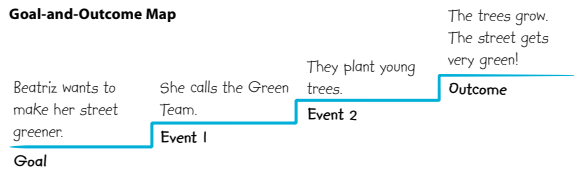
Look at the pictures of Beatriz's project. Keep track of goals and outcomes to understand how and why things happen.



Map and Talk

You can make a goal-and-outcome map to track someone's progress. Write the goal on the first step. Use the next steps to list events that happen on the way to reaching the goal. Write the outcome on the last step.

Goal-and-Outcome Map



Talk Together

Tell your partner about a project you completed. Use a goal-and-outcome map to describe your goal and the steps you followed to reach it.

494

Anthology page 494

Writing

7 Write About Goals and Outcomes

Introduce: *Now you are going to use your goal-and-outcome map to write a paragraph about a time you set and reached a goal.* Model with "Beatriz's Project."

Think Aloud

First, I write the goal.

*Then, I tell the events that lead to the **outcome**.*

Write

Beatriz wants to make her neighborhood prettier.

First she calls a volunteer group. Then the group plants trees. The outcome is a more attractive, greener street.

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

Have students refer to their goal-and-outcome maps from **Talk Together** to help them write their paragraphs. Then have partners share their paragraphs with one another. Add the paragraphs to their Weekly Writing folders.

WRAP-UP

Remind students that today they have learned about Beatriz's project to make her street greener. Have small groups brainstorm other ways Beatriz could make her community greener.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T489k

Daily Grammar ✓

Point to *explained* and other regular past-tense verbs in the **Read Aloud**. Then use page T489m to teach regular past-tense verbs.

Daily Writing Skills ✓

Point out the concrete phrase *friendly volunteer named Mikah* in "Beatriz's Project." Then use page T489o to practice using concrete words and phrases to describe effectively.

Name _____ Date _____

Goal and Outcome

Mapping a Goal

Make a goal-and-outcome map about a project that you completed.

Outcome

Event 3

Event 2

Event 1

Goal

Use the goal-and-outcome map to describe your goal and the steps you took to reach it to a partner.

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PM8.2 Unit 8 | Saving a Piece of the World

OBJECTIVES

Thematic Connection: Protecting Habitats

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

PROGRAM RESOURCES

PRINT & TECHNOLOGY

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

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 *heritage*.

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

COMMON CORE STANDARDS

Reading

| | |
|--|--------------|
| Determine Meanings of Words and Phrases | CC.4.Rlit.4 |
| Read and Comprehend Literature | CC.4.Rlit.10 |
| Determine Meanings of Academic Words | CC.4.Rinf.4 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |

Writing


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

Speaking and Listening

| | |
|-------------------|-----------|
| Report on a Topic | CC.4.SL.4 |
|-------------------|-----------|

Language and Vocabulary

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



WARM-UP

Ask: *What are some ways you have helped **protect** the community at school, at home, or in another group?* (Possible responses: recycling, cleaning up the yard, saving energy) Invite students to share some ways that they protect communities. Discuss steps students took to reach these goals.

Academic Talk

1 Connect Goals and Outcomes

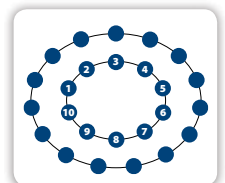
Explain: *When you talk about goals and **outcomes**, it is important to speak in an organized way.* Tell students that writing notes that connect their goals and outcomes can help them present their ideas clearly and in order. Model telling about a goal while students take notes about the goal, steps, and outcome: *My goal was to help an injured neighbor. She needed to rest, so I did her grocery shopping. The final **outcome** was that her leg healed.*

Have students take notes about a time when they met an important personal goal. Then have them share their experiences with the group, explaining how the goal, steps, and outcome connect.

Use a **Fishbowl**.

- Students on the inside report on their project.
- Students on the outside listen for the goal, the outcome, and the events that connect them.
- Have groups reverse positions. Students in the new inside group share about their own goals.

For **Fishbowl**, see page BP45.



Fishbowl

Academic Vocabulary

2 More Key Words Anthology page 495

Introduce: *Let's learn some more words to help us connect goals and **outcomes**.* 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 image:** **mission**.
- **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 **mission** is a job that has a goal.
- **Elaborate.** Relate the word to your experience: My **mission** is to help students.

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

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

Key Words

mission · motive · responsible
service · value

More Key Words

Use these words to talk about "Buffalo Music" and "Saving Bison from Extinction."

mission

(mi-shun) noun



A **mission** is a job with a goal. Their **mission** is to rescue people after an earthquake.

motive

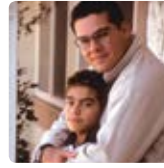
(mō-tiv) noun



A **motive** is a reason for doing something. One **motive** for studying is to get good grades.

responsible

(ri-spon-su-bul) adjective



A person who is **responsible** is in charge. This dad is **responsible** for his son.

service

(sur-vus) noun



When something is of **service**, it is useful. A cart is of **service** when you move heavy boxes.

value

(val-yū) verb



To **value** something is to care about it. Many people **value** saving money.

Talk Together

Talk with a partner. Tell how each **Key Word** makes you feel. Say why.

Value reminds me that I believe my family is valuable. It makes me feel good!

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 495

Have partners use page 495 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 495
Brainstorm a list of feelings for partners to use as they discuss each Key Word. Ask volunteers to share one example with the class.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners discuss their feelings, listen for correct usage of the Key Words.

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

- *Would being of **service** make you feel pleased or unhappy? Why?* (pleased; helping others can make you feel happy.)
- *Would you feel ashamed or proud if you completed a **mission**? Why?* (proud; it feels good to set a goal and achieve it.)

Best Practices

Encourage Respect Encourage students to validate each other's point of view during discussions. Provide examples:

- *I can tell you've thought about this a lot.*
- *Your opinion makes sense to me.*

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

mission/misión motive/motivo
responsible/responsable
service/servicio value/valorar

AL Above Level

ISSUE Students do not recognize words related to new vocabulary.

STRATEGY Break words down into roots and endings. For example, write *motive + ation*. Discuss the meaning and use the word in a sentence. Present related forms of other Key Words, such as *responsibility (responsible + ity)*. Have students determine meanings and then create a sentence for each.

Fluency

Practice Intonation As partners read aloud “A Million Trees,” circulate and listen for correct intonation.

Comprehension

4 Choose Reading Strategies Anthology pages 496–497


Project **Student eEdition** page 496 and read aloud the instructions. Then point out the poem on page 497 and model choosing a reading strategy to use with the first four lines:

- *I don't understand line 3.*
- *I can visualize how hard it would be to plant a million trees.*
- *I can monitor what I read by clarifying the definition of a **mission**.*
- *These strategies help me understand that Beatriz thinks her goal could be impossible.*

5 Talk Together Anthology page 497

Read aloud the instructions on page 497. Have students chorally read the fifth and sixth lines. Ask: *What strategy could you use to clarify the text?* (Possible response: I could visualize how the planet would look with more trees.) Then have students discuss how the strategy helped them understand the lines of the poem. Have partners read the poem, pausing to tell what strategies they can use to understand the meaning. Circulate and monitor their choice and use of strategies.

Check & Reteach

OBJECTIVE: Choose Reading Strategies to Comprehend Literature 

As partners use a variety of reading strategies to understand the poem, listen for appropriate use of each strategy.

If students have difficulty choosing a helpful strategy, have them stop to identify what a particular strategy can help them understand. Then have them review other strategies until they are able to select the most appropriate strategy to use.

Writing

6 Write About Choosing a Strategy

Introduce: *We are going to write a paragraph about how choosing reading strategies helped us understand a text.* Use Beatriz's poem to model the process.

| Think Aloud | Write |
|--|---|
| <i>First, I write what I didn't understand in the text.</i> | The poem says, “My mission sounds unlikely, but I think we can do it.” |
| <i>Then, I tell what strategy I used and what it helped me understand.</i> | I connected this idea with my own life because big class projects are easier when I'm working with a team. Making connections helped me understand why the poet says, “I think we can do it.” |

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



Choose Reading Strategies

As you read, you use different strategies to help you understand a text's meaning. Often, you use more than one strategy. You just need to know which strategies to use and when to use them. As you read:

- Think about the different strategies you have in your mental toolbox.
- Know what you are reading. Some strategies are better than others for each type of text.
- Be flexible. Sometimes you need to stop using one strategy and try another. Even the best readers switch and add strategies!

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

Reading Strategies

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

How to Choose a Reading Strategy



1. Think about what you are trying to understand.

I don't understand _____.



2. Decide which strategy you can use to help you understand.

I can _____.



3. Think about how the strategy helped you.

That strategy helped me _____.

Talk Together

Read Beatriz's poem. Practice the reading strategies. Tell a partner which strategies you used to help you understand the poem.

Poem

A Million Trees



Let's get down on our knees
and plant a million trees!
My **mission** sounds unlikely,
but I think we can do it.
We only have one planet.
Planting trees will help renew it.
Our **motive** is simple—
We want to see more green.
We'll plant from Maine to Oregon
and everywhere between.
Let's all be **responsible**.
We'll make the planet greener.
The trees will be of **service**.
The air will be much cleaner.
Let's show we **value** nature
by helping to restore it.
Let's plant a million trees—
The squirrels will adore it!

Anthology
pages 496–497

Have students recall a text they read in the past that was difficult to understand at first. Have them write a paragraph about how specific reading strategies helped them understand the text better. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T489k

Daily Grammar ✓

Write: *Beatriz loved to work with trees* as an example of a past-tense verb. Then use page T489m to teach more past-tense verbs.

Daily Writing Skills ✓

Point out the phrase *plant from Oregon to Maine* on **Anthology** page 497. Then use page T489o to practice using concrete words and phrases.

WRAP-UP

Have students think about how the poet's message in "A Million Trees" relates to the idea of protecting things of value. Have small groups brainstorm a mission to protect something in their community they believe isn't being protected. Have volunteers share their missions with the class.

Differentiate

BL Below Level

ISSUE Students have difficulty writing about reading strategies.

ISSUE Provide sentence frames: I did not understand when the text said _____. I thought about _____. It helped me to understand that the text meant _____.

OBJECTIVES

Thematic Connection: Protecting Habitats

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

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings:

MP3 or CD 3 Tracks 7–8

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 *volunteer*.

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



WARM-UP

Review: *The setting of a story is the time and place in which the story happens.*
Have small groups list stories they have read that were set in the past. Ask students to tell what it would have been like to live in such settings.

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.

- 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 of the word in the right column of the chart.

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

Key Words

heritage · hero · historical
mission · motive · outcome
president · protect · responsible
service · value · volunteer

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

Academic Talk

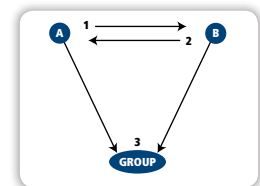
2 Preview and Predict

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

Display these Key Words: *heritage*, *hero*, and *protect*. Have students use a **Three-Step Interview** to share their predictions about “Buffalo Music.”

- Students preview the title and illustrations on **Anthology** pages 498–507 independently.
- Partners interview each other to share their predictions.
- Partners present each other’s predictions to the class.

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



Three-Step Interview

COMMON CORE STANDARDS

Reading

| | |
|---|---------------|
| Refer to Details and Examples When Explaining Text | CC.4.Rlit.1 |
| Describe an Event | CC.4.Rlit.3 |
| Read and Comprehend Literature | CC.4.Rlit.10 |
| Refer to Details and Examples When Explaining Text | CC.4.Rinf.1 |
| 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 |
| Write Over Shorter Time for Specific Audiences | CC.4.W.10 |

Language and Vocabulary

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

Buffalo Music

by Tracey E. Fern ♦ illustrated by Greg Shed

Read a Story

Genre

Historical fiction is a story that takes place in the past. It is based on real events. The writer adds events that could have happened.

Setting

The setting of a story is where and when the events happen. In historical fiction, the setting is usually tied to the events in the story.



▲ The setting of this story is Palo Duro Canyon in northern Texas, in the late 1800s.



Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

498

Anthology
pages 498–499

Reading

3 Read a Story Anthology pages 498–499

GENRE Have a volunteer read aloud the definition of historical fiction.

Explain: **Historical** fiction can seem realistic because the writer sets the story in a real time and place. However, most details, characters, and events are made up.

SETTING Have a volunteer read the definition of setting and the caption aloud. Have students use the caption and illustrations to identify the setting.

SOCIAL STUDIES BACKGROUND Share information to build background:

- As many as 30 to 60 million American bison, or buffalo, once roamed the plains of North America. In the 1880s, bison were hunted and killed to near extinction.
- People worked to **protect** the bison and rebuild their herds. Today there are about 20,000 bison in the wild. The largest U.S. herds are in Yellowstone National Park.

Have students read **Anthology** pages 500–507. See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Preview the selection. Then read together and use the questions to build comprehension.

OL On Level

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

AL Above Level

READ INDEPENDENTLY Have students name goals and outcomes. Use the questions to build comprehension.

Best Practices

Invite Critical Thinking Before a discussion, provide time for students to reflect and write about the topic by doing the following:

- recording their impressions
- formulating their opinions
- noting any details that stand out or need further clarification.

Set a Purpose 1 BL

Find out what "buffalo music" means to the narrator of this story.



When I first settled here on Palo Duro Canyon, I had no company except for the animals. I woke to the **reveille** of the roosters. I did chores to the **choir** of the crows. I dreamed to the **chorus** of the coyotes. Mostly, though, I lived to the music of the buffalo.

I stirred the fire to the *huff-huff* of buffalo breath clouding the chill dawn. I gardened to the *scritch-scritch* of buffalo scratching themselves against the cottonwoods.

I swept the **dugout** to the thunder of buffalo as they drifted like a dark cloud across the prairie. That buffalo music played right to my heart.



In Other Words
reveille morning song
choir singing
chorus howls; cries
dugout house

One day, different sounds filled the canyon. They were the boom and blast of rifles.

"What are those shots?" I asked my husband Charlie.

"Buffalo hunters, Molly," he said. "They're trying to **turn a profit on hides** and hooves."

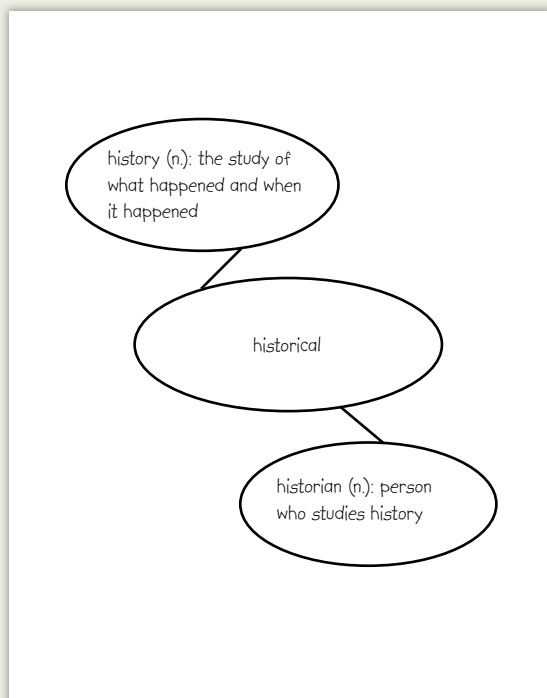
It seemed as if every man in Texas was **afire to make a fortune** in the buffalo business. Day after day, the hunters galloped into the heart of the **herd**. Shots echoed over the hills and through the hollows from sunup till sundown. And day after day, another hundred or more buffalo lay dead. **2**



In Other Words
turn a profit make money
hides buffalo skins
afire to make a fortune wanting to get rich
herd group

Anthology
pages 500–501

Word Web



Mini Lesson

Discuss Historical Fiction

Use a Word Web to teach how the term *historical* relates to the terms *history* and *historian*. Explain: **Historical fiction is a combination of real-life and made-up story elements. The real parts include real people, places, and events. Fictional parts include made-up characters, dialogue, and events.**

Display **Student eEdition** page 501 and model how to identify a historical event: *I read in the story that buffalo hunters are shooting buffalo to sell their hides and hooves. I know that in the 1800s, millions of buffalo were killed by hunters who sold their skins for money. This is factual because it can be proved.*

Model how to identify a fictional element: *Molly and Charlie are made-up characters. The writer made up their dialogue, too. These are fictional elements.* Have students find examples of more dialogue and other fictional elements.

Display **Student eEdition** page 500. Ask students to identify a fictional element on this page. (Possible response: Molly did not actually live in Palo Duro Canyon.) Ask: *What is a factual event in this part of the story?* (Possible response: Settlers really did hear the buffalo making noises because herds of buffalo lived on the prairie.)

To check understanding, have students identify and discuss additional examples of fictional elements and factual events as they read.

Fluency

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

That summer, the heat fell as heavy as an angry fist. The trails were **deep** with dust. The grass cracked like glass **underfoot**. And everywhere, as far as the eye could see, the bleached bones of the buffalo **glistened** white in the sun.

3 Within six seasons, the hunters were gone. So was the buffalo music.

Oh, those were lonely, silent days! I was sure the only song left in the canyon was the cold whistle of the north wind.



In Other Words
deep filled
underfoot as we stepped on it
glistened shined

502



But one spring morning, I was **lugging** wash water up from the river when a cowhand named Billie came trotting up.

“Howdy, Miss Molly,” Billie said. “I’ve got some **orphans** for you.”

Billie knew I had a **soft spot for critters**. He’d bring me whatever stray or sickly creature he found on the trail—prairie dogs, wolf pups, wild turkeys. Once, he even brought me an antelope.

“What did you bring this time?” I asked Billie as I set down the water and went to have a look.

Two buffalo calves were trailing after him, as skinny as hungry snakes.

EL **In Other Words**
lugging carrying
orphans young animals that don’t have parents
a soft spot for critters always liked animals

Before You Move On

- 1. Theme** What does “buffalo music” mean to Molly?
- 2. Figurative Language** What would grass that “cracked like glass underfoot” look and feel like?

503

Anthology
 pages 502–503

Read and Build Comprehension

- 1 Set a Purpose** Have a student read aloud the introduction on page 500 to help students establish a purpose for reading this historical fiction story.
- 2 Explain Goal and Outcome** *What is the hunters’ goal?* (to kill the buffalo, sell their skins, and make money) *Do they accomplish their goal? What happens?* (Possible response: Yes, the hunters accomplish their goal; buffalo bones cover the ground, and the buffalo music is gone.)
- 3 Plan and Monitor** *What is something that you do not understand about these pages?* (Student responses will vary. Remind them to reread the text or read on to see if they can clarify the meaning of the text.)

Differentiate

BL Below Level

ISSUE Students do not understand how to read for a purpose.

STRATEGY Review the Set a Purpose introduction for important words that students can keep in mind as they read. For example, have students take notes as they read about references to buffalo, the sounds they make, and music.

EL English Learners

ISSUE Students find much of the vocabulary in the historical fiction story challenging.

STRATEGY Read aloud a key paragraph on each spread (such as paragraph 3 on page 501 and paragraph 2 on page 502). Review the illustrations and work with students to paraphrase the paragraph to help them understand the important details.

Answers Before You Move On

- 1. Theme** Possible response: “Buffalo Music” means sounds that the buffalo make. Their movements and their voices are the only sounds that Molly hears, and they sound like music to her ears.
- 2. Figurative Language** Possible response: It would feel dry and brittle. It would break instead of bend when you stepped on it.

1 ▶ **Predict**
What will Molly do with the buffalo calves?

“I found them **snoozing** under a **juniper**,” Billie said. “Hunters must have figured they were too **puny to fuss with**. Do you think you can fatten them up?” **2**

Right then, one of the calves let out a soft snort. That sound brought back some memories. I didn’t need to hear anything else before making up my mind.

“I **can’t tell** till I try,” I told Billie. “Let’s get them inside before the wolves find them.”



In Other Words
snoozing sleeping
juniper tree
puny to fuss with small to hunt
can’t tell won’t know

504

Anthology
pages 504–505

I know that some people think I’m as tough as old **beef jerky**. The truth is, I’d seen too many living things **disappear** in the hard struggle for life here. I **wasn’t about** to let the buffalo go, too.

Those calves followed me back to the dugout, **strolled** in through the front door, and lay down in front of the fire. I named one Calico, because she was the same faded red as my favorite dress. I called the other one Chester, after a neighbor back home in Tennessee with the same fierce-eyed stare. **3**



calico ▶



In Other Words
beef jerky dried meat
disappear die
wasn’t about didn’t want
strolled walked

505

Read and Build Comprehension

- 1 Predict** ✓ Read aloud the predict question. Ask: *How does Molly feel about the buffalo?* (Possible response: She loves and misses the buffalo.) *Based on that, what do you think she will do?* (Possible response: rescue the calves)
- 2 Synthesize** ✓ Say: *Billie uses words like “skinny” and “puny” to describe the buffalo calves. He mentions he found them alone under a juniper tree. What conclusion can you draw from these clues?* (Possible response: The calves were small, hungry, and had no one to **protect** them.)
- 3 Determine Importance** ✓ Have students review **Anthology** pages 504–505. Ask: *Which is the most important paragraph on these pages? Why?* (Possible response: The first paragraph on page 505 because it gives details about Molly: She has principles and takes action to uphold them.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Goal and Outcome ✓

Check for accurate responses to comprehension questions about goal and outcome.

If students have difficulty, have them review characters’ actions. Then ask: *What does the character want to do? What does he or she do to meet that goal?*

OBJECTIVE: Choose Reading Strategies to Comprehend Literature ✓

Check for accurate responses to comprehension questions about reading strategies.

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

Answers Before You Move On

- 1. Goal/Outcome** ✓ Possible response: Molly’s goal is to save the buffalo. So far she has taken care of the orphaned calves.
- 2. Make Connections** ✓ Possible response: I read that Charlie doesn’t think that taking care of the calves will help. It reminds me of times that I have felt that a problem is too hopeless to solve. Now I understand how frustrated Charlie feels about Molly and the calves. I would feel frustrated, too.

Then I got to work caring for them. I **tucked** hot-water bottles inside flannel cloth and wrapped a cloth around each calf. I fed them like babies, squeezing cow's milk from a rag.

Those calves sure could drink—three gallons a day or more! Feeding them kept me so busy that I hardly had time to blink.

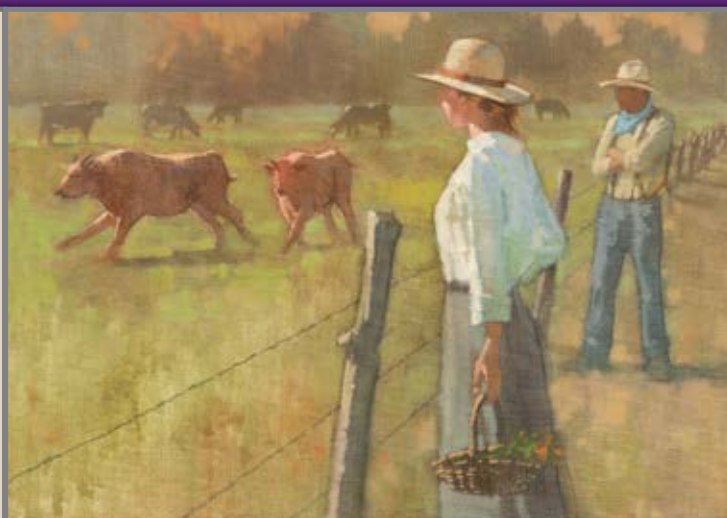
Charlie just shook his head at me. "**Tending to** those two **runts** won't change anything," he told me.

But Charlie knew better than to waste his breath arguing with me. I was determined to hear buffalo music again in this lifetime.



In Other Words
tucked put
Tending to Taking care of
runts small, weak animals

506



Within a few weeks, Calico and Chester were as **plump** as biscuit dumplings! By then, Charlie was tired of having wild critters in the dugout. He fenced off a section of pasture, and I turned the calves loose with the milking cows.

Pretty soon, word **got out** all over **the Panhandle** that I was tending buffalo calves. Every time a cowhand rode up with another orphan, Charlie would sigh and start **stoking** the dugout fire.

In Other Words
plump fat
got out spread
the Panhandle this part of Texas
stoking stirring

► **Before You Move On**

- 1. Goal/Outcome** What is Molly's goal? How does she try to achieve it?
- 2. Make Connections** How would you feel if you were Charlie?

507

Anthology
 pages 506–507

Writing

4 Write About Factual Events

REVIEW Remind students that historical fiction contains facts and fiction. Explain: *We are going to write sentences about factual events in "Buffalo Music."* Then model how to write about factual events in historical fiction:

Think Aloud

First, I identify a factual event in the story.

Then, I explain how I know this is a factual event.

Write

People hunted herds of buffalo on the prairie.

I know that this is factual because I learned about buffalo hunts when we studied the Wild West.

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

Have students work independently to identify and write sentences about factual events in the story. They can add their sentences to their Weekly Writing folders.

WRAP-UP Have partners role-play a discussion between Molly and a buffalo hunter, telling what they each think is important to protect.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T489l

Daily Grammar ✓

Point out the irregular past-tense verbs *had* and *were* on **Anthology** pages 506 and 507. Then use page T489n to teach rules for irregular past-tense verbs.

Daily Writing Skills ✓

Point out the concrete phrase *bleached bones of the buffalo* on **Anthology** page 502. Then use page T489p to practice using concrete phrases.

Differentiate

BL Below Level

ISSUE Students have difficulty writing about the factual events from the story.

STRATEGY Provide sentence frames for students to complete, for example: I read that _____. I know this is a factual event because _____.

OBJECTIVES

Thematic Connection: Protecting Habitats

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

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings:

MP3 or CD 1 Tracks 3–4

My Vocabulary Notebook

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 *protect*.

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 an Event | CC.4.Rlit.3 |
| Read and Comprehend Literature | CC.4.Rlit.10 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |
| Read with Purpose and Understanding | CC.4.Rfou.4.a |
| Read Orally with Expression on Successive Readings | CC.4.Rfou.4.b |

Language and Vocabulary

| | |
|--|----------|
| Demonstrate Understanding of Figurative Language | CC.4.L.5 |
| Acquire and Use Academic and Domain-Specific Words | CC.4.L.6 |



WARM-UP

Ask: *If you were alive at the time of "Buffalo Music," would you have helped save the bison? What would you have done?* Have partners discuss their responses. Encourage students to use as many of the Key Words as they can.

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Have students use the Example Charts they made on Day 3. Review what the organizers show.

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

Vocabulary Routine 3.

- Students take turns reading their organizers to a partner.
- Partners talk about how the pictures show the meanings of the Key Words.
- Partners create sentences using both Key Words.
- Each student adds the sentences to **My Vocabulary Notebook**.

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

Key Words

heritage · hero · historical
mission · motive · outcome
president · protect · responsible
service · value · volunteer

Academic Talk

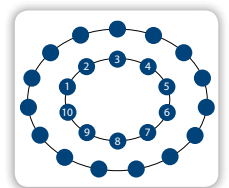
2 Summarize Reading

REVIEW Remind students: *When you summarize a story, you briefly tell the most important events that take place in the story.* Explain that students will use Key Words to summarize what they have read so far in "Buffalo Music."

Write these Key Words: *heritage, hero, president, protect, volunteer.* Use a **Fishbowl** and have students summarize.

- Students on the inside summarize **Anthology** pages 500–503.
- Students on the outside listen for Key Words and the most important events.
- Groups change positions, and the new inside group summarizes **Anthology** pages 504–507.

For **Fishbowl**, see page BP45.



Fishbowl

1 ▶ **Predict**
Will Molly achieve her goal?



Maybe Charlie was right. The wild herds probably were long gone, like dew before the sun. But I knew there was another way to end the silence in the canyon. I could start a herd of my own.

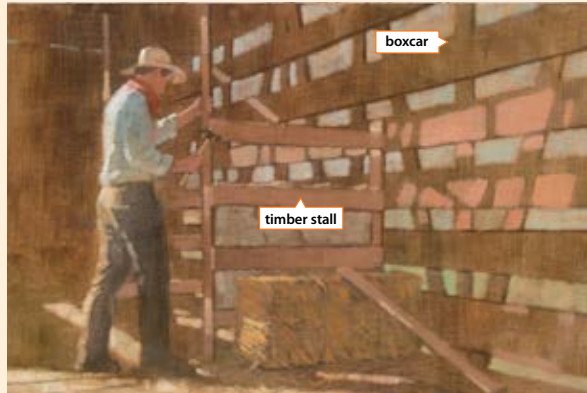
I got to work feeding and watering my orphans, **mending** the sick, and **fending off** wolves and **poachers** with the long end of my rifle. With time and tending, my little herd grew.

2
AL Soon I had one hundred **head**.

In Other Words
mending healing
fending off scaring away
poachers hunters
head buffalo

Then one day, word came that Yellowstone National Park wanted to rebuild its buffalo herd. As soon as I heard that, I got to work.

I drove Calico and Chester and two **yearlings** to the east edge of our **spread**, where the Santa Fe railway line came through. I set Billie to work building four **timber stalls** **spiked to** the frame of a **boxcar**. We fastened some thick padding to keep the buffalo safe from the swaying and jostling of the train. Then I loaded up the boxcar with bales of hay and barrels of water. **3** **BL**



In Other Words
yearlings one-year-old buffalo
spread land
timber stalls spiked to wood containers attached to
boxcar railroad car

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

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Anthology
pages 508–509

Reading

3 Read and Build Comprehension

- 1 Predict** Review Molly's goal and what she is doing to accomplish it. Then read aloud the predict question and have students make predictions based on the text they have read so far.
- 2 Ask Questions** *What questions do you have about Molly's actions? How can you find the answers?* (Possible response: Why does Molly send her buffalo to Yellowstone? I can read on to find out.)
- 3 Determine Importance** ✓ *In your own words, summarize Molly's goal on page 509 and how she works toward it.* (Possible response: Molly wants to send four buffalo to Yellowstone to help start a new herd. She arranges to ship them by train and has special stalls built for the train so they will be safe.)

Differentiate

AL Above Level

ISSUE Students have difficulty forming their own questions about the selection.

STRATEGY Provide a list of question words that students can use to begin questions about the story: *Who, What, When, Where, Why, How.*

BL Below Level

ISSUE Students have trouble determining important details to include in a summary.

STRATEGY Have partners work together to list details from page 509. Then have them underline the three details that are important to know about what happens in the story.

Fluency

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

I couldn't leave the rest of my herd. Billie would tend these four till they got settled on their new **range**. "Take good care of them," I told Billie as he climbed aboard the train.

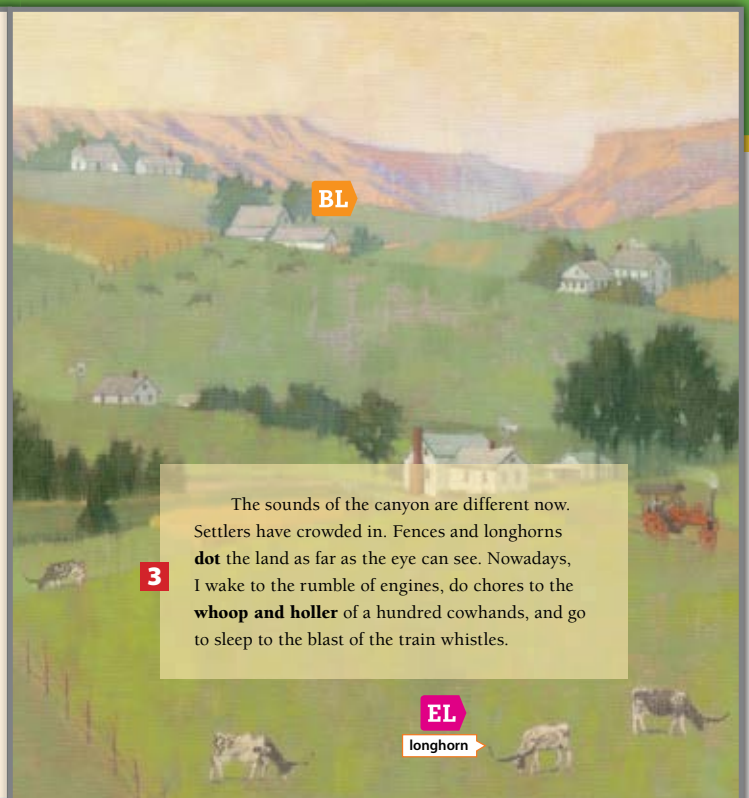
1 2 I stood watching, till the last hollow echo of the train whistle faded. "Good luck to you, my old friends," I whispered.

When Billie wrote a few months later, he had some big news. Calico had given birth to a healthy calf. That was some day! **To my way of thinking**, it wasn't just the birth of a calf. It was the **rebirth** of our national herd.



In Other Words
range land; home
To my way of thinking
 In my opinion
rebirth new birth

510



BL

3

The sounds of the canyon are different now. Settlers have crowded in. Fences and longhorns **dot** the land as far as the eye can see. Nowadays, I wake to the rumble of engines, do chores to the **whoop and holler** of a hundred cowhands, and go to sleep to the blast of the train whistles.

EL

longhorn

In Other Words
dot cover
whoop and holler shouting

511

Anthology
 pages 510–511

Best Practices

Encourage Debate Define two ways of thinking about the topic of expansion in the West:

- Expansion was a good thing because the West provided more space and opportunities for settlers.
- Expansion was not a good thing because many of the animals living on the prairie were killed.

Assign students one side or the other for discussion. Halfway through the discussion, have them switch sides. Then ask both sides to build a consensus.

Read and Build Comprehension

- 1 Explain Goal and Outcome** ✓ *What is Molly's goal for the buffalo in Yellowstone?* (to rebuild the wild herd) *What is the **outcome** of her goal?* (Molly meets her goal. The buffalo adjust to their new home, and Calico gives birth.)
- 2 Make Inferences** ✓ *Why does it take months for Molly to hear from Billy?* (Possible response: I know that back then it took a long time to travel. It probably took many weeks for Billy's letter to get from Yellowstone to Molly.)
- 3 Compare and Contrast** *How do the sounds Molly hears at the end of the story compare with the sounds she hears at the beginning?* (Possible response: In the beginning, Molly hears only the sounds of nature. Later, the sounds come from people: the whistle, the train engine, and the sound of the cowhands.)

Differentiate

BL Below Level

ISSUE Students have difficulty contrasting the sounds at the beginning and end of the story.

STRATEGY Have students compare the illustration on **Anthology** page 511 with the one on page 500. Ask: *What signs of change do you see?*

EL English Learners

ISSUE Students may not understand the term *longhorn*.

STRATEGY Remind students to use clues in the art and text to clarify information. Point out the longhorns on page 511. Explain that longhorns are cattle named for their unusually long horns.

4 But some days when I ride north beyond the last **stand of salt cedar**, I can once again hear the faint chords of the old songs. I hear the clatter of clashing horns. I hear the bellowing of the bulls. I hear the muffled thud of hooves as they hurl up dust. And I live **on the keen edge of** hope that one day the **strains** of that sweet, wild music will echo far beyond these canyon walls. ❖ **5**



In Other Words
stand of salt cedar group of trees
on the keen edge of with the
strains sounds

Before You Move On

- 1. Goal/Outcome** Does Molly achieve her goal? Explain.
- 2. Visualize** What does the canyon sound like now? Why?

512

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

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Anthology page 512

- 4 Explain Goal and Outcome** ✓ *What goal does Molly still wish for?* (She wants to hear the old sounds of nature, including buffalo.) *Will she see its **outcome**?* (Possible response: No, because times have changed. People have begun to populate the prairie and will not leave.)
- 5 Figurative Language** *What does Molly mean by “living on the keen edge of hope?”* (Possible response: She is anxiously hoping and waiting.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Goal and Outcome ✓

Monitor students’ ability to identify Molly’s goal and its outcome.

If students have difficulty, ask questions to help them identify goal and outcome: *What does Molly want to do?* (save the buffalo) *What does she do to accomplish her goal?* (She sends her buffalo to Yellowstone.) *Does Molly ever meet her goal? What happens?* (She meets her goal. The buffalo herds grow.)

OBJECTIVE: Choose Reading Strategies to Comprehend Literature ✓

Monitor students’ choices of reading strategies in the comprehension questions.

If students have difficulty, model asking questions that relate to one or more of the strategies, for example: *I want to understand what Molly hears on page 512. Which reading strategy could help me?* (visualizing) *What can this help me understand?* (Possible response: This helps me understand how the cattle sound like music to Molly.)

Answers Before You Move On

- 1. Goal/Outcome** ✓ Possible response: Molly reaches her goal because she helps to bring the buffalo back.
- 2. Visualize** The canyon is noisy, but filled with different sounds—the sounds of people and trains. They have taken over land that the buffalo once lived on.


Meet the Author

Tracey E. Fern


Like Molly, Tracey E. Fern loves the sights and sounds of nature. When she was young, she lived near a beach. She says, "If I walked far enough along that beach, there were no houses and no people—just water and birds and sand and sky. It was the perfect place to dream."


As a child, Tracey E. Fern dreamed of writing books. When she grew up, she did it! Many of her books and stories are historical fiction.

Tracey E. Fern still loves walking along the beach and dreaming. Now she dreams about the books she plans to write.



Tracey E. Fern ▶



Writer's Craft 

Tracey Fern writes: "...the heat fell as heavy as an angry fist." Find other examples of figurative language in "Buffalo Music." Then use figurative language to write your own description of something in nature.

513

Anthology page 513

4 Meet the Author

Have students read the information about the author. Explain that Tracey's love of nature can be seen in her story. Elaborate: *Tracey writes about the sounds of nature on the prairie. She writes about what life was like there for a person who loved nature.*

After students read the biography, have them build comprehension:

- **Compare and Contrast** *How are Molly and Tracey Fern alike? How are they different?* (Possible response: Both preferred the wide-open spaces of nature, without people or buildings around, but they lived in different times.)
- **Explain Goal and Outcome** *What were Tracey Fern's goals, and what were the **outcomes** of those goals?* (Possible response: When Tracey was young she dreamed about writing books. As an adult, she wrote books about things she loved.)
- **Synthesize** *How does the information from the biography and the story help you understand Tracey Fern's feelings about people and nature?* (Possible response: Tracey prefers nature that is untouched by people. Her story shows that people can harm nature, and we all have a responsibility to restore it.)
- **Ask Questions** *After reading about her life, what questions would you ask Tracey about writing **historical** fiction?* (Possible responses: Was history one of your favorite subjects? Do you need to do a lot of research about the time period to keep your story accurate?)

Writing

5 Writer's Craft: Figurative Language

Read aloud the instructions in the Writer's Craft feature on **Anthology** page 513. Clarify that each student will include figurative language in a description of nature.

Review: *Writers can use figurative language to add depth to their writing. Many kinds of figurative language compare one thing with another.* Model writing sentences that include figurative language. As you write, call attention to concrete words and phrases.

| Think Aloud | Write |
|---|---|
| <i>I will describe a thunderstorm. First, I'll compare it to something else I know.</i> | The sky suddenly turned dark, like someone had thrown a gray blanket over everything. |
| <i>Next, I will use another example of figurative language.</i> | I could hear the thunder starting to roar, harsh and deep as a giant's snore. |

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

Have partners brainstorm ideas for their sentences. Then have them work independently to write sentences using figurative language.

Have students add their sentences to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T489l

Daily Grammar ✓

Point out *were*, *got*, and *rode* on **Anthology** page 507 as irregular past-tense verbs. Then use page T489n to practice regular and irregular past-tense verbs.

Daily Writing Skills ✓

Point out the phrase "the muffled thud of hooves as they hurl up dust" on **Anthology** page 512. Then use page T489p to practice writing and identifying concrete words and phrases.

Differentiate

BL Below Level

ISSUE Students have trouble writing sentences using figurative language.


STRATEGY Remind students that one type of figurative language is the simile. Provide sentence frames to help them create similes, such as:

- The grass is like _____.
- The buffalo calves were as _____ as _____.
- When the buffalo herd was running, it sounded like _____.

AL Above Level

ISSUE Students need more challenge in writing descriptive sentences.

STRATEGY Have students write several sentences that include figurative language about the same topic. They can combine their sentences into a descriptive paragraph.



WRAP-UP Remind students that historical fiction is a mixture of facts and fiction. Ask: *What is the benefit of including facts in a made-up story?* (Possible response: It adds realism to the story.) Have students reflect on the story they have just read. Have them give specific examples of historical facts that appear in the story.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Protecting Habitats

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

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM8.5
- Goal-and-Outcome Map: Practice Master PM8.6
- Fluency Practice: Practice Master PM8.7

TECHNOLOGY ONLY

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

MATERIALS

timer • index cards

Power Writing

Have students write as much as they can as well as they can in one minute about their favorite sounds.

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 |
| Read Orally with Expression on Successive Readings | CC.4.Rfou.4.b |

Writing

- | | |
|---|-----------|
| 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 |
|---|----------|

WARM-UP

Remind students that Molly adopted some unusual wild animals—buffalo. Have each student identify another animal that people do not usually have as a pet. Have pairs role-play trying to talk their parents into allowing them to adopt this animal. After a few moments, have students switch roles.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: *outcome*. Call students' attention to the other Key Words on **Student eEdition** page 514. Then have partners play a game called "Yes or No?" Explain the instructions:

- *I ask a yes/no question with two Key Words: Does a **volunteer** **value** helping others?*
- *My partner answers in a complete sentence: Yes, a **volunteer** does **value** helping others.*

Have students begin the game.

- Each student writes a question on an index card. The question should include two underlined Key Words.
- Turn all the cards facedown on the table and shuffle them.
- Have each student pick a card and read the question to a partner. The partner responds in a complete sentence.

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

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

Key Words

heritage · hero · mission
motive · outcome · president ·
protect · responsible · service ·
value · volunteer



| Key Words | |
|-----------|-------------|
| heritage | protect |
| hero | responsible |
| mission | service |
| motive | value |
| president | volunteer |

Talk About It

1. What clues tell you that this story is **historical fiction**?

_____ is real, but _____ seems made up.

2. Do you think the main character of this story is a **hero**? **Express** your **opinion** to a partner. Use the text to support your opinion. Speak clearly and check that your partner understands you.
3. How does the story's main message, or theme, relate to **protecting** things that are endangered? Give a brief summary of the story to a partner. Then explain how the story events relate to the theme.

Learn test-taking strategies.
NGReach.com

Write About It

This story includes many details about nature. Think of something from nature that you think is worth protecting. Write a short rhyming poem to describe it. Use sensory details and **Key Words**, if possible.

I'd like to save a _____.



514

Anthology page 514

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Academic Talk

2 Talk About It Anthology page 514

Encourage partners to use Key Words as they discuss the **Talk About It** questions. Prompt students to use details and examples from the story as they express their opinions. Remind them to connect the goal and outcome of the main character of the story to support their opinion.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM8.5** to ask more questions about the selection.

Writing

3 Write About It Anthology page 514

Have a volunteer summarize what the main character of "Buffalo Music" wants to protect and why. Then read aloud the directions on **Anthology** page 514. Ask students to explain something they want to protect and give reasons why it should be protected.

Review how sensory details appeal to one or more of our senses. Then encourage students to use sensory details and Key Words in their poem. If students need help, have them use the sentence frame on pge 514. For example: *I'd like to save a forest of trees / because without it, I'd miss the buzzing bees.* Ask volunteers to share poems at a class poetry reading. Then have students add their poems to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work

Practice page T489k

Daily Grammar

Point to the word *settled* on **Anthology** page 500 to review regular past-tense verbs. Then use page T489n to review and assess regular and irregular past-tense verbs.

Daily Writing Skills

Point out the concrete phrase *stirred the fire* on **Anthology** page 500. Then use page T489p to assess using concrete words and phrases.

Answers Talk About It

- Historical Fiction** Possible response: The description about life on the plains is real, but Molly's description of buffalo music seems made up.
- Express Opinions** Possible response: I think Molly is a **hero** because, like the **heroes** on page 493, she works to **protect** something important.
- Theme** Possible response: The theme is that we should **protect** the things that we care about. Molly's hard work to save the buffalo, her success, and her role in a national project to save them all relate to the theme.

Name _____ Date _____

Test-Taking Strategy Practice

Skip and Return to Questions

Read each question about "Buffalo Music." Choose the best answer.

Sample

- How do you know that Charlie supported Molly's goal even though he told her raising the two calves wouldn't change anything?
 - Ⓐ Charlie just shook his head at Molly.
 - Ⓑ Charlie was tired of having wild critters in the dugout.
 - Ⓒ Charlie didn't waste his breath arguing with Molly.
 - Ⓓ Charlie would start the dugout fire every time a new orphan showed up.
- Where did Billie get the orphaned calves?
 - Ⓐ The neighbors rescued them.
 - Ⓑ He found them under a tree.
 - Ⓒ The hunters gave them to him.
 - Ⓓ He bought them.
- What motivates Molly to take care of the buffalo?
 - Ⓐ She misses the sound of them.
 - Ⓑ She wants them for meat.
 - Ⓒ Charlie keeps bringing them home.
 - Ⓓ She wants them to live in Yellowstone.

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

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For use with TE p. T514

PM8.5

Unit 8 | Saving a Piece of the World

NGReach.com Practice Master PM8.5

Name _____ Date _____

Goal and Outcome Map
"Buffalo Music"
 Make a goal-and-outcome map for "Buffalo Music."

I think Molly reaches her goal because she helped to protect the buffalo.

Molly sends four of her herd to help rebuild the national herd.

Molly ends up raising many buffalo and has a herd of one hundred.

Billie brings her two buffalo calves.

Molly wants to bring buffalo and their music back to the canyon.

Goal

Event 1

Event 2

Event 3

Outcome

Use the goal-and-outcome map to retell the story to a partner.

PM8.6 Unit 8 | Saving a Piece of the World

NGReach.com Practice Master PM8.6

Differentiate

SN Special Needs

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

STRATEGY Show students how they can think of goals and outcomes in terms of arithmetic. Write:

goal + actions = outcome

Below each word in the equation, have students write about one character's goal, the actions taken to reach the goal, and the outcome. Tell students to use this "equation" to identify each step for their goal-and-outcome maps.

BL Below Level

ISSUE Students have difficulty identifying events to record on goal-and-outcome maps.

STRATEGY Prompt with questions, such as: *What is the first thing Molly does? What happens because of this? What happens at the end?* Show students how to add answers to their maps.

AL Above Level

ISSUE Students need more challenge.

STRATEGY Have students consider the benefits and drawbacks of the way Molly achieves her goal, other steps Molly could have taken, and the positive and negative aspects of each. Have students tell whether they think Molly took the best course of action and explain why or why not.

Comprehension

4 Goal and Outcome Anthology page 515

REVIEW Display **Student eEdition** page 515. Read aloud the instructions and the sample goal-and-outcome map. Review that each event on this map should be one that leads to the outcome of the story.

Review **Anthology** pages 504–505 and model how to add Molly's goal to the map: *Molly wants to bring buffalo and their music back to the canyon.* Explain: *Now I can review the story for the details of events that lead to the **outcome**.*

Have partners work together to complete **Practice Master PM8.6**. Circulate and use questions to guide students:

- *What is the first important event?*
- *Does this event relate to the **outcome** of the story? How?*
- *What is the next important event?*

Point out that students are welcome to add more than three events to show how the goal and outcome are connected.

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Text Structure: Goal and Outcome

As students retell the story to a partner, listen to make sure they connect the events to the character's goal and outcome.

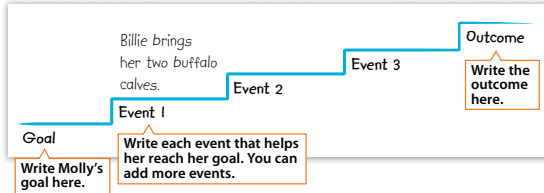
If students have difficulty, ask them to list important story events on separate index cards.

Then have a volunteer put them in order, removing any that do not relate to the goal and outcome. Shuffle the cards and ask another volunteer to try.

Goal and Outcome

Make a goal-and-outcome map for "Buffalo Music." Notice how each event leads to the next.

Goal-and-Outcome Map



Now use your goal-and-outcome map as you retell the story to a partner. Use **Key Words**.

Molly wants to _____.
First, _____.
The outcome is _____.

Fluency Comprehension Coach

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

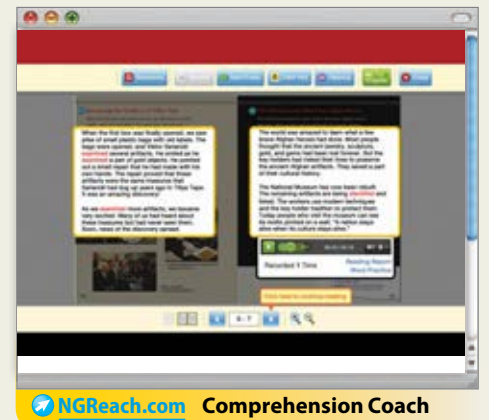


Talk Together

What does Molly think is worth protecting, and why? Do you agree? Use **Key Words** as you discuss your ideas.

5 Fluency Anthology page 515

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



Check & Reteach

OBJECTIVE: Read with Fluency

Monitor students' oral reading.

For additional fluency practice, have students read along with the **Fluency Models**.

6 Talk Together Anthology page 515

Explain that to answer the questions, students must determine what Molly values (her heritage, nature) and whether their own values agree with Molly's.

WRAP-UP Have groups choose a wild animal they care about and identify things that threaten the animal's survival. Have groups create posters persuading people to help their animal and giving ideas for ways to help.

Name _____ Date _____

Fluency Practice
"Buffalo Music"

Use this passage to practice reading with proper intonation.

That summer, the heat fell as heavy as an angry fist. 11
The trails were deep with dust. The grass cracked like glass 22
underfoot. And everywhere, as far as the eye could see, the 33
bleached bones of the buffalo glistened white in the sun. 43
Within six seasons, the hunters were gone. So was the 53
buffalo music. 55
Oh, those were lonely, silent days! I was sure the only 66
song left in the canyon was the old whistle of the north wind. 79

From "Buffalo Music," page 502

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

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

words attempted _____ = _____
in one minute number of errors words correct per minute
(per cent)

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For use with TE p. T515 **PM8.7** **Unit 8 | Saving a Piece of the World**

Week 1 Writing Project

OBJECTIVES

Thematic Connection: Protecting Habitats

- Write a Realistic Story: Word Choice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A8.40

TECHNOLOGY ONLY

Sample Realistic Story: eVisual 8.5

Writing Trait: Word Choice: eVisual 8.6

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

| | |
|--|------------|
| Write Narratives | CC.4.W.3 |
| Use Concrete Words and Phrases | CC.4.W.3.d |
| Plan, Revise, and Edit Writing | CC.4.W.5 |
| Write Over Extended Time Frames | CC.4.W.10 |
| for Specific Tasks, Purposes, and Audiences | |

Language and Vocabulary

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

Write a Realistic Story

Display and read aloud the prompt.

Write a realistic, but fictional, story. The story will be used in a magazine that teaches people of all ages about efforts to preserve and protect nature.

Study a Model

Read a Realistic Story

Explain: *Let's read one student's realistic story.* Display and read aloud **eVisual 8.5**.



Sample Realistic Story

The View from Karen's Bus Window

Every year, Karen took a long bus ride to visit her grandfather in the mountains. Karen loved spending vacations with him. She never liked the bus ride, though. The land had been strip mined. That meant the soil, trees, and plants were scraped off the hills to get to the veins of coal underneath. There were no trees or animals on the land. The bus passed miles and miles of bare rock and dirt.

That changed one year. Karen noticed that fresh grass and slender saplings had been planted along the highway. There were even some flowers. She saw moving shapes in the distance. Were those animals? What was happening to the bare hills?

It turned out her grandfather knew all about it. "The mining company has agreed to restore the land. There are new plants and trees. For the first time in years, there will be animals in those hills." Grandfather explained that the new park would be home to wild animals found sick or hurt. They would have a safe place to heal.

After that, the long bus rides held new interest for Karen. She eagerly looked out the windows, hoping to spot a lumbering black bear, a graceful deer, or even a bald eagle soaring above the once empty hills.

[NGReach.com](https://www.ngr.com)

Realistic Story: eVisual 8.5



INTERACTIVE WHITEBOARD TIP: Underline concrete words and phrases that add a sense of realism.

Review the Trait: Word Choice

Remind students that authors carefully choose words to suit their genre and audience.

Display and read aloud **eVisual 8.6**. Ask: *Which part of Karen's story seems most real to you? Why?*



Writing Trait: Word Choice

Writing realistic fiction includes making word choices that:

- create detailed, true-to-life descriptions
- help readers feel the story could actually happen.

[NGReach.com](https://www.ngr.com)

Word Choice: eVisual 8.6



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



Prewrite

Choose a Topic

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

Role: Fiction writer

Audience: Nature magazine

Form: Realistic story



Then have students look at **Magazine Maker** photos of nature scenes and animals. Encourage them to think about protecting and preserving these living things, to inspire a topic idea. Then have students individually complete their RAFTs.

Get Organized

Review the sample: *The writer gives concrete details about what Karen sees from the bus. This helps readers picture the real-world locations and events used in the story.* Display a T-chart and explain: *Use a T-chart to list important story ideas and then focus on corresponding concrete details that bring them to life.* Model completing the T-chart with words and phrases from “The View from Karen’s Bus Window.”

| Story Ideas | Concrete Details |
|--|---|
| Karen sees that the land was strip mined. | the soil, trees, and plants were scraped off the hills |
| She does not like the bare land. | miles and miles of bare dirt and rock |
| She notices when soil and plants are restored. | fresh grass and slender saplings had been planted along the highway |
| Wild animals now live on the hills. | a lumbering black bear, a graceful deer, or even a bald eagle |

T-Chart

Have students create T-charts to help them develop realistic details to use in their stories.

See **Differentiate**

Draft

Write Ideas

Have students draft their realistic stories, using their T-charts to be sure they are including all of their big ideas and concretely describe them.

Differentiate

EL English Learners

ISSUE Students lack the English vocabulary to write highly detailed and concrete descriptions.

STRATEGY Have students use a combination of words and drawings or other images to complete their T-charts. Then have the English learners show the images to several other students in the class who can describe the images in words. The English learners can use these descriptions to expand vocabulary and improve descriptions in their stories.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T489k–T489l

Daily Grammar ✓

Point out the past-tense verbs used in “The View from Karen’s Bus Window.” Then use pages T489m–T489n to practice using the past tense.

Daily Writing Skills ✓

Point out the concrete words and phrases in “The View from Karen’s Bus Window.” Then use pages T489o–T489p to practice making concrete word choices.

Revise

Read, Retell, Respond

Have students read their realistic stories to partners. Have the listeners rephrase what they feel the realistic story is about and give suggestions to improve the work. Display the language frames below to guide the discussion.

| Language Frames | |
|---|--|
| Retell | Make Suggestions |
| <ul style="list-style-type: none"> • The setting is _____. It does/does not feel real because _____. • The main action of the story is _____. I do/do not believe it could really happen because _____. | <ul style="list-style-type: none"> • _____ and _____ are good word choices. • Can you provide more concrete examples of _____? |

Make Changes

Have students revise their realistic stories. Remind them to use concrete words that make the scenes they describe seem real.

Differentiate

AL Above Level

ISSUE Students overwrite by including too much description and detail.

STRATEGY Encourage students to review their work. Explain that they do not need to use every possible descriptive phrase for an object or event, but should concentrate on choosing a few words that provide a compelling description.

See Differentiate

Student Sample: Revise

Every year, Karen took a long bus ride to visit her grandfather in the mountains. Karen loved spending vacations with him. She never liked the bus ride, though. The land was basically empty. She never saw anything but strip mined land.

That changed one year. Karen saw new grass and even some animals. Her grandfather said, “The mining company has agreed to restore the land. There are new plants and trees. For the first time in years, there will be animals in those hills.” Grandfather explained that the new park would be home to wild animals found sick or hurt. They would have a safe place to heal.

Sample Analysis

I can add more concrete descriptions to make this scene more realistic.

Readers will want to know what Karen might see. I'll add specifics about the plants and animals.



Edit and Proofread

Check the Realistic Story

Have students check their grammar and spelling, focusing on the Week 1 spelling words and past-tense verbs. Review the correct use of the past tense and some of the more common irregular past-tense words.

Student Sample: Edit and Proofread

That changed one year. Karen noticed fresh grass and slender saplings had been planted along the highway. There are even some flours. She saw moving shapes in the distance. Were those animals? What was happening to the bare hills?

Sample Analysis

I mean *were*, not *are*. I'll correct the tense.

I don't mean *flours* here. I'll change it to *flowers*.

Publish and Present

Make a Final Copy

Explain that students will work together to create a magazine featuring their realistic stories. As they refine the look of their stories, students can resize photos in **Magazine Maker** to emphasize details. To do this, they click on the photo box and use the Scale Image slider. Once they are satisfied, they should print their stories.

Student Sample: Publish

The View from Karen's Bus Window

Every year, Karen took a long bus ride to visit her grandfather in the mountains. Karen loved spending vacations with him. She never liked the bus ride, though. The land had been strip mined. That meant the soil, trees, and plants were scraped off the hills to get to the veins of coal underneath. There were no trees or animals on the land. The bus passed miles and miles of bare rock and dirt.

That changed one year. Karen noticed that fresh grass and slender saplings had been planted along the highway. There were even some flowers. She saw moving shapes in the distance. Were those animals? What was happening to the bare hills?

It turned out her grandfather knew all about it. "The mining company has agreed to restore the land. There are new plants and trees. For the first time in years, there will be animals in those hills." Grandfather explained that the new park would be home to wild animals found sick or hurt. They would have a safe place to heal.

After that, the long bus rides held new interest for Karen. She eagerly looked out the windows, hoping to spot a lumbering black bear, a graceful deer, or even a bald eagle soaring above the once empty hills.

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Share with Others

Have students work in small groups. Students take turns reading their realistic stories. Listeners provide feedback on word choices and how realistic the story seems.

Bind the stories together to make a class nature magazine. Have students make additional copies of their realistic stories and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's realistic story.

Writing Rubric

| Score | Ideas | Organization | Voice | Word Choice | Fluency | Conventions | Presentation |
|-------|--|--|---|--|--|--|---|
| 4 | <ul style="list-style-type: none"> The writing has a clear focus on a topic. Ideas are accurate and relevant. Showing an in-depth understanding of the topic. | <ul style="list-style-type: none"> The writing has a clear structure that starts with the writer's purpose. All current flows logically. | <ul style="list-style-type: none"> Most of the writing uses a unique and engaging voice. Most of the writing uses a variety of words and phrases. | <ul style="list-style-type: none"> Most of the words used are precise and appropriate for the purpose and audience. Most language is appropriate for the purpose and audience. | <ul style="list-style-type: none"> All sentences are varied and have appropriate transitions. When read aloud, the writing sounds rhythmic. | <ul style="list-style-type: none"> The writing has only a few minor errors in grammar, spelling, and punctuation. Most of the writing is complete. | <ul style="list-style-type: none"> The text is presented in an orderly way to convey the message. Visuals are appropriate for the audience and support meaning. |
| 3 | <ul style="list-style-type: none"> Most of the writing has a clear focus on a topic. Most of the writing has accurate and relevant details. | <ul style="list-style-type: none"> Most of the writing has a clear structure that starts with the writer's purpose. Most of the writing flows logically. | <ul style="list-style-type: none"> Most of the writing uses a unique and engaging voice. Most of the writing uses a variety of words and phrases. | <ul style="list-style-type: none"> Most of the words used are precise and appropriate for the purpose and audience. Most language is appropriate for the purpose and audience. | <ul style="list-style-type: none"> Most sentences are varied and have appropriate transitions. When read aloud, the writing sounds rhythmic. | <ul style="list-style-type: none"> The writing has only a few minor errors in grammar, spelling, and punctuation. Most of the writing is complete. | <ul style="list-style-type: none"> The text is presented in an orderly way to convey the message. Visuals are appropriate for the audience and support meaning. |
| 2 | <ul style="list-style-type: none"> Some of the writing has a clear focus on a topic. Some of the writing has accurate and relevant details. | <ul style="list-style-type: none"> Some of the writing has a clear structure that starts with the writer's purpose. Some of the writing flows logically. | <ul style="list-style-type: none"> Some of the writing uses a unique and engaging voice. Some of the writing uses a variety of words and phrases. | <ul style="list-style-type: none"> Some of the words used are precise and appropriate for the purpose and audience. Some language is appropriate for the purpose and audience. | <ul style="list-style-type: none"> Some sentences are varied and have appropriate transitions. When read aloud, the writing sounds rhythmic. | <ul style="list-style-type: none"> The writing has only a few minor errors in grammar, spelling, and punctuation. Some of the writing is complete. | <ul style="list-style-type: none"> The text is presented in an orderly way to convey the message. Visuals are appropriate for the audience and support meaning. |
| 1 | <ul style="list-style-type: none"> Some of the writing has a clear focus on a topic. Some of the writing has accurate and relevant details. | <ul style="list-style-type: none"> Some of the writing has a clear structure that starts with the writer's purpose. Some of the writing flows logically. | <ul style="list-style-type: none"> Some of the writing uses a unique and engaging voice. Some of the writing uses a variety of words and phrases. | <ul style="list-style-type: none"> Some of the words used are precise and appropriate for the purpose and audience. Some language is appropriate for the purpose and audience. | <ul style="list-style-type: none"> Some sentences are varied and have appropriate transitions. When read aloud, the writing sounds rhythmic. | <ul style="list-style-type: none"> The writing has only a few minor errors in grammar, spelling, and punctuation. Some of the writing is complete. | <ul style="list-style-type: none"> The text is presented in an orderly way to convey the message. Visuals are appropriate for the audience and support meaning. |

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

Explain Text Structure: Goal and Outcome

Choose Reading Strategies to Comprehend Literature

ASSESSMENTS

Reading Comprehension Test Unit 8, Week 1

SAVE THE REDWOODS!

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

Mr. Scott's fourth graders were upset after they read a newspaper article that described two possible areas for a new road. In one area, some old redwoods stood in the way. The other area was free of trees, but road work there would cost more money.

The class wanted to protect the trees, so they talked about ways they could help. Rhina suggested they write a letter to the newspaper, so the class sat down and wrote this e-mail together.

To the Newspaper:

This year, our teacher taught us about redwood trees in science. These amazing trees are huge and live as long as 2,000 years! Many animals depend on the giant trees for food and shelter.

We read your article about the two areas for the new road, and to us the choice is clear. We don't want the trees cut down! Our class has decided to raise money for the road so that we can save the redwood trees. Please print our letter so other people will donate money.

Thank you,
The 4th Grade Students
Walden School

Everyone cheered as Rhina clicked "send" on the computer. They felt like they had already made a difference.

AB.4 Unit 8 | Learning a Piece of the World

Reading Comprehension Test Unit 8, Week 1

1. The class's goal is to help save the redwoods. What is the first step the class takes to reach that goal?
 They have had road work built.
 They read some newspaper articles.
 They study several newspapers.
 They talk about what they can do.

2. What is another step the class takes to reach their goal?
 They cheer for Rhina.
 They mail a newspaper article.
 They ask a science teacher for help.
 They write a letter to the newspaper.

3. The outcome is that the class—
 collects money.
 thanks Rhina for her idea.
 asks good questions about what they did.
 learns more about redwood trees.

4. The theme of the story is that people should—
 take an interest in world news.
 cheer for Rhina.
 spend more time out in nature.
 be thankful for what they have.

AB.5 Unit 8 | Learning a Piece of the World

Reading Strategy Assessment Unit 8

Check the reading strategies the student used and ask the student how well she used them. Use the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: "What do you do when you see a word you don't know?"
 "What do you do when you see a word you don't know?"
 "What do you do to understand better?"
 "What do you do to understand better?"

| Strategy | Reading Strategy Rubric | | | |
|------------------------------|-------------------------|---------|---------|---------|
| | 4 | 3 | 2 | 1 |
| Plan and Monitor | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Make Connections | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Visualize | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Summarize | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Self-Monitor | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Context | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Morphology | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Reference | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Graphic Organizers | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Text Features | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Prior Knowledge | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Comprehension Strategies | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Vocabulary Strategies | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use Reading Strategies | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |

SG8.30 Unit 8 | Learning a Piece of the World

Reading Comprehension Test
A8.4–A8.5

Reading Strategy Assessment
SG8.30–SG8.31

Fluency

Intonation

Accuracy and Rate

Oral Reading Assessment Unit 8

Read the passage aloud. Use the rubric to assess the student's oral reading skills.

Next time you hear a news anchor report, imagine that it first (3) meters. That is the wingspan of the California condor, the largest flying bird in North America.

Tens of thousands of years ago, there were many condors in North America, including the Sierra coast. By the 1800s, though, condors were only found in the mountain ranges of the Pacific coast. As cities and farmland replaced the wild spaces that were the condor's home, their numbers went down rapidly.

There were other reasons condors died, besides the loss of habitat. Many hunters and farmers targeted condors, and pesticides and pollution made survival for the condors difficult. By the 1920s, there were fewer than 30 wild condors left in all of North America! They were in great danger of becoming extinct. Not knowing what else to do, biologists in 1947 captured all the wild condors that were left. They took the condors to zoos, to protect them, and began breeding them there.

A worker! Condors don't lay many eggs. In the wild, they lay one every two years, slowly, though, the condor population increased. Now there are about 300 living California condors. Most of them still live in zoos and animal parks.

In 1992, however, biologists started releasing some condors back into the wild. It's still a dangerous world out there. About 40% of released condors die prematurely from hitting power lines and other causes. Today, there are over 120 condors living in the wild in California and Arizona. Some pairs are even nesting in the wild and laying eggs. The condors are trying to make a comeback from the brink of extinction. Biologists are cautiously hopeful. Keep your fingers crossed.

AB.1 Unit 8 | Learning a Piece of the World

Oral Reading Assessment Unit 8

Use the rubric to assess the student's oral reading skills.

| Code | Reading Rubric | | | |
|------|----------------|---|---|---|
| | 4 | 3 | 2 | 1 |
| 1 | 4 | 3 | 2 | 1 |
| 2 | 4 | 3 | 2 | 1 |
| 3 | 4 | 3 | 2 | 1 |
| 4 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 |
| 6 | 4 | 3 | 2 | 1 |
| 7 | 4 | 3 | 2 | 1 |
| 8 | 4 | 3 | 2 | 1 |
| 9 | 4 | 3 | 2 | 1 |
| 10 | 4 | 3 | 2 | 1 |
| 11 | 4 | 3 | 2 | 1 |
| 12 | 4 | 3 | 2 | 1 |
| 13 | 4 | 3 | 2 | 1 |
| 14 | 4 | 3 | 2 | 1 |
| 15 | 4 | 3 | 2 | 1 |
| 16 | 4 | 3 | 2 | 1 |
| 17 | 4 | 3 | 2 | 1 |
| 18 | 4 | 3 | 2 | 1 |
| 19 | 4 | 3 | 2 | 1 |
| 20 | 4 | 3 | 2 | 1 |
| 21 | 4 | 3 | 2 | 1 |
| 22 | 4 | 3 | 2 | 1 |
| 23 | 4 | 3 | 2 | 1 |
| 24 | 4 | 3 | 2 | 1 |
| 25 | 4 | 3 | 2 | 1 |
| 26 | 4 | 3 | 2 | 1 |
| 27 | 4 | 3 | 2 | 1 |
| 28 | 4 | 3 | 2 | 1 |
| 29 | 4 | 3 | 2 | 1 |
| 30 | 4 | 3 | 2 | 1 |
| 31 | 4 | 3 | 2 | 1 |
| 32 | 4 | 3 | 2 | 1 |
| 33 | 4 | 3 | 2 | 1 |
| 34 | 4 | 3 | 2 | 1 |
| 35 | 4 | 3 | 2 | 1 |
| 36 | 4 | 3 | 2 | 1 |
| 37 | 4 | 3 | 2 | 1 |
| 38 | 4 | 3 | 2 | 1 |
| 39 | 4 | 3 | 2 | 1 |
| 40 | 4 | 3 | 2 | 1 |
| 41 | 4 | 3 | 2 | 1 |
| 42 | 4 | 3 | 2 | 1 |
| 43 | 4 | 3 | 2 | 1 |
| 44 | 4 | 3 | 2 | 1 |
| 45 | 4 | 3 | 2 | 1 |
| 46 | 4 | 3 | 2 | 1 |
| 47 | 4 | 3 | 2 | 1 |
| 48 | 4 | 3 | 2 | 1 |
| 49 | 4 | 3 | 2 | 1 |
| 50 | 4 | 3 | 2 | 1 |
| 51 | 4 | 3 | 2 | 1 |
| 52 | 4 | 3 | 2 | 1 |
| 53 | 4 | 3 | 2 | 1 |
| 54 | 4 | 3 | 2 | 1 |
| 55 | 4 | 3 | 2 | 1 |
| 56 | 4 | 3 | 2 | 1 |
| 57 | 4 | 3 | 2 | 1 |
| 58 | 4 | 3 | 2 | 1 |
| 59 | 4 | 3 | 2 | 1 |
| 60 | 4 | 3 | 2 | 1 |
| 61 | 4 | 3 | 2 | 1 |
| 62 | 4 | 3 | 2 | 1 |
| 63 | 4 | 3 | 2 | 1 |
| 64 | 4 | 3 | 2 | 1 |
| 65 | 4 | 3 | 2 | 1 |
| 66 | 4 | 3 | 2 | 1 |
| 67 | 4 | 3 | 2 | 1 |
| 68 | 4 | 3 | 2 | 1 |
| 69 | 4 | 3 | 2 | 1 |
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| 81 | 4 | 3 | 2 | 1 |
| 82 | 4 | 3 | 2 | 1 |
| 83 | 4 | 3 | 2 | 1 |
| 84 | 4 | 3 | 2 | 1 |
| 85 | 4 | 3 | 2 | 1 |
| 86 | 4 | 3 | 2 | 1 |
| 87 | 4 | 3 | 2 | 1 |
| 88 | 4 | 3 | 2 | 1 |
| 89 | 4 | 3 | 2 | 1 |
| 90 | 4 | 3 | 2 | 1 |
| 91 | 4 | 3 | 2 | 1 |
| 92 | 4 | 3 | 2 | 1 |
| 93 | 4 | 3 | 2 | 1 |
| 94 | 4 | 3 | 2 | 1 |
| 95 | 4 | 3 | 2 | 1 |
| 96 | 4 | 3 | 2 | 1 |
| 97 | 4 | 3 | 2 | 1 |
| 98 | 4 | 3 | 2 | 1 |
| 99 | 4 | 3 | 2 | 1 |
| 100 | 4 | 3 | 2 | 1 |

AB.2 Unit 8 | Learning a Piece of the World

Oral Reading Assessment Unit 8

Use the rubric to assess the student's oral reading skills.

| Code | Reading Rubric | | | |
|------|----------------|---|---|---|
| | 4 | 3 | 2 | 1 |
| 1 | 4 | 3 | 2 | 1 |
| 2 | 4 | 3 | 2 | 1 |
| 3 | 4 | 3 | 2 | 1 |
| 4 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 |
| 6 | 4 | 3 | 2 | 1 |
| 7 | 4 | 3 | 2 | 1 |
| 8 | 4 | 3 | 2 | 1 |
| 9 | 4 | 3 | 2 | 1 |
| 10 | 4 | 3 | 2 | 1 |
| 11 | 4 | 3 | 2 | 1 |
| 12 | 4 | 3 | 2 | 1 |
| 13 | 4 | 3 | 2 | 1 |
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| 17 | 4 | 3 | 2 | 1 |
| 18 | 4 | 3 | 2 | 1 |
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| 20 | 4 | 3 | 2 | 1 |
| 21 | 4 | 3 | 2 | 1 |
| 22 | 4 | 3 | 2 | 1 |
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| 24 | 4 | 3 | 2 | 1 |
| 25 | 4 | 3 | 2 | 1 |
| 26 | 4 | 3 | 2 | 1 |
| 27 | 4 | 3 | 2 | 1 |
| 28 | 4 | 3 | 2 | 1 |
| 29 | 4 | 3 | 2 | 1 |
| 30 | 4 | 3 | 2 | 1 |
| 31 | 4 | 3 | 2 | 1 |
| 32 | 4 | 3 | 2 | 1 |
| 33 | 4 | 3 | 2 | 1 |
| 34 | 4 | 3 | 2 | 1 |
| 35 | 4 | 3 | 2 | 1 |
| 36 | 4 | 3 | 2 | 1 |
| 37 | 4 | 3 | 2 | 1 |
| 38 | 4 | 3 | 2 | 1 |
| 39 | 4 | 3 | 2 | 1 |
| 40 | 4 | 3 | 2 | 1 |
| 41 | 4 | 3 | 2 | 1 |
| 42 | 4 | 3 | 2 | 1 |
| 43 | 4 | 3 | 2 | 1 |
| 44 | 4 | 3 | 2 | 1 |
| 45 | 4 | 3 | 2 | 1 |
| 46 | 4 | 3 | 2 | 1 |
| 47 | 4 | 3 | 2 | 1 |
| 48 | 4 | 3 | 2 | 1 |
| 49 | 4 | 3 | 2 | 1 |
| 50 | 4 | 3 | 2 | 1 |
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| 52 | 4 | 3 | 2 | 1 |
| 53 | 4 | 3 | 2 | 1 |
| 54 | 4 | 3 | 2 | 1 |
| 55 | 4 | 3 | 2 | 1 |
| 56 | 4 | 3 | 2 | 1 |
| 57 | 4 | 3 | 2 | 1 |
| 58 | 4 | 3 | 2 | 1 |
| 59 | 4 | 3 | 2 | 1 |
| 60 | 4 | 3 | 2 | 1 |
| 61 | 4 | 3 | 2 | 1 |
| 62 | 4 | 3 | 2 | 1 |
| 63 | 4 | 3 | 2 | 1 |
| 64 | 4 | 3 | 2 | 1 |
| 65 | 4 | 3 | 2 | 1 |
| 66 | 4 | 3 | 2 | 1 |
| 67 | 4 | 3 | 2 | 1 |
| 68 | 4 | 3 | 2 | 1 |
| 69 | 4 | 3 | 2 | 1 |
| 70 | 4 | 3 | 2 | 1 |
| 71 | 4 | 3 | 2 | 1 |
| 72 | 4 | 3 | 2 | 1 |
| 73 | 4 | 3 | 2 | 1 |
| 74 | 4 | 3 | 2 | 1 |
| 75 | 4 | 3 | 2 | 1 |
| 76 | 4 | 3 | 2 | 1 |
| 77 | 4 | 3 | 2 | 1 |
| 78 | 4 | 3 | 2 | 1 |
| 79 | 4 | 3 | 2 | 1 |
| 80 | 4 | 3 | 2 | 1 |
| 81 | 4 | 3 | 2 | 1 |
| 82 | 4 | 3 | 2 | 1 |
| 83 | 4 | 3 | 2 | 1 |
| 84 | 4 | 3 | 2 | 1 |
| 85 | 4 | 3 | 2 | 1 |
| 86 | 4 | 3 | 2 | 1 |
| 87 | 4 | 3 | 2 | 1 |
| 88 | 4 | 3 | 2 | 1 |
| 89 | 4 | 3 | 2 | 1 |
| 90 | 4 | 3 | 2 | 1 |
| 91 | 4 | 3 | 2 | 1 |
| 92 | 4 | 3 | 2 | 1 |
| 93 | 4 | 3 | 2 | 1 |
| 94 | 4 | 3 | 2 | 1 |
| 95 | 4 | 3 | 2 | 1 |
| 96 | 4 | 3 | 2 | 1 |
| 97 | 4 | 3 | 2 | 1 |
| 98 | 4 | 3 | 2 | 1 |
| 99 | 4 | 3 | 2 | 1 |
| 100 | 4 | 3 | 2 | 1 |

AB.3 Unit 8 | Learning a Piece of the World

Oral Reading Assessment
A8.1–A8.3

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

Vocabulary and Spelling

Use Domain-Specific Words

Use Academic Words

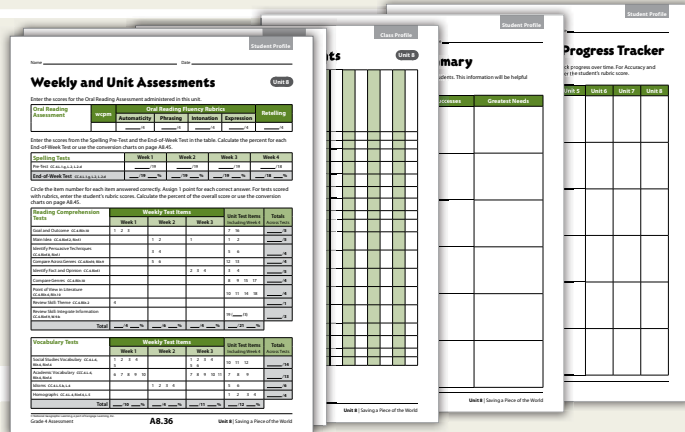
Spell Words with Prefixes: un, re



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A8.36–A8.37
- Class Profile: Weekly and Unit Assessments** A8.38
- Student Profile: Strengths and Needs** A8.39
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

Goal and Outcome: Reteaching Master RT8.1

Choose Reading Strategy: Reteaching Master RT8.2

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

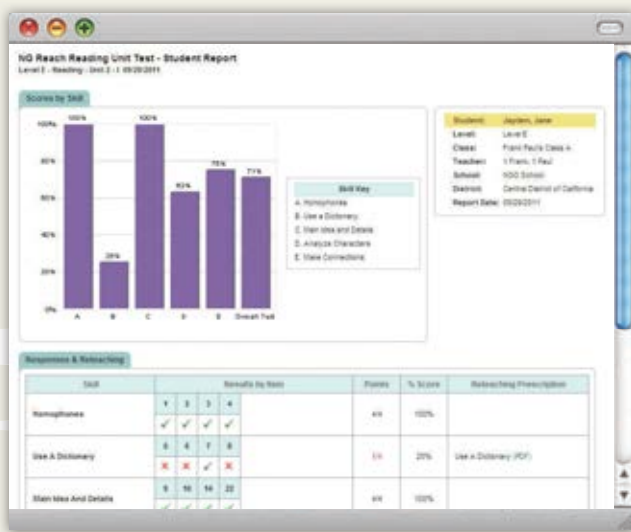
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach 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

Daily Spelling Practice, pages T489k–T489l

Grammar and Writing

RETEACH

Past-Tense Verbs: Anthology Handbook, page 607

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Word Choice: Reteaching Master RT8.3

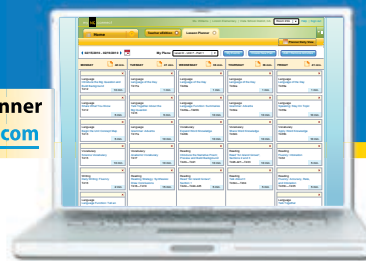
ADDITIONAL PRACTICE

More Grammar Practice PM8.8

Daily Writing Skills Practice, pages T489o–T489p

Week 2 Planner

Online Lesson Planner
NGReach.com



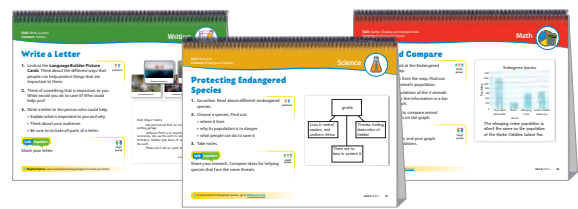
☑ = TESTED

| | | Day 1 | Day 2 |
|-------------------------|---|--|---|
| WHOLE GROUP TIME | | | |
| Anthology | Speaking and Listening 🕒 5–10 minutes | Listen and Comprehend | Read and Comprehend |
| | Language and Vocabulary 🕒 20 minutes | Academic Talk CC.4.SL.1.d Discuss the Big Question T515q | Academic Talk CC.4.Rinf.1 Preview and Predict T516c |
| | Reading 🕒 20–40 minutes | Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Words with Suffixes: CC.4.L.1.g; CC.4.L.2; -y, -ly, -less, -ful, and CC.4.L.2.d Commonly Misspelled Words T515k | Daily Spelling and Word Work CC.4.Rfou.3; ☑ Practice T515k CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2.d |
| | Writing 🕒 15–45 minutes | Daily Grammar CC.4.L.1; CC.4.L.1.b; ☑ More Irregular Past-Tense Verbs T515m CC.4.L.2; CC.4.L.3 | Daily Grammar CC.4.L.1; CC.4.L.1.b; ☑ Past-Progressive Verbs T515m CC.4.L.2; CC.4.L.3 |
| | | Vocabulary Strategy CC.4.L.4; CC.4.L.5 ☑ More Idioms T515q–T516 | Vocabulary Strategy CC.4.L.4; CC.4.L.6 ☑ More Idioms T516c |
| | Reading CC.4.Rinf.10; Read Aloud: Persuasive Techniques T516a CC.4.Rfou.4.a | Reading CC.4.Rinf.10; Read a Report CC.4.Rfou.4.a | |
| | Comprehension CC.4.Rinf.1; CC.4.Rinf.8; ☑ Identify Persuasive Techniques CC.4.SL.1.d T516a–T516b | Comprehension CC.4.Rinf.1; ☑ Choose Reading CC.4.Rinf.10 Strategies T517–T522 ☑ Identify Persuasive Techniques T518–T519, T522 | |
| | Fluency CC.4.Rfou.4 ☑ Model Phrasing T516a | Fluency CC.4.Rfou.4 ☑ Practice Phrasing, Accuracy, and Rate T517 | |
| | Power Writing T515q CC.4.W.10 Daily Writing Skills CC.4.W.1; CC.4.W.1.b ☑ Persuasive Techniques T515o | Power Writing T516c Daily Writing Skills CC.4.W.1; CC.4.W.1.b ☑ Persuasive Techniques T515o | |
| | Writing CC.4.Rinf.1; Write with Persuasive Techniques T516b CC.4.W.10 | Writing CC.4.Rinf.1; CC.4.W.9 ☑ Write a Response T523 | |
| | Writing Project: Persuasive Essay CC.4.W.1; Study a Model T525i CC.4.W.10 | Writing Project: Persuasive Essay CC.4.W.1; Prewrite T525j CC.4.W.1.b; CC.4.W.5; CC.4.W.10 | |



| SMALL GROUP READING TIME | | Read Social Studies Articles | Read Fiction Books |
|---------------------------------|--------------|---|---|
| Fiction & Nonfiction | 🕒 20 minutes | Vocabulary CC.4.L.6 Learn Social Studies Vocabulary SG11 | Vocabulary CC.4.L.6 Learn Story Words SG12–SG13 |
| | | Reading CC.4.Rinf.5; Read and CC.4.Rinf.10 Comprehend Informational Texts SG10–SG11 Explain Text Structure: Problem and Solution SG10–SG11 | Reading CC.4.Rlit.2; CC.4.Rlit.3; Introduce CC.4.Rlit.10; SG12–SG13 CC.4.SL.1.a Read and Comprehend Literature SG12–SG15 ☑ Reading Strategies SG14–SG15 ☑ Characters and Events SG12–SG15 Determine Theme SG14 |



| LEARNING STATION TIME | | | |
|------------------------------|--|--|---|
| 🕒 20 minutes |  | Speaking and Listening T515i CC.4.SL.1; CC.4.SL.2 | Language and Vocabulary T515i CC.4.L.6 |
| | | Writing T515i CC.4.W.1; CC.4.W.1.c; CC.4.W.4 | Cross-Curricular T515j CC.4.W.7; CC.4.W.8; CC.4.SL.5 |
| | | Reading and Intervention T515j; SG68 CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4.c; CC.4.W.8 | |

BIG Question What's worth protecting?

Day 3

Read and Comprehend


Academic Talk CC.4.SL.4
Talk Together T524

Daily Spelling and Word Work CC.4.L.2; CC.4.L.2.d
✓ Practice T515I

Daily Grammar CC.4.L.1; CC.4.L.1.b;
CC.4.L.2; CC.4.L.3
✓ Regular and Irregular Past-Tense Verbs T515n

Vocabulary Review CC.4.L.6
✓ Social Studies and Academic Vocabulary T523a

Comprehension CC.4.Rlit.9;
CC.4.Rinf.9
✓ Compare Fiction and Nonfiction T523a



Fluency CC.4.Rfou.4
✓ Practice Phrasing T524

Power Writing T523a
Daily Writing Skills CC.4.W.1; CC.4.W.1.b
✓ Persuasive Techniques T515p

Writing CC.4.L.1; CC.4.L.3;
CC.4.L.6
Write to Reinforce Grammar T525

Writing Project: Persuasive Essay CC.4.W.1;
CC.4.W.1.a; CC.4.W.1.c;
CC.4.W.5; CC.4.W.10
Draft T525j

Day 4

Read and Comprehend

Academic Talk CC.4.Rinf.1; C.4.Rinf.2;
CC.4.Rinf.9
Discuss Main Ideas T525d

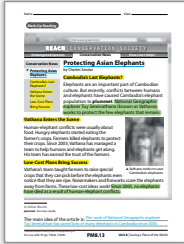
Daily Spelling and Word Work CC.4.L.2; CC.4.L.2.d
✓ Practice T515I

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.1.b;
CC.4.L.2; CC.4.L.3
✓ Grammar and Writing T515n

Vocabulary Practice CC.4.L.4; CC.4.L.5.b
✓ More Idioms T525c

Reading
Read an Online News Article T525a–T525b

Comprehension CC.4.Rinf.1;
CC.4.Rinf.2;
CC.4.Rinf.9
✓ Determine the Main Idea T525a



Fluency CC.4.Rfou.4
✓ Model and Practice Phrasing T525b

Power Writing T525c
Daily Writing Skills CC.4.W.1; CC.4.W.1.b
✓ Persuasive Techniques T515p

Writing CC.4.Rinf.2; CC.4.W.9;
CC.4.W.9.b
Write Main Ideas T525d

Writing Project: Persuasive Essay CC.4.W.1;
CC.4.W.5; CC.4.W.10;
CC.4.L.1.b; CC.4.L.2
Revise; Edit and Proofread T525k–T525l

Day 5


Review and Apply

Academic Talk CC.4.L.1; CC.4.SL.1.a
Relate Readings to the Big Question T525d

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.1.b; CC.4.L.2;
CC.4.L.3
✓ Review T515n

Vocabulary Practice CC.4.L.1
✓ Idioms T525e

Comprehension CC.4.Rinf.1;
CC.4.Rinf.9;
CC.4.W.9
Determine Main Ideas T525f
Compare Main Ideas T525g



Power Writing T525e
Daily Writing Skills CC.4.W.1; CC.4.W.1.b
✓ Persuasive Techniques T515p

Writing CC.4.Rinf.1; CC.4.Rinf.9;
CC.4.W.9; CC.4.W.9.b
Write Main Ideas T525g

Writing Project: Persuasive Essay CC.4.W.1;
CC.4.W.6; CC.4.W.10
Publish and Present T525l

Read Fiction Books


Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG13

Reading CC.4.Rlit.2; CC.4.Rlit.3;
CC.4.Rlit.10;
CC.4.SL.1.a
Read and Comprehend Literature SG12–SG15

✓ Reading Strategies SG14–SG15

✓ Characters and Events SG12–SG15

Determine Theme SG14



Read Fiction Books


Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG13

Reading CC.4.Rlit.2; CC.4.Rlit.3;
CC.4.Rlit.10;
CC.4.SL.1.a
Read and Comprehend Literature SG12–SG15

✓ Reading Strategies SG14–SG15

✓ Characters and Events SG12–SG15

Determine Theme SG14




Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG13

Reading CC.4.Rlit.2;
CC.4.SL.1.a
Connect Across Texts SG15

Writing CC.4.W.10
Choose a Writing Option SG14–SG15



ASSESSMENT & RETEACHING

Assessment and Reteaching T525m–T525n

✓ Reading Comprehension Test A8.10–A8.12 CC.4.Rinf.1;
CC.4.Rinf.2

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


✓ Oral Reading Assessment A8.1–A8.3 CC.4.Rfou.4.a

✓ Vocabulary Test A8.13 CC.4.L.b; CC.4.L.6

✓ Spelling Test: Words with suffixes: -y, -ly, -less, -ful, and Commonly Misspelled Words T515k CC.4.Rfou.3;
C.4.Rfou.3.a; CC.4.L.1.g;
CCC.4.L.2; CC.4.L.2.d

✓ Writing, Revising, and Editing Test A8.14–A8.15 CC.4.W.10; CC.4.L.1;
CC.4.L.3

Reteaching Masters RT8.4–RT8.7



Week 2 Learning Stations

Speaking and Listening

Option 1: Talk About Goals

Molly's first goal was to help the orphaned buffalo survive.

Her next goal was to start a buffalo herd of her own. Did she reach that goal?

Have students discuss how Molly's goals grew and changed throughout the story "Buffalo Music" on **Anthology** pages 500–513.

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly

CC.4.SL.1

Option 2: Watch Bison in Action



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

Have students watch and discuss a video about bison. To view the video, have students go to Resources > Unit 8 > Learning Stations > Week 2 > Creature Features: American Bison.

As students talk about what they learned, encourage them to refer to specific ideas and images that they heard and saw.

Paraphrase Visual and Oral Information

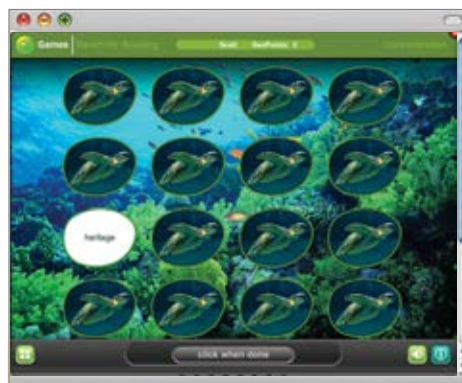
CC.4.SL.2

Language and Vocabulary

Key Words

heritage · hero · historical · mission · motive
outcome · president · protect · responsible
service · value · volunteer

Option 1: Vocabulary Games



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

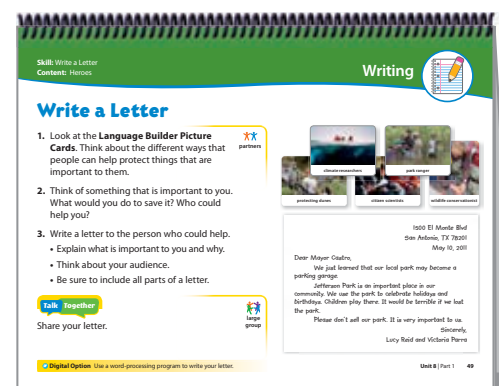
Have students expand their word knowledge. Under Add More Information > Use This Word > Write More, have students include Key Words in paragraphs about why we should protect habitats.

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

CC.4.L.6

Writing

Option 1: Write a Letter



PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 49

Digital Library: Language Builder Picture Cards E92–E93, E99–E101

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

Write Opinions on Topics

CC.4.W.1

Use Appropriate Development and Organization

CC.4.W.4

Option 2: Cheer for Heroes

Why Samuel Walking Coyote Is a Hero

Have students write a brief essay about the heroes in "Saving Bison from Extinction."

- Have students name the heroes and state reasons that explain what makes them heroes.
- Remind students to support their opinions with specific details from the text.
- Have students share their essays in small groups.

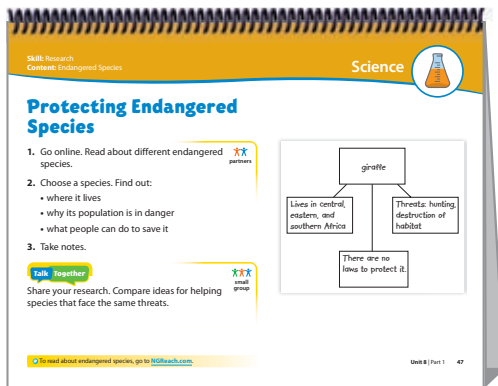
Write Opinions on Topics
Link Opinions and Reasons

CC.4.W.1

CC.4.W.1.c

Cross-Curricular

Option 1: Protecting Endangered Species 



PROGRAM RESOURCES

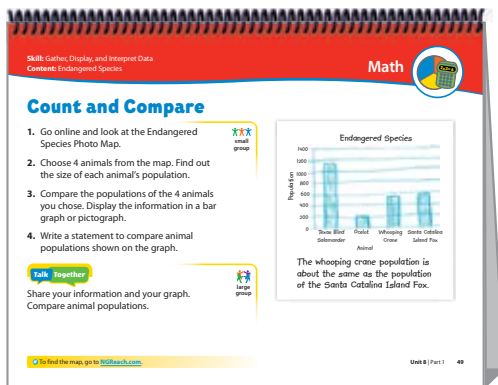
Cross-Curricular Teamwork Activities: Card 47

Teacher's Guide on 

Student Resources Directory

| | |
|------------------|----------|
| Conduct Research | CC.4.W.7 |
| Take Notes | CC.4.W.8 |

Option 2: Count and Compare 



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 49

Teacher's Guide on 

Student Resources Directory

colored marker

| | |
|--------------------------------------|-----------|
| Add Visual Displays to Presentations | CC.4.SL.5 |
|--------------------------------------|-----------|

Reading

Option 1: Categorize Animals 

| Categories of Animals | | | |
|-----------------------|-----------|------------|---------|
| Threatened | Protected | Endangered | Extinct |
| | | | |

Have partners research three to four animals and create charts listing them by category: Threatened, Protected, Endangered, Extinct. Remind students that **extinct** animals no longer live on Earth. Explain that **endangered** animals are those in danger of extinction; **protected** animals are often no longer endangered; and **threatened** animals are likely to become endangered.

To research animals, have students go to Resources > Unit 8 > Learning Stations > Week 2 > Animal Facts.

| | |
|---|--------------|
| Read and Comprehend Informational Texts | CC.4.Rinf.10 |
| Gather Information | CC.4.W.8 |

Option 2: Compare Bison and Buffalo 



 **Student Resources**

Have students work in small groups to do library and online research to compare bison and water buffalo. To research online, have students go to Resources > Unit 8 > Learning Stations > Week 2 > Articles About Bison and Water Buffalo. Have students create a chart that shows differences and similarities between the two animals.

| | |
|---|--------------|
| Read and Comprehend Informational Texts | CC.4.Rinf.10 |
| Gather Information | CC.4.W.8 |

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 RT8.4–RT8.7.

Additional Resources

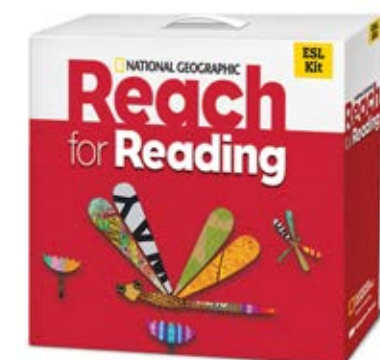
Reach into Phonics 



Lessons 115 and 116

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

ESL Kit 



ESL Teacher's Edition pages T516a–T526h

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Protecting Habitats

- ✓ Spell Words with Suffixes: *-y, -ly, -less, -ful*
- ✓ 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 Suffixes: *-y, -ly, -less, -ful*

| | |
|------------------|---|
| 1. bottomless | As I looked down into the deep, deep water, the ocean seemed bottomless . |
| 2. ceaseless | The baby birds' ceaseless chirping went on all day. |
| 3. cleverly | The doghouse was so cleverly disguised that I almost didn't see it. |
| 4. curiously | I watched curiously as the beaver moved toward the log, wondering what it would do next. |
| 5. daily | Every morning, zookeepers begin the daily cleaning of the animals' homes. |
| 6. emotionless | I had many feelings, including excitement and surprise, when I saw the owl, but my friend seemed emotionless . |
| 7. faithful | Faithful animals are loyal to those who care for them. |
| 8. frankly | Our honest mayor talks frankly about plans to fix problems at the city zoo. |
| 9. ideally | It's a perfect match—the polar bear is ideally suited to life in the Arctic. |
| 10. merciful | The merciful park ranger comforted the injured hawk. |
| 11. particularly | Food has been scarce for all of the animals here, but deer have been particularly affected. |
| 12. risky | The river is risky to swim in because the current is strong. |
| 13. sufficiently | The ground is sufficiently wet because there has been enough rain. |
| 14. thoughtful | The thoughtful volunteer chose materials carefully. |
| 15. woeful | He looked woeful and felt sad at seeing the hurt bear. |

Watch-Out Words

| | |
|-------------|--|
| 16. expect | They expect the new volunteer to milk all the cows. |
| 17. suspect | I suspect he will need help with this difficult task. |
| 18. picture | I smiled as she took a picture of me milking. |
| 19. pitcher | Let's pour the milk into this colorful pitcher . |

Suffixes

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students

Teach

Display the words *faithful*, *cleverly*, *bottomless*, and *risky*. Tell students that when a suffix is added to the end of a word, the meaning of the word changes. Explain:

- *The suffix -ful means "full of." What does faithful mean? ("full of faith")*
- *The suffix -ly means "in a way that is" or "in a way that is like." What does cleverly mean? ("in a way that is clever" or "in a clever way")*
- *The suffix -less means "without." What does bottomless mean? ("without a bottom")*
- *The suffix -y means "like," or "being or having." What does risky mean? ("having risk")*

Prepare

Have partners write each of the first 15 spelling words on a separate index card.

ideally

daily

Play a Game

Have partners sort words by placing index cards into piles according to the suffix in each word. Have partners take turns choosing a spelling word, reading it aloud, and having each other spell and define that word. Continue until all words have been spelled and defined.

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 Raps

Day 2



Option 2

Write a Rap

MATERIALS

index cards, 4 per student • dictionary

- Have students look up each Watch-Out Word in a dictionary and write the word and its definition on a card.
- Have students refer to their cards to help them create a rap about some kind of habitat. Tell students to underline each spelling word in the rap.
- Invite students to perform their raps for the class.

I suspect that the folks at the brand
new zoo
Will expect each visitor to see and do
All kinds of things as they walk
on through.
Like take a picture
And buy a pitcher
Of cool lemonade, too.

Use Frequently Confused Words
Consult References

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



Open Sorts

Day 3



Option 1

Classify

- Have partners determine several categories for the spelling words. Provide examples:
 - Ends in *-less/-ly/-y/-ful*
 - Hard Words/Easy Words
 - 2, 3, 4, or 5 Syllables
 - Common/Rare
 - Root Changes/Root Stays the Same
- Have partners sort the spelling words into as many categories as time allows, creating a separate chart for each category. For example, students could create a two-column chart for classifying words as either Hard or Easy or a four-column chart for classifying words according to their suffixes.
- On each chart, have students sort the spelling words under the correct headings.

| Common Words | Rare Words |
|--------------|------------|
| risky | curiously |
| picture | woeful |

Demonstrate Command of Spelling

CC.4.L.2

Fish for a Word

Day 3



Option 2

MATERIALS

index cards, 15 per student

Prepare

- Arrange students in groups of three. Have them collaborate to write each of the first 15 spelling words on a separate index card.
- Have one student shuffle the cards together and deal five cards to each of the three players.

Play a Game

- Have Player 1 ask Player 2 for a word card by describing the word, such as "Do you have a word ending with *-ly*?"
- If Player 2 has a word that fits the description, he or she reads aloud the word. Then Player 1 spells the word. If Player 1 correctly spells the word, he or she gets the card and places it on the table. If not, Player 2 keeps the card. Have Player 2 and 3 follow the procedure.
- Have students continue playing until all cards are claimed.

Spell Grade-Appropriate Words

CC.4.L.2.d

Trace Words

Day 4



Option 1

MATERIALS

index cards, 19 per pair of students • tracing paper • timer

Prepare

- Have student pairs collaborate to write each spelling word on a separate index card.
- Have partners use tracing paper to trace around each word to make a bubble in the shape of the word.
- Have students set the index cards aside and place the spelling word bubble outlines in front of them.

Play a Game

- Have one partner choose a bubble and write the correct spelling word inside the bubble, based on the shape of the bubble. **sufficiently**
- Have the other partner check to make sure that the correct spelling word is written in the bubble.
- If the word is incorrect, the first partner tries once more. If the student spells it correctly the first or second time, he or she keeps the word.
- Students take turns until ten minutes are up.
- The partner who writes more words correctly wins.

Demonstrate Command of Spelling

CC.4.L.2

Word Bird

Day 4



Option 2

MATERIALS

index cards, 19 per pair of students • vinyl sleeve • eraser

Prepare

Pair students. Tell students that one partner will write one context sentence for each of nine spelling words, and the other partner will do the same for each of ten different spelling words. Have students write each of their sentences on a separate card and leave a blank line for the spelling word. Then have partners combine, shuffle, and stack the cards.

Play a Game

- Have students put one sentence at a time in the sleeve.
- Have partners take turns writing a missing word in a sentence and checking the spellings for accuracy.
- If the word is spelled correctly, the student gets a point. If not, the card goes back into the stack.
- Have students play until all the sentences have been correctly completed and spelled. The partner with more points is the winner.

Spell Grade-Appropriate Words

CC.4.L.2.d

OBJECTIVE

Thematic Connection: Protecting Habitats

Grammar: Use Past-Tense and Past-Progressive Verb Forms

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Progressive Verb Forms

CC.4.W.5

CC.4.L.1

CC.4.L.1.b

Day 1

PROGRAM RESOURCES

Irregular Past-Tense Verbs #2:
eVisual 8.10

Game: Practice Master PM8.9

MATERIALS

index cards, 16 per group • online or print dictionary, one per group

Teach the Rules

Use the suggestion on page T516b to review irregular past-tense verbs. Display **eVisual 8.10** to extend the concept.

Irregular Past-Tense Verbs #2

| | Verb / Past-Tense Form | Example |
|--|---|---|
| <ul style="list-style-type: none"> Irregular past-tense verbs have special forms. You just have to remember the special forms. | buy / bought make / made ride / rode tell / told win / won write / wrote | We bought tickets to visit the new aquarium. The guide told us to see the shark habitat. |

[NGReach.com](#) Irregular Past-Tense Verbs #2: eVisual 8.10

Play a Game

Distribute index cards and have small groups use **Practice Master PM8.9** to play a game.

Differentiate

EL English Learners

ISSUE Students do not hear the difference between the present- and past-tense forms for some irregular verbs.

STRATEGY Show the present- and past-tense words for each verb. Point to and orally stress the letters that change. Have students repeat each verb pair and guide them in describing the words.

Name _____ Date _____

Grammar Game
From Present to Past

Directions:

- With your group, write each word below on a separate card. Shuffle the cards and stack them face down.
- Take turns turning over the top card.
- Spell the past tense of the verb on your card and use it in a sentence. If your group agrees that you are correct, keep the card. If the group is not sure, check the word in a dictionary. If you were wrong, replace the card in the stack.
- The game ends when all the cards have been taken. The player with the most cards wins.

| | | | |
|------|--------|-------|-------|
| make | do | ride | go |
| say | become | be | begin |
| buy | come | write | win |
| take | have | tell | grow |

For use with TE p. T515m **PM8.9** Unit 8 | Saving a Piece of the World

[NGReach.com](#) Practice Master PM8.9

Day 2

PROGRAM RESOURCES

Past-Progressive Verbs: eVisual 8.15
Game: Practice Master PM8.10

MATERIALS

game pieces • coins, 1 per small group of students

Teach the Rules

Use the suggestion on page T523 to introduce past-progressive verbs. Display **eVisual 8.15** to teach the rules.

Past-Progressive Verbs

- A **past-progressive** verb tells about an action that happened over a period of time in the past.
- To form the **past progressive**, use the helping verb **was** or **were** plus a main verb. The main verb ends in **-ing**.
- Use **was** with a singular subject. Use **were** with a plural subject.

The calf **was wandering** alone.

She **was making** moccasins.

They **were hunting** bison.

[NGReach.com](#) Past-Progressive Verbs: eVisual 8.15

Play a Game

Distribute **Practice Master PM8.10**, game pieces, and coins for students to play a question-and-answer game.

Differentiate

SN Special Needs

ISSUE Students are overwhelmed by the many spaces on the game board and can't focus on one space at a time when it is their turn.

STRATEGY Have the group choose one player as the reader who reads off the words whenever a player lands in a space. Allow students to speak, write, or type their questions and answers as needed.

Name _____ Date _____

Grammar Game
What Was Happening?

Directions:

- Play with a small group. Use an eraser or other small object as a game piece. Flip a coin to move. Heads = 1 space; Tails = 2 spaces.
- If the space you land on has a verb form, use it to ask a question. Ask questions about the photos in "Saving Bison from Extinction" on *Anthology* pages 517-523. The player to your right uses the past progressive to answer, making sure the verbs and subjects agree. For example: **Question:** What was he riding? **Answer:** He was riding a horse.
- If the space you land on does not have a past progressive form of a verb, follow the directions on the space.
- Take turns. The first player to reach THE END wins.

For use with TE p. T515m **PM8.10** Unit 8 | Saving a Piece of the World

[NGReach.com](#) Practice Master PM8.10



Demonstrate Command of Spelling
Use Knowledge of Conventions

CC.4.L.2
CC.4.L.3

Day 3

Teach the Rules

Use **Anthology** page 525 to teach past-tense verbs. Remind students: *The only way to know the irregular verbs is to learn each one.*

Reinforce, using a chart like the one shown for regular verbs that add *-ed*. Model reading the rules as arithmetic: *Help plus ed equals helped. Save minus e plus ed equals saved.*

| | |
|--------------------|--|
| + ed | help + ed = helped stay + ed = stayed |
| - e + ed | save - e + ed = saved |
| + (consonant) + ed | grab + b + ed = grabbed |
| -y + i + ed | reply - y + i + ed = replied |

Generate Sentences ✖

Have students generate sentences using past-tense verbs. Explain: *I will read three topics. Use a past-tense verb in each sentence you write.*

- Write two sentences about a fictional encounter with a wild animal.
- Write two sentences about an animal's habitat, such as a pond.
- Write two sentences about something that was protected in the past so that we still have it.

For **Writing Routine 3**, see page BP49.

Differentiate

BL Below Level

ISSUE Students have difficulty changing present-tense verbs to the past tense.

STRATEGY Have students create a four-section chart with these headings: + ed - e + ed - y + i + ed + (consonant) + ed
Explain: *Use a dictionary to help you write the present- and past-tense forms of words in the correct part of your graphic organizer. Use the other side of the paper to list irregular verbs the same way.* Have students practice writing the past-tense forms of the verbs they list.

Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM8.16

Grammar and Writing ✖

Distribute **Practice Master PM8.16**. Have students use Editing and Proofreading Marks to correct errors with regular and irregular past-tense verbs and with past-progressive verb forms.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- regular past-tense verbs
- irregular past-tense verbs
- past-progressive verb forms

| Editing and Proofreading Marks | |
|--------------------------------|---------------|
| ^ | Add. |
| ↖ | Take out. |
| ↞ | Move to here. |
| , | Add comma. |
| . | Add period. |

The crows destroyed the nest again," Soraya told Carla with a sigh.
She staring sadly at the shattered nest on the ground.

"The doves don't stand a chance," Carla replied.
As they talking, the girls picked up the twigs and leaves scattered on the patio. They gathered the broken eggs, too. "How can we prevent the crows from doing this again?" Soraya asked.

They were think hard when a great idea popped into Carla's mind. "Let's get one of those wooden owls," she suggested.

The next day, they bought the owl and tied it in the doves' tree. From that day on, the crows staled away.

NGReach.com Practice Master PM8.16

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A8.14–A8.15

Review and Assess ✖✖

Copy and display the verbs below. Have partners change each verb to the past tense. Then have them use two of the past-tense verbs in sentences.

ride marry employ rap talk notice

Copy and display the verbs below. Have partners write each verb in a sentence using the past-progressive form.

clean dream play read watch

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

Week 2 Daily Writing Skills

OBJECTIVE

Thematic Connection: Protecting Habitats

Use Persuasive Techniques

COMMON CORE STANDARDS

Write Opinions on Texts
Provide Reasons

CC.4.W.1
CC.4.W.1.b

Persuasive Techniques

Day 1



PROGRAM RESOURCES

Persuasive Passage: eVisual 8.11

Persuasive Techniques: eVisual 8.12

Teach the Skill

Display and read aloud **eVisual 8.11**. Review: *Good writers support their opinions with facts, reasons, and evidence.*



Persuasive Passage

Saving the buffalo was the most important thing America achieved to protect wildlife in the twentieth century. In the 1800s, buffalo were becoming extinct from overhunting. Once numbering in the tens of millions, their population had shrunk dangerously to only 1,000 by 1890. Then, a courageous man named William Hornaday took action to protect them. I believe that without Hornaday, the American buffalo would be extinct.

Persuasive Passage: eVisual 8.11



INTERACTIVE WHITEBOARD TIP: Circle the opinions. Underline supporting facts and details.

Explain: *The best persuasive writers use facts and give reasons for their opinions.* Have students identify the reasons the author gives in **eVisual 8.11**. Help students examine the ads from the 1800s on **Anthology** page 520. Say: *Notice how some phrases in the ads exaggerate or mislead the reader.* Then display **eVisual 8.12**.



Persuasive Techniques

| Technique | Purpose | Example |
|-------------|--|--|
| hyperbole | exaggerates the truth | "Always improving in value" |
| plain folks | pretends to understand the reader's situation | "Emigrants, look to your interests" |
| snob appeal | appeals to those who want to stand out from others | "Travelers for Pleasure, Health or Business" |

Persuasive Techniques: eVisual 8.12



INTERACTIVE WHITEBOARD TIP: Add more examples to column three.

Analyze Persuasive Techniques

Day 2



Option 1

PROGRAM RESOURCES

Persuasive Techniques: eVisual 8.11

Introduce

Display again the Persuasive Techniques chart, **eVisual 8.12**, and copy and display the following chart:

| Fact | Exaggerated/Misleading Statement |
|---|----------------------------------|
| "Grand opening of the Union Pacific Railroad" | "The Best Investment!" |
| "Rail Road from the Atlantic to the Pacific" | |
| "Farms at \$3 per acre" | |
| "Farms on Ten Years Credit!" | |

Practice

Have small groups turn to **Anthology** page 520 and identify the subject and purpose of each ad. Then have them complete the chart above to distinguish the ads' facts from exaggerated or misleading statements.

More Persuasive Techniques

Day 2



Option 2

MATERIALS

computer with Internet access, one per pair of students

Practice

Have pairs of students conduct Internet research to find out more about techniques that persuade readers through exaggeration or misleading statements.

If classroom-appropriate, have partners conduct an online search using the words "persuasive writing techniques." Then have students create a chart that lists and defines the new techniques they find.

Challenge students to write examples of each persuasive technique they have identified. Have each pair share its sentences with another pair of students.

| Persuasive Technique | Purpose | Example |
|----------------------|--|--|
| bandwagon | convince you that everyone else believes it, so you should too | Like any good American, you couldn't let bison become extinct. |



SUGGESTED PACING

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

Support Opinions with Reasons Day 3 **Option 1**

Introduce

Provide pairs of students with the following writing prompt: *Should animals be kept in zoos?*

1. Write a statement of your opinion on the topic.
2. Write one or two facts or details that give reasons why you feel as you do.

Practice

Have each pair of students write a brief paragraph that persuades the reader to accept or agree with their opinion. After partners are satisfied that they have supported their opinions with convincing facts and details, have them share and compare their paragraph with another pair’s paragraph. Have students discuss similarities and differences. Encourage each pair to give their opinions of the other pair’s work, supporting their opinions with details from the paragraph.

Write a Persuasive Paragraph Day 3 **Option 2**

PROGRAM RESOURCES

Digital Library: Language Builder Picture Card E100

MATERIALS

encyclopedia, science book, and/or computers with Internet access



Introduce

Display the image. Then explain the topic—that today there are many endangered species. Instruct partners to find two basic facts about an endangered species and write persuasively on the topic.

Practice

- Have partners use an encyclopedia, a science book, and/or the Internet to locate two facts about one specific endangered species.
- Then have the pair plan and write a brief persuasive paragraph stating their opinion about why it is important to protect this animal.
- Remind students to include their facts as the reasons why readers should agree with their opinion on the subject. Have pairs check to make sure their paragraphs do not include any exaggerated or misleading statements.

Give an Opinion About a Text Day 4

Practice

Have students choose a piece of writing from their Weekly Writing folders in which they express an opinion.

Tell them to identify any exaggerated or misleading statements and replace them with facts and details that more fairly support their opinions.

Then have pairs of students exchange writings and have each write a paragraph stating an opinion of the partner’s work.

Remind students to begin with an opinion statement and follow it with at least two statements that support it.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A8.14–A8.15

MATERIALS

timer

Review the Skill

Provide small groups of students with the following prompt.

You are part of a space team exploring the planet Glumpp 4, which has an Earth-like environment but has unique animals and plants all its own. Millions of people on Earth want to move to Glumpp 4 to live, work, farm, and build cities. If that happened, many of Glumpp 4’s native species would go extinct. Write a message persuading your fellow humans what they should do.

Allow groups fifteen minutes to write their persuasive messages.

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

OBJECTIVES

Thematic Connection: Protecting Habitats

- ✓ Explain Idioms
- ✓ Identify Persuasive Techniques to Comprehend Text


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 8.9

MATERIALS

timer • colored markers • index cards



WARM-UP

Have students review the readings from Week 1, including “Buffalo Music” and *Siberian Survivor*. Have pairs identify and discuss one goal and its outcome from either selection.

Power Writing

Have students write as much as they can as well as they can in one minute about something they cherish.

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

Academic Talk

1 Discuss the Big Question

Explain: *An important step in preparing for an oral presentation is to write notes. Referring to these notes helps you keep ideas in order when speaking.* Demonstrate connecting a goal and its outcome to answer the Big Question. Label four index cards: *Goal, Event, Event, and Outcome*. Model taking notes:

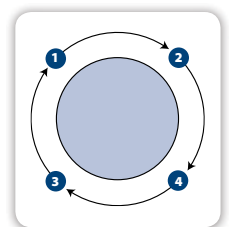
1. *Molly’s goal is to not let the buffalo disappear.* Write it on the Goal card.
2. *I write each event related to Molly’s goal on a separate card labeled “Event.”* Add “Molly cared for orphaned calves” and “Molly’s herd grew” to the events cards.
3. *Molly gives some of her buffalo to help rebuild the herd at Yellowstone National Park. This is the **outcome** of all the events. I write this on a card labeled “Outcome.”*

Show how to arrange the cards in order to relate the goal and outcome to events.

Use a **Roundtable** to have students discuss the Big Question in relation to the readings for Week 1. Ask students to listen to others and take notes about goals and outcomes, and the events that connect them.

- Have students form groups of four. Ask each student to state a goal and an outcome.
- Have students name events that happen in between.
- Have students use their notes to share examples of connecting goals and outcomes with the class.

For **Roundtable**, see page BP46.



Roundtable

COMMON CORE STANDARDS

Reading

- | | |
|---|-------------|
| Refer to Details and Examples When Drawing Inferences | CC.4.Rinf.1 |
| Explain Uses of Reasons and Evidence | CC.4.Rinf.8 |
| 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 |
|---------------------------------|-------------|

Language

- | | |
|---|------------|
| Determine the Meanings of Words and Phrases | CC.4.L.4 |
| Explain Idioms | CC.4.L.5.b |

Vocabulary Strategy

2 More Idioms ✓ Anthology page 516

Review that an idiom is an expression with a meaning different from the meaning of the individual words. Project **Student eEdition** page 516. Read the introduction. Explain: *It helps to look at the whole context where an idiom appears.* Model using context with the idiom “soft spot for critters” on **Anthology** page 503. Explain: *Billie knew that Molly cared about animals, so having a soft spot for something means to care about it.* Repeat the strategy with these idioms: *played right to my heart* (page 500), and *dot the land* (page 511).

See **Differentiate**



More Idioms

An **idiom** is a colorful way to say something. Sometimes you can use context clues to figure out what an idiom means.

What you say:

The mayor
sings Bill's
praises.



What you mean:

The mayor
thinks Bill
deserves
recognition.



Try It Together

Read the paragraph. Use context clues to figure out the meaning. Then answer the questions.

My hero is my Uncle Dave. He is a veterinarian, which means he cares for animals. He is as sharp as a tack! He can spot a sick animal in the blink of an eye, and he always knows how to help.

1. **As sharp as a tack** most likely means

- A not very smart.
- B very smart.
- C has pointy fingers.
- D is always sad.

2. **In the blink of an eye** probably means

- A with his eyes open.
- B with his back turned.
- C all day long.
- D very quickly.

516

Anthology page 516

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

3 Try It Together Anthology page 516

Read the directions aloud and have partners work together to explain the idioms to one another and answer the questions. (question 1: B; question 2: D)

Check & Reteach

OBJECTIVE: Explain Idioms ✓

As students figure out the meanings of the idioms *as sharp as a tack* and *in the blink of an eye*, determine whether students are able to use context clues to understand and explain them.

If students cannot determine the meaning of the idioms, tell them to substitute each possible definition for the idiom in the sentence, read the new sentence, and see if it makes sense with the other sentences in the paragraph.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T515o–T515p)
- ✓ Power Writing (T515q, T516c, T523a, T525a, T525e)
- ✓ Writing (T516b, T523, T525, T525d, T525g)
- ✓ Writing Project (T525i–T525l)

Differentiate

EL English Learners

ISSUE English learners have a difficult time understanding idioms because they are unfamiliar with them.

STRATEGY Have students make an idiom book. Encourage them to ask questions whenever they read or hear an unfamiliar expression and then to find out how it is used and add that to their book.

AL Above Level

ISSUE Students would have better understanding of idioms if they knew their origins.

STRATEGY Have students refer to dictionaries or online sources to find the origins of idioms.

Fluency

Model Phrasing As you read the **Read Aloud**, model correct phrasing. Explain: *Fluent readers group words that go together as they read, pause for commas, and take a breath at periods.*

Comprehension

4 Identify Persuasive Techniques 

Introduce: *In persuasive writing, writers often include facts to support opinions. While the facts can be proven, the opinions cannot. Writers sometimes misrepresent opinions as facts or use other persuasive techniques.* Write and display the definitions of misleading language and language that appeals directly to readers' emotions. Tell students to watch out for these types of persuasive language.

- Misleading language is intentionally vague or unclear, or it misrepresents opinions as facts.
- Language that appeals to readers' emotions is intended to make readers act quickly without thinking.

Display **eVisual 8.9** and read aloud the first ad. Reread and pause to point out statements meant to appeal to emotions ("Don't wait!"/"You must see"/"Buy now"), the vague, misleading phrase ("planned gated community"), and the opinions ("Perfect Place," "This property will only go up in value").

Explain the first opinion: *A "perfect place" probably means different things to different people. For example, one family might think a perfect place to raise a family would be close to many other families with children the same age. Another family might think a perfect place would be far from other people, with lots of land around it.*

Have students identify and explain the other opinions and the statements that are meant to appeal to emotions.



Read Aloud

Persuasive Techniques

Properties for Sale

The Perfect Place to Raise a Family!

Don't wait! You must see this three-acre lot in a planned gated community. This property will only go up in value! Buy now while interest rates are low!

Great Views and Great Value!

This recently renovated, air-conditioned, five-bedroom home is located in the center of town. You will enjoy short walks to wonderful schools and easy access to buses and trains.

Cabin in the Country for Sale

This charming home with a lovely garden and a wrap-around porch will go fast! Located in a quiet neighborhood with an incredible view of the mountains, this place has it all: new wiring, new appliances, swimming pool, and a pond. The property is fenced to protect your investment!

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 8.9



INTERACTIVE WHITEBOARD TIP: Circle persuasive words that appeal to emotions.

Have partners work together to identify language that appeals to readers' emotions and vague or misleading statements in the remaining two ads. Have partners explain how they identified each technique.

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Persuasive Techniques to Comprehend Text ✓

As partners discuss the ads, determine whether they can recognize persuasive techniques and explain how they are used.

If students have difficulty, reread the second ad and model questions they can ask: *Which words talk directly to the reader?* (You will enjoy) *What is the writer trying to do with these words?* (tell the reader how to feel) *What kind of language is this?* (language that appeals to emotions) Explain that when students identify these types of language, they should be aware that the writer is trying to influence how they think and feel about something. Have students practice using the strategy with the third ad.

Writing


5 Write with Persuasive Techniques

Model writing an advertisement using persuasive techniques.

| Think Aloud | Write |
|---|---|
| <i>I would like to convince people to buy this cereal.</i> | Fun-Os cereal is the most delicious cereal I have ever tasted! |
| <i>People will want to know information about the cereal's nutritional value.</i> | Fun-Os are good for you. They contain 12 different vitamins and minerals. |

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

Have students work individually to write ads for a product of their choice. Have students add their ads to their Weekly Writing folders.



WRAP-UP Have small groups work together to write a persuasive slogan for a new product. Remind students to use persuasive language to convince others to try the new product.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T515k

Daily Grammar ✓

Write: I rode a mule to the bottom of the Grand Canyon. Point out the irregular past-tense verb *rode*. Then use page T515m to teach irregular past-tense verbs.

Daily Writing Skills ✓

Reread aloud the first ad in the **Read Aloud** and point out an example of a persuasive technique. Then use page T515o to teach using persuasive techniques.

Differentiate

BL Below Level

ISSUE Students take what they read literally.

STRATEGY Briefly review persuasive techniques. Then have students focus on the language of one ad. Help them identify the purpose of the ad (to get someone to buy something) and find examples of language that supports that purpose. Have students relate the language to a persuasive technique and discuss what the language really suggests.

AL Above Level

ISSUE Students are ready to understand how ads can be used to manipulate buyers.

STRATEGY Provide students with different advertisements in newspapers, magazines, or online. Ask them to identify persuasive techniques in the ads and label the kinds of techniques the writer uses to persuade readers to buy.

OBJECTIVES

Thematic Connection: Protecting Habitats

- ✓ Explain Idioms
- ✓ Choose Reading Strategies to Comprehend Literature
- ✓ Identify Persuasive Techniques to Comprehend Text

MATERIALS

timer

Power Writing

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

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 |
| 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 the Meanings of Words and Phrases | CC.4.L.4 |
| Explain Idioms | CC.4.L.5.b |



WARM-UP

Have partners suggest possible meanings for sentences with idioms that refer to animals: One team outfoxed the other; He felt like a fish out of water; and Has the cat got your tongue? Then confirm the correct meanings.

Vocabulary Strategy

1 More Idioms ✓

Explain that today students will learn more idioms. Remind them that they can use context clues to determine an idiom's meaning. Copy and display the sentences below. Use the first sentence to review how to figure out the meaning of an idiom using context: *If you need to catch up to a person, he or she is ahead or going faster. For the person behind to catch up, the person ahead will have to stop or slow down, so hold your horses must mean to stop or slow down.*

Have volunteers read aloud the remaining sentences:

- Hold your horses and let me catch up.
- Since we see eye to eye, we will be able to work together well.
- I know you are new at this, but you need to get your feet wet.

Have partners work together to figure out the meaning of each idiom using context clues in the sentence. Then ask them to think aloud about it.

Check & Reteach

OBJECTIVE: Explain Idioms ✓

Listen as students talk about how they use context to understand the idioms.

If students have difficulty, point out that words like *since* and *so* are clues that one part of a sentence can be explained by the other part. Explain: *Look at the second sentence. What would help people work together?* (Possible response: They agree, or think alike.) *So the idiom must have to do with agreeing.* Help students to identify a phrase in each sentence that supports the meaning of the idiom.

Academic Talk

2 Preview and Predict

Remind students: *Before you read a report, look at the title, headings, images, and captions to preview and predict what the report might be about.* Project **Student eEdition** pages 517–523. Have students silently read the title, headings, and captions, and study the images. Then have partners discuss their predictions.

Connect Across Texts Read this report about other heroes who, like Molly, helped save bison.

Genre A report presents facts about a topic. It has a title and an introduction. The last paragraph is usually a conclusion that sums up the report.

1 SAVING Bison

FROM Extinction

by Dorothy Young



▲ An American bison at Yellowstone National Park

At one time, 25 to 50 million American bison, often called buffalo, lived in North America. Many Native American groups depended on the animals for food, clothing, and shelter. They used almost every part of the animal.

In Other Words
Extinction Dying Out As a Species

Before You Move On

- 1. Use Text Features** What does the photo on this page tell you about the topic?
- 2. Visualize** What do you think clothing made from buffalo feels like? Why?

517

STUDENT TECHNOLOGY

e Student eEdition

NGReach.com

Anthology page 517

Reading

3 Read a Report

CONNECT ACROSS TEXTS Project **Student eEdition** page 517. Ask students to recall what happened in the historical fiction story “Buffalo Music.” Then have a volunteer read **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *Reading a report is one way to learn about a new topic.*

SOCIAL STUDIES BACKGROUND Explain that in the days when people began to settle in the middle of the United States, there was no conservation movement. Most people worried about their survival in what were often harsh conditions. When trees or animals were in their way, people often got rid of them.

Read and Build Comprehension

- 1 Set a Purpose** *What would you like to find out as you read this report?* (Possible response: I want to find out who worked to save the bison from extinction and why they thought it was important.)
- 2 Determine Importance** *What is the most important idea in this paragraph?* (There used to be millions of bison in North America.)

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Use Text Features** Possible response: The photo shows that there are still some bison; they are not yet extinct. But it only shows one bison, not the huge herds that used to roam the plains.
- 2. Visualize** Possible response: Clothing made from bison would be heavy and warm because bison have thick hides.

The Importance of Bison to Native Americans

Bison had always been important to Native Americans of the **Plains**. For hundreds of years, many Native Americans depended on bison for survival. Bison were part of their culture.

Many native Americans used bison meat for food. They used their hides for gloves, **moccasins**, and **tepee** coverings. They even used the bones for tools and decorations. **1 2 BL**



▲ Bison provided food, clothing, and shelter for Native Americans of the Plains.



In Other Words
Plains flat lands
moccasins shoes
tepee tent

518

Bison in Danger

European settlers also hunted bison, but not just for food. They wanted to remove bison from the land so they could start farms. They also hunted bison for **sport and profit**. As settlers moved west, they killed more and more bison. **3 EL**



▲ Bison hunters in 1882

Railroads and Bison

Railroads helped settle the West. But they were not good for the bison. Hunters shot bison to feed the workers who were laying railroad tracks.



▲ Workers lay new track for the railroad.

Sometimes train operators slowed their engines when they spotted bison. They let passengers shoot the animals from train windows.

Railroads allowed hunters to send bison hides to the cities. People in cities made leather from bison hides.

By 1890 only about 1,000 bison remained.

In Other Words
sport and profit fun and to make money

Before You Move On

- 1. Generalize** How did some Native Americans of the Plains depend on bison?
- 2. Summarize** How did railroads affect bison?

519

Anthology
pages 518–519

Read and Build Comprehension

- 1 Determine Importance** ✓ *In what ways did Native Americans use every part of the bison?* (They ate the meat. They used the hides to make clothing and tents. They used bones for tools and decorations.)
- 2 Ask Questions** ✓ *What kinds of questions could you ask about the relationship between Native Americans and bison?* (Possible responses: How did they hunt bison? What kinds of tools were the bones used for?)
- 3 Make Comparisons** *How was the way the European settlers treated the bison different from the way the Native Americans treated the bison?* (Native Americans depended on the bison for survival. The European settlers not only hunted the bison for food, but also for sport and profit. Settlers wanted to clear bison from the land to make room for farming. They did not **value** the bison as part of their culture.)

Answers Before You Move On

- 1. Generalize** In most cases, the bison provided Native Americans of the Plains with not only food, but also clothing and shelter.
- 2. Summarize** The railroads brought hunters who killed bison for profit and for sport. The trains and tracks were a danger to the bison.

Settlers Follow the Railroad

Railroads united the country. They joined the East Coast to the West Coast. Trains also made it easier for people to travel great distances across the Plains. Many settlers traveled to the West by train. As more people traveled to the West, the number of bison decreased.



4 Rich Farming Lands!
For Sale VERY CHEAP by the
Union Pacific Railroad Company.
The Best Investment! No Fluctuations!
Always Improving in Value.
The Wealth of the Country is made by the advance
in Good Lands.
NOW IS THE TIME!
MILLIONS OF ACRES
Of the finest lands on the Continent, in Eastern Ne-
braska, now for sale. Many of these never before in
Market, at prices that defy competition.
FIVE AND TEN YEAR CREDIT GIVEN, WITH INTEREST
AT SIX PER CENT.
The Land Grant Honors of the Company taken up
for lands. Full particulars given, new Guide w/
new Maps mailed free.
THE PIONEER,
A handsome illustrated paper, containing the
standard Law, sent free to all parts of the world. A
O. P. DAVIS
Land Commissioner U. S.
Omaha.

▲ Ads like this encouraged many settlers to move to the West.

**FARMS AND HOMES
IN KANSAS!**
EMIGRANTS, LOOK TO YOUR INTERESTS,
AND NOT A FOOT OF WASTE LAND!
FARMS ON TEN YEARS CREDIT!
Lands not Taxable for Six Years!!
EASTERN KANSAS
THE CENTRAL BRANCH INDIAN P. R. CO.
KICKAPOO INDIAN



▲ William Hornaday, pictured here with a bison calf, believed nature was worth protecting.



▲ In 1899, bison were also kept at the National Zoo in Washington D.C.

In Other Words
promote support

William Hornaday Takes Action

In 1889, William Hornaday from the New York Zoological Society discovered that bison were in danger of becoming extinct. He decided to do something about the problem. "It is the duty of every good citizen," he said, "to **promote** the protection of forests and wildlife."

In 1899, Hornaday brought a small group of bison to the new Bronx Zoo. He got the bison from private herds, not from the wild. These herds were owned by individual ranchers. **5**

In 1905, Hornaday and others formed the American Bison Society to **protect** the remaining bison from hunters. Hornaday's work helped save the bison from becoming extinct. **6**

Before You Move On

- 1. Evaluate** How would the ads on page 520 prompt people to move to the West? What were negative effects of ads like this?
- 2. Clarify** How was Hornaday a good citizen?

- 4 Identify Persuasive Techniques** ✓ *What are some of the persuasive words or phrases used in the advertisements on page 520?* (Possible responses: very cheap; now is the time, finest lands on the Continent; best investment; always improving in **value**)
- 5 Make Inferences** ✓ *Why do you think Hornaday took bison from private herds and not the wild?* (Possible response: There were no longer any bison left in the wild.)
- 6 Determine Goals** *What was the goal of the American Bison Society?* (to **protect** bison from extinction)

Differentiate

EL English Learners

ISSUE Students have not had sufficient experience of American history education to draw on prior knowledge for this reading.

STRATEGY Use maps and place events on a time line to provide scaffolding and background support for students as they read.

BL Below Level

ISSUE Students have difficulty deciding which reading strategy to focus on.

STRATEGY Before students begin reading, assign one strategy for them to focus on. Have them apply it at the end of each page, until they are comfortable with that strategy. Then go on to a new strategy, but compare it with the first.

Answers Before You Move On

- 1. Evaluate** The ads offered settlers special deals to buy farmland. However, the arrival of new settlers took land from the bison and the Native Americans.
- 2. Clarify** Hornaday felt responsible for protecting our wildlife. He brought a small group of bison from private herds to the Bronx Zoo. He took action.

Read and Build Comprehension

- 1 **Make Connections** ✓ *How are Samuel Walking Coyote and Molly alike?* (Samuel Walking Coyote is like Molly because he kept orphaned buffalo calves. Eventually, like Molly, he had a small herd of buffalo. Both of them helped to save bison from extinction.)
- 2 **Identify Persuasive Techniques** ✓ *How do the maps on pages 522 and 523 use facts to persuade readers that the plight of the bison is serious?* (The maps clearly show the fact that bison roamed wild across most of the United States before the 1800s, and today bison roam wild in only a few places.)
- 3 **Use Text Features** *Before the 1800s, did bison roam wild in the state where you live? How do you know this?* (Responses will vary. Students can use the map on page 522 to locate their states and determine whether bison roamed wild there.)

Check & Reteach

OBJECTIVE: Choose Reading Strategies to Comprehend Literature ✓

Listen to students' responses to the comprehension questions about reading strategies. If students have difficulty with a specific strategy, have them focus on it. Then prompt students to use the strategy with a limited portion of the text, as suggested below for determining importance:

- *Reread the paragraph on page 517. Focus on determining importance. What is this paragraph mostly about?* (bison and Native Americans) *What does it say about bison and Native Americans?* (Possible response: Native Americans depended on bison for food and clothing.)
- Ask: *Is that an important idea?* (Yes, it could be.) Remind students to keep such ideas in mind because they will help students understand other ideas they read.

OBJECTIVE: Identify Persuasive Techniques to Comprehend Text ✓

Listen to students' responses to the comprehension questions about persuasive techniques. Make sure students understand that words and images are chosen to appeal to readers' emotions.

If students have difficulty, point out the ads on page 520 and ask: *How do the words "very cheap" make readers feel?* (Possible response: They make readers feel they would get a good bargain.) *What about the words "always improving in value"?* (Possible response: The words make readers think they could sell the property at a profit.) Point out that adverbs like *very* and *always* suggest these items are different from others. Have students find other examples.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T515k

Daily Grammar ✓

Read aloud the first sentence on **Anthology** page 503. Point out that *was lugging* is a past-progressive verb. Then use page T515m to teach past-progressive verbs.

Daily Writing Skills ✓

Point to the title of the ad on the left of **Anthology** page 520 as an example of persuasive language. Then use page T515o to practice using persuasive techniques.

Answers Before You Move On

1. **Make Comparisons** The maps show where bison roam wild. The map on page 522 shows where bison roamed wild before the 1800s. The map on page 523 shows where the bison roam wild today.
2. **Summarize** The report's conclusion is that due to the efforts of a few determined people, bison are no longer in danger of extinction.

Samuel Walking Coyote Starts a Herd

Samuel Walking Coyote also helped save bison from extinction. Walking Coyote was a Kalispel from the Flathead Reservation in Montana. He was hunting buffalo with a group of **Blackfeet** one winter day in 1872. Eight calves wandered into the camp. The calves were orphans.

Walking Coyote took the orphan calves back home and kept them. His small herd grew. Eventually, he sold it. The new owners allowed the herd to roam freely on the Flathead Reservation. **1**



▲ The yellow area shows where bison roamed wild before the 1800s.



Flathead Reservation in 1906 ▶

In Other Words

Reservation lands set aside for Native Americans

Blackfeet Native Americans from another group

522

Bison Today

For some Native Americans, bison are a symbol of their culture and strength. Many groups, such as the Blackfeet in Montana, are working to bring more bison back to their natural habitat.

Today, the United States has more than 200,000 bison. Many of these are **offspring** from Walking Coyote's original herd.

There are now bison herds in South Dakota, Texas, and several other states. Thanks to the efforts of a few **determined** people, bison are no longer in danger of extinction. ❖



▲ The yellow areas show where American bison roam wild today.



Yellowstone National Park in Wyoming has the largest population of free-roaming plains bison on public land.

In Other Words

offspring animals born

determined hard-working

▶ Before You Move On

- 1. Make Comparisons** What do the maps on pages 522 and 523 show?
- 2. Summarize** What is the conclusion of this report?

523

Anthology
pages 522–523

Writing

4 Write a Response

Remind students that one way to respond to what they read is to give their opinions about it. Ask students to express their opinions about whether they think the bison would have been left alone if the railroad hadn't come. Model a response: *I read that the settlers started killing off the bison before the railroad came. However, the railroad seemed to make it worse.*

As students write their opinions, have them refer to specific details from the report. Then have students add their responses to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students are not clear about the effects the railroad had on the bison.

STRATEGY Have students reread the report and make notes about the railroad. Then have students read their notes and make a decision.

AL Above Level

ISSUE Students can write a substantiated opinion.

STRATEGY Have students include specific quotes from the report to support their opinions.

WRAP-UP

Remind students that they have been reading about protecting endangered animals and the environment. Ask students to think about what would be lost by losing a species to extinction, and what would be gained by protecting its habitat.

OBJECTIVES

Thematic Connection: Protecting Habitats

- Compare Fiction and Nonfiction
- Grammar: Use Past-Tense Verbs

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Venn Diagram: Practice Master PM8.11
- Grammar: Practice: Practice Master PM8.12

TECHNOLOGY ONLY

- Grammar Passage: eVisual 8.16

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- | | |
|--|-------------|
| Compare Treatments of Similar Themes, Topics, and Patterns of Events | CC.4.Rlit.9 |
| Integrate Information From Two Texts | CC.4.Rinf.9 |
| 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 |

WARM-UP

Display **Student eEdition** pages 518 and 522. Have students study the tepees in the photographs. Have groups discuss what it would be like to live in a tepee. Have students compare the tepees to Molly's home on page 510.

Vocabulary Practice

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 524 and point out the Key Words. Display **outcome** and **historical**. Then chorally read all the words as a class. Pause after each word, and have volunteers give the definition.

Have students write all the words on index cards. Have pairs of students pick two cards and use them to write a sentence that tells why someone should admire another person or take action to help others.

Review and Integrate Ideas

2 Compare Fiction and Nonfiction Anthology page 524

Read aloud the introduction on **Student eEdition** page 524. Challenge students to think of ways the historical fiction and the report are alike and ways they are different. Remind students to consider the theme or big message, when and where the events described take place, and what the people are like.

Have partners review "Buffalo Music," reread "Saving Bison from Extinction," and compare the ideas in both selections. Then have students complete **Practice Master PM8.11**. When students are done, tell them to discuss other ways authors could tell the story of bison or other endangered animals.

Check & Reteach

OBJECTIVE: Compare Fiction and Nonfiction

As students discuss and note distinctions between fiction and nonfiction, determine whether they understand both genres.

If students have difficulty, tell them to ask themselves the following questions:

- *Does the selection tell events that happened to people who existed?* (yes: nonfiction or fiction)
- *Does the author include sources and notes that prove the events actually happened and the characters are actual people?* (yes: nonfiction or fiction)
- *Are the people made-up or real characters?* (made-up: fiction, real: both)
- *Are the characters' thoughts and feelings supported by documents that prove them to be facts?* (yes: nonfiction; no: fiction)



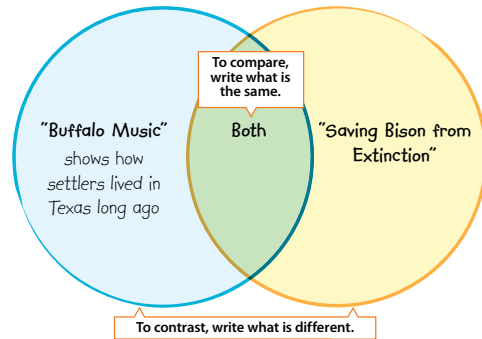
Key Words

| | |
|-----------|-------------|
| heritage | protect |
| hero | responsible |
| mission | service |
| motive | value |
| president | volunteer |

Compare Fiction and Nonfiction

"Buffalo Music" and "Saving Bison from Extinction" have a similar topic. Make a Venn diagram to compare the ideas in the story and the report. Work with a partner.

Venn Diagram



Talk Together

What do Molly, Samuel Walking Coyote, and William Hornaday think is worth **protecting**? Why? Think about the story and the report. Use **Key Words** to talk about your ideas.

STUDENT TECHNOLOGY



Student eEdition



Resources

Fluency

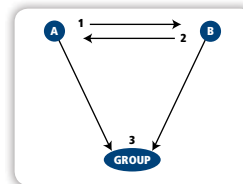
Practice Phrasing As partners reread the report aloud, circulate and listen for correct phrasing.

Academic Talk

3 Talk Together Anthology page 524

Have students think about what the individuals in the story and the report think is worth protecting and why. Have students use a **Three-Step Interview** to discuss the topic.

- Have students form pairs.
- Have Student A interview Student B about what the individuals in the story and the report thought was important to protect and why.
- Have partners reverse roles.
- Have Student A share information with the class from Student B; then have Student B share information from Student A.



Three-Step Interview

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

Best Practices

Invite Critical Thinking Before students discuss the questions, provide time for students to gather their thoughts and reflect on the topic, including:

- formulating their opinions
- identifying evidence to support their opinions

Name _____ Date _____

Compare Fiction and Nonfiction
Make a Venn Diagram to compare ideas in "Buffalo Music" and "Saving Bison from Extinction."

Buffalo Music
shows how settlers lived in Texas long ago
Possible answers:
uses illustrations; tells about characters that are not real

Saving Bison from Extinction
Possible answers:
focus on hunters killing buffalo; focus on people saving buffalo; have similar time periods and settings

Both
Possible answers:
focus on hunters killing buffalo; focus on people saving buffalo; have similar time periods and settings

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PM8.11 Unit 8 | Saving a Piece of the World

Differentiate

EL English Learners

ISSUE In many languages, the past tense does not change form as it does in English.

STRATEGY Have students practice using and comparing past- and present-tense regular verbs by completing sentence frames.

- I _____ through the forest preserve now. (walk)
- I _____ through the forest preserve yesterday. (walked)
- I _____ about protecting habitats now. (learn)
- I _____ about protecting habitats yesterday. (learned)

BL Below Level

ISSUE Students are confused by irregular past-tense verbs.

STRATEGY Have students make a chart of common irregular verbs, such as *sit, eat, run, catch, sleep, bring, teach*. They can then use it as a reference when they write.

Grammar Focus

4 Past Tense Anthology page 525

Project **Student eEdition** page 525. Have volunteers read aloud the introduction and review the chart.

Then display **eVisual 8.16** and read aloud the passage, pausing to identify the first irregular and regular past-tense verbs and the spelling rules: *To form the past tense of go, you must remember the past-tense form went. To form the past tense of watch, add -ed to the base word watch.* Have students identify the remaining past-tense verbs in the passage and explain the spelling rule for each.



Grammar Passage

Our class went to the wildlife sanctuary. We watched many animals living in their natural habitats. We spied snakes crawling under rocks. We saw beautiful birds swoop over our heads. The guide told us that birds often stop there when they migrate south in the winter. Then they come back in the spring.

We were glad that people created the sanctuary and now work to protect so many animals. It was a terrific field trip.

 **Grammar Passage: eVisual 8.16**



INTERACTIVE WHITEBOARD TIP: Underline regular past-tense verbs. Circle irregular past-tense verbs.

5 Read Past-Tense Verbs Anthology page 525

Read aloud the directions and passage from “Buffalo Music.” After students find the past-tense verbs in the passage, have them look through “Saving Bison from Extinction” and find the past-tense verbs.

See **Differentiate**

6 Write Past-Tense Verbs Anthology page 525

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM8.12**.

Check & Reteach

OBJECTIVE: Use Past-Tense Verbs 

As students use past-tense verbs in their paragraphs, check for understanding of the spelling rules.

If students have difficulty, tell them to circle the verbs in their paragraphs. Then have them determine the base word of the verb. If it is a regular verb, have students review the spelling rule and then check for the *-ed* ending. If it is an irregular verb, have students review the irregular verbs they have learned and check for the correct spelling of the past tense.

Name _____ Date _____

Grammar: Practice

In the Past

Grammar Rules Past Tense

- Add **-ed** to form the past tense of most verbs.
- Drop the final **e** and add **-ed** to verbs like *live* (**lived**).
- Double the final consonant and add **-ed** to verbs like *hop* (**hopped**).
- Change the **y** to **i** and add **-ed** to verbs like *cry* (**cried**).
- Learn the special past-tense forms of irregular verbs like *come* (**came**) and *have* (**had**).

Write the past tense form of the verb to complete each sentence.

Samuel Walking Coyote was a Native American who helped to protect the bison. One day, several orphaned calves walked into his camp. Walking Coyote raised the orphaned calves. Soon, his small herd grew. He sold his herd to people who planned to let the bison roam free. William Hornaday tried to protect the bison, too. Hornaday brought a small group of bison to the Bronx Zoo. He saved the bison from becoming extinct by forming the American Bison Society.

With your partner, write a paragraph to tell how bison were almost hunted to extinction. Use past tense verbs in your sentences.

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Past Tense

Regular past-tense verbs end in *-ed*. However, **irregular** past-tense verbs have other forms.

Grammar Rules Past-Tense Verbs

| | Now | In the Past |
|--|-------------|---|
| <ul style="list-style-type: none"> To form some regular past-tense verbs, you have to change the base word before you add -ed. | care | People ca<u>r</u>ed about what happened to endangered animals. |
| | chop | After people ch<u>o</u>pped down the trees, birds had nowhere to nest. |
| | try | We tr<u>i</u>ed to help. |
| <ul style="list-style-type: none"> You just have to remember the special forms for past tense verbs. | go | The volunteers went to help out. |
| | know | No one knew what to do. |
| | see | Lindsay saw the firefighters. |

Read Past-Tense Verbs

Read aloud this passage from "Buffalo Music." Find three regular past-tense verbs and two irregular past-tense verbs.

Those calves followed me back to the dugout, strolled in through the front door, and lay down in front of the fire. I named one Calico, because she was the same red as my favorite dress.

Write Past-Tense Verbs

Write a paragraph about a time in the past when you felt like a **hero**. Use past-tense verbs. Share with a partner.

525

Anthology page 525

Writing

7 Write to Reinforce Grammar

Have students look at the list of Key Words on page 524. Explain that they will use as many Key Words as they can to write a paragraph about how people like William Hornaday and Samuel Walking Coyote worked to save the bison. Ask students to use several past-tense verbs, both regular and irregular.

After students write their paragraphs, have them underline regular past-tense verbs and circle irregular past-tense verbs. Then have students add their paragraphs to their Weekly Writing folders.

WRAP-UP Ask students to choose one idea or image from the week's readings that appealed to their emotions or affected them in some way. Then have students state and explain their choices.

Daily Language Arts

Daily Spelling and Word Work

Practice page T515l

Daily Grammar

Point out the regular past-tense verb *discovered* and the irregular past-tense verb *were* in the first sentence on **Anthology** page 521. Then use page T515n to reinforce past-tense verbs.

Daily Writing Skills

Point to the last sentence on **Anthology** page 521 as an example of the author's opinion. Then use page T515p to practice using persuasive techniques.

OBJECTIVES

Thematic Connection: Protecting Habitats

- Determine the Main Idea
- Explain Idioms

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM8.13–PM8.15

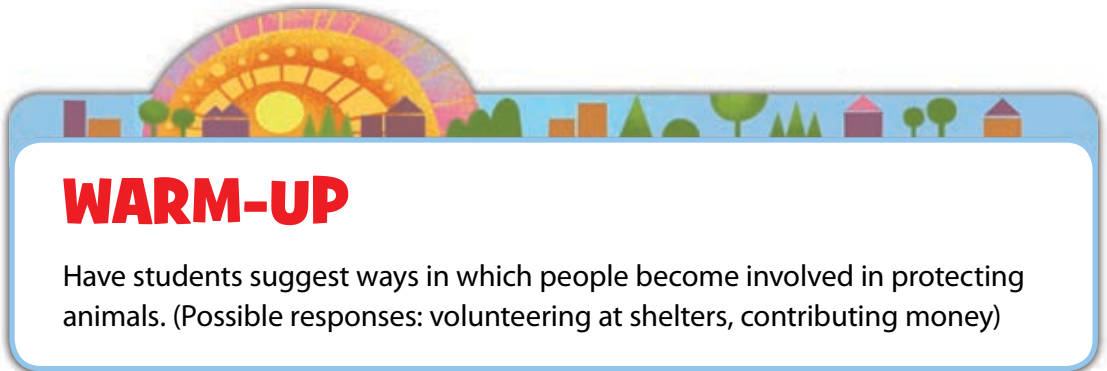
TECHNOLOGY ONLY

Mark-Up Model 8.1 or Model 8.1 PDF

Vocabulary Strategy Practice: eVisual 8.17

MATERIALS

highlighters in two different colors



WARM-UP

Have students suggest ways in which people become involved in protecting animals. (Possible responses: volunteering at shelters, contributing money)

Comprehension

1 Determine Main Idea

Remind students: *You know how to determine the topic and main idea of a paragraph.*

SCREEN 1

- 1 Display **Mark-Up Model 8.1** and explain: *Now you will learn how to determine the main idea of an entire article.* Remind students that they know the definition of a main idea. Have a volunteer define the term. Review: *The title of an article often gives a hint about the topic.*
- 2 Read aloud the title of the article and have volunteers underline the title in both locations and click the Title button. Ask: *What do you think is the topic of this article?*
- 3 Explain: *Section headings also provide clues to an article's main idea.* Read aloud and point out the location of the three section headings in the side menu. Then read aloud and point out the heading of the first section above the first paragraph. Have volunteers highlight the headings, and click the Headings button to confirm. Remind students to mark up **Practice Master PM8.13**. Model the thinking: *The headings tell me that the main idea might be about how someone is helping save the last elephants in Cambodia.* Click on the arrow to go to the next screen.

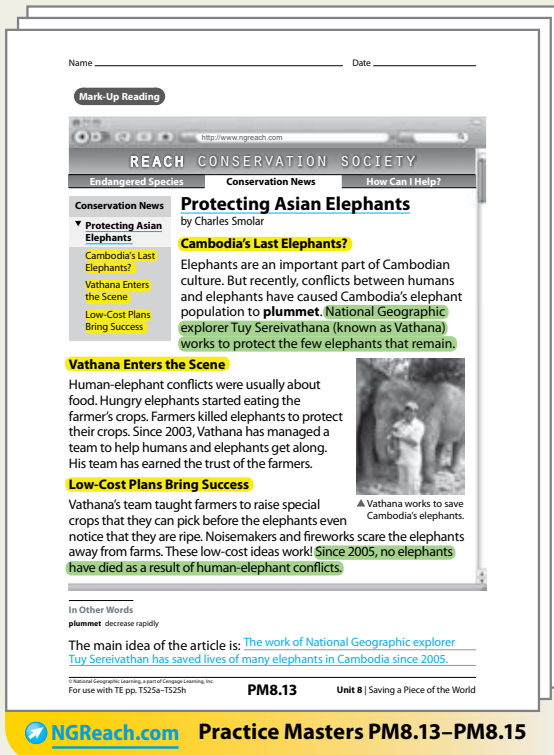
SCREEN 2

- 4 Explain: *Next, I read the first paragraph.* Read aloud the paragraph and highlight its main idea. Then click the Main Idea button. Model: *The main idea of this paragraph tells me that the main idea of the article is probably how an explorer named Vathana helps protect elephants in Cambodia.* Remind students to mark up **Practice Master PM8.13**. Click on the arrow to go to the next screen.

SCREEN 3

- 5 Explain: *Finally, I read the last paragraph.* Read aloud the paragraph and have volunteers highlight the main idea and click the Main Idea button. Model: *Together, this main idea, the main idea of the first paragraph, the section headings, and the title, tell me that the main idea of the whole article is: The work of National Geographic explorer Tuy Sereivathana has saved the lives of many elephants in Cambodia since 2005.*
- 6 Have students read the entire article to verify the main idea. Then have a volunteer erase the box to confirm. Remind students to mark up **Practice Master PM8.13**.

Have students do the same to mark up **Practice Masters PM8.14–PM8.15**.



Name _____ Date _____

Mark-Up Reading

REACH CONSERVATION SOCIETY

Endangered Species Conservation News How Can I Help?

Conservation News **Protecting Asian Elephants**
by Charles Smolar

▼ Protecting Asian Elephants

Cambodia's Last Elephants?

Vathana Enters the Scene

Low-Cost Plans Bring Success

Cambodia's Last Elephants?
Elephants are an important part of Cambodian culture. But recently, conflicts between humans and elephants have caused Cambodia's elephant population to plummet. National Geographic explorer Tuy Sereivathana (known as Vathana) works to protect the few elephants that remain.

Vathana Enters the Scene
Human-elephant conflicts were usually about food. Hungry elephants started eating the farmer's crops. Farmers killed elephants to protect their crops. Since 2003, Vathana has managed a team to help humans and elephants get along. His team has earned the trust of the farmers.

Low-Cost Plans Bring Success
Vathana's team taught farmers to raise special crops that they can pick before the elephants even notice that they are ripe. Noisemakers and fireworks scare the elephants away from farms. These low-cost ideas work! Since 2005, no elephants have died as a result of human-elephant conflicts.

In Other Words
plummet decrease rapidly

The main idea of the article is: The work of National Geographic explorer Tuy Sereivathana has saved lives of many elephants in Cambodia since 2005.

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NGReach.com Practice Masters PM8.13–PM8.15

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 |
| Integrate Information from Two Texts | CC.4.Rinf.9 |
| 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.b |

Language and Vocabulary

- | | |
|--|------------|
| Determine Meanings of Words and Phrases | CC.4.L.4 |
| Explain Idioms | CC.4.L.5.b |



INTERACTIVE WHITEBOARD Lesson

Don't have an interactive whiteboard? Print or display the PDF file of **Mark-Up Model 8.1**.

SCREEN 1

REACH CONSERVATION SOCIETY

Endangered Species | Conservation News | How Can I Help?

Conservation News

- Protecting Asian Elephants **2**
- Cambodia's Last Elephants? **3**
- Vathana Enters the Scene
- Low-Cost Plans Bring Success

Protecting Asian Elephants **1**

Cambodia's Last Elephants?

Elephants are an important part of Cambodian culture. But recently, conflicts between humans and elephants have caused Cambodia's elephant population to **plummet**. National Geographic explorer Tuy Sereivathana (known as Vathana) works to protect the few elephants that remain.

Vathana works to save Cambodia's elephants.

Underline the title of the article.
Highlight the heading of each section of the article.

3 **2** **3**

In Other Words
plummet decrease rapidly

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SCREEN 2

REACH CONSERVATION SOCIETY

Endangered Species | Conservation News | How Can I Help?

Conservation News

- Protecting Asian Elephants
- Cambodia's Last Elephants?
- Vathana Enters the Scene
- Low-Cost Plans Bring Success

Protecting Asian Elephants

Cambodia's Last Elephants?

Elephants are an important part of Cambodian culture. But recently, conflicts between humans and elephants have caused Cambodia's elephant population to plummet. National Geographic explorer Tuy Sereivathana (known as Vathana) works to protect the few elephants that remain.

Highlight the main idea of this paragraph.

4

Main Idea

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SCREEN 3

REACH CONSERVATION SOCIETY

Endangered Species | Conservation News | How Can I Help?

Conservation News

- Protecting Asian Elephants
- Cambodia's Last Elephants?
- Vathana Enters the Scene
- Low-Cost Plans Bring Success

Protecting Asian Elephants

Low-Cost Plans Bring Success

Vathana's team taught farmers to raise special crops that they can pick before the elephants even notice that they are ripe. Noisemakers and fireworks scare the elephants away from farms. These low-cost ideas work! Since 2005, no elephants have died as a result of human-elephant conflicts.

Highlight the main idea of this paragraph.

5

Main Idea

What is the main idea of the whole article?

6 The work of National Geographic explorer Tuy Sereivathana has saved lives of many elephants in Cambodia since 2005.

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Fluency ✓

Model and Practice Phrasing Explain: *Fluent readers group words together into meaningful phrases rather than reading word by word.* Model reading the first paragraph of **Practice Master PM8.13**, using proper phrasing. Have students read the paragraph aloud, focusing on proper phrasing.

Check & Reteach

OBJECTIVE: Determine the Main Idea ✓

Look at students' marked-up **Practice Masters PM8.13–PM8.15** to check if they are correctly using the headings and main ideas of the paragraphs to identify the main ideas of the articles.

If students have difficulty, reteach this skill by reviewing what the headings of "Protecting Asian Elephants" show about the main idea of the article.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T515l

Daily Grammar ✓

Point out the regular past-tense verb (*started*) in the second paragraph and the irregular past-tense verb (*taught*) in the last paragraph on **Practice Master PM8.13**. Then use page T515n to review regular and irregular past-tense verbs and the past progressive form.

Daily Writing Skills ✓

Write this sentence: *It's our duty to protect these animals!* Explain that the phrase *It's our duty* is an example of a persuasive technique. Then use page T515p to review how to use persuasive techniques in writing.

Power Writing

Have students write as much as they can as well as they can in one minute about a president.

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

Vocabulary Practice

2 More Idioms ✓

Remind students that they have learned how to identify idioms and replace them with phrases that have the same meanings. Display **eVisual 8.17**.



Vocabulary Strategy Practice

1. "One of the fastest land animals in North America, these Sonoran pronghorns can move like greased lightning, reaching speeds of 60 miles per hour."
2. "Fewer than 100 Sonoran pronghorns live in the wild—just a drop in the bucket compared to the millions that once roamed the West."
3. "To address this problem, Coffeen and his team have been working tirelessly around the clock to recreate the pronghorns' disappearing habitat on an animal refuge in Arizona."

| Think Aloud | Write | Meaning |
|-------------------------------|--------------------------|----------------|
| <i>around the clock</i> | <i>tirelessly</i> | "all the time" |
| <i>like greased lightning</i> | up to 60 miles per hour | "very quickly" |
| <i>a drop in the bucket</i> | compared to the millions | "tiny amount" |

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Vocabulary Strategy: eVisual 8.17



INTERACTIVE WHITEBOARD TIP: Have students write idioms and context clues in the chart.

Explain: *You will identify context clues that help you determine the meaning of each underlined idiom and match the idiom with its meaning in the chart.* Model the process with the first sentence. *The context clue up to 60 miles per hour tells me that the idiom means "very quickly."*

Have students recreate the chart and use the context of each sentence to figure out the meaning of each idiom. Have partners exchange papers and discuss any discrepancies.

Check & Reteach

OBJECTIVE: Explain Idioms ✓

Monitor partners' charts to check if students are able to match idioms to their meanings. If students have difficulty determining the meanings of the idioms, reteach with *around the clock*.

Writing

3 Write Main Ideas

Introduce the activity: *Now write a paragraph that compares the main idea of "Protecting Asian Elephants" with the Big Question: What's worth protecting?* Remind students to list text details to support their points. Model using "Saving Sonoran Pronghorns."

| Think Aloud | Write |
|---|---|
| <i>First, I need to write the main idea of the selection.</i> | The main idea of "Saving Sonoran Pronghorns" is: Wildlife biologist Mike Coffeen is making progress toward saving Sonoran pronghorns. |
| <i>Then, I will tell how the main idea of the selection and the Big Question are alike.</i> | The main idea of "Saving Sonoran Pronghorns" and the Big Question both deal with things that people feel are worth protecting. |
| <i>Next, I will tell how the main idea of the selection and the Big Question are different.</i> | "Saving Sonoran Pronghorns" focuses on how one person works to protect one specific species. It tells how Mike Coffeen provides food and water to pronghorns in an animal refuge. The Big Question refers to all kinds of things, such as ideas are worth protecting. |


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

See **Differentiate**

Academic Talk

4 Discuss Main Ideas

Introduce the activity: *Use "Protecting Asian Elephants" to talk about main ideas. First, tell a partner how the main idea of a paragraph is different from the main idea of a whole article. Then tell how the main idea of the whole article relates to the Big Question.* Give students time to review the article and the Big Question before discussing them with their partners.



WRAP-UP Explain that some once-endangered species, such as the bald eagle, are national symbols of the United States. Have students brainstorm a list of symbolic and endangered animals, such as school mascot animals, state animals, or animals that are symbols for different countries or environments. Have students discuss why each might be worth protecting.

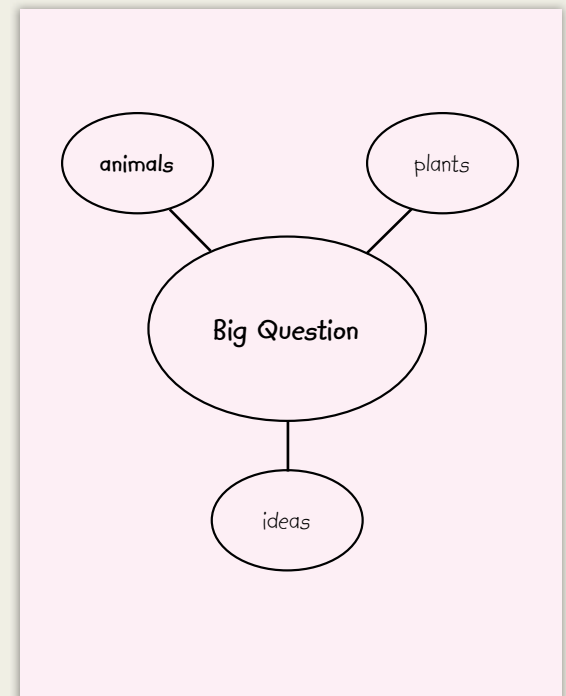
Differentiate

SN Special Needs

ISSUE Students cannot identify how the main idea is different from the Big Question.

STRATEGY Provide a cluster diagram to show all the "things" people consider worth protecting. Ask students to think of other visual organizers that would show how such examples relate to the Big Question.

Concept Cluster



BL Below Level

ISSUE Students have difficulty identifying the main idea of "Buffalo Music" or "Saving Bison from Extinction."

STRATEGY Provide prompts such as these:

- *What is the topic of the selection?*
- *What do the headings tell about the main idea of the whole selection?*
- *What are the main ideas of the beginning and ending paragraphs?*
- *What main idea combines ideas from the headings and the paragraph main ideas?*

OBJECTIVES

Thematic Connection: Protecting Habitats

- ✓ Explain Idioms
- Compare Main Ideas

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM8.1
- Mark-Up Reading: Practice Masters PM8.13–PM8.15

TECHNOLOGY ONLY

- Vocabulary Strategy Practice: eVisual 8.18
- Comparison Chart: eVisual 8.19

Power Writing

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

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

Writing

Draw Evidence from Texts CC.4.W.9


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

Demonstrate Command of Usage CC.4.L.1



WARM-UP

Read the following: *She passed the test with flying colors. She got an A+!* Have students illustrate the literal meaning of the words. Then have them guess what the idiom means (with no trouble, easily).

Vocabulary Practice

1 Idioms ✓

Remind students that they have learned how to replace idioms with common phrases. Display **eVisual 8.18**. Tell students that they will rewrite each sentence using a common phrase in place of each underlined idiom.



Vocabulary Strategy Practice

1. I told my brother to shake a leg because the bus was due in two minutes.
2. The donated money was only a drop in the bucket compared to what we needed.
3. One way to get your feet wet in theater is to start by working on the stage crew.
4. The mother told the pushy child, "Hold your horses!"
5. My sisters finally stopped quarreling and began to see eye to eye.

Common Phrases

agree about
move quickly
chance to begin a new life
be patient

go to a safe place
learn basic skills
without stopping
a small amount

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Vocabulary Strategy: eVisual 8.18



INTERACTIVE WHITEBOARD TIP: Students X out the common phrase used to replace each idiom.

Write this sentence: When we adopted the puppy at the shelter, we gave him a new lease on life. Explain: *I will replace the idiom a new lease on life with the phrase a chance to begin a new life.* Rewrite the sentence: When we adopted the puppy at the shelter, we gave him a chance to begin a new life. Remind students to use context clues to identify the phrase to use in place of each idiom.

Check & Reteach

OBJECTIVE: Explain Idioms ✓

Review students' sentences to see if they replaced idioms correctly.

If students have difficulty replacing idioms, reteach with *a drop in the bucket*.

Name _____ Date _____

Mark-Up Reading

Protecting Asian Elephants
by Charles Smolar

Cambodia's Last Elephants?
Elephants are an important part of Cambodian culture. But recently, conflicts between humans and elephants have caused Cambodia's elephant population to **plummet**. National Geographic explorer Tui Sereivathana (known as Vathana) works to protect the few elephants that remain.

Vathana Enters the Scene
Human-elephant conflicts were usually about food. Hungry elephants started eating the farmer's crops. Farmers killed elephants to protect their crops. Since 2003, Vathana has managed a team to help humans and elephants get along. His team has earned the trust of the farmers.

Low-Cost Plans Bring Success
Vathana's team taught farmers to raise special crops that they can pick before the elephants even notice that they are ripe. Noisemakers and fireworks scare the elephants away from farms. These low-cost ideas work! **Since 2005, no elephants have died as a result of human-elephant conflicts.**

In Other Words
plummet decrease rapidly

The main idea of the article is: The work of National Geographic explorer Tui Sereivathana has saved lives of many elephants in Cambodia since 2005.

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PM8.13 Unit 8 | Saving a Piece of the World

Name _____ Date _____

Mark-Up Reading

Saving Sonoran Pronghorns
by Scott Whitman

Race Against Extinction
One of the fastest land animals in North America, Sonoran pronghorns can move like greased lightning, reaching speeds of 60 miles per hour. However, even these speed demons might not be able to outrun the threat of extinction. The population of Sonoran pronghorns has dropped drastically in recent years and the United States government has listed them as an endangered species. Wildlife biologist Mike Coffeen is on a mission to save Sonoran pronghorns.

Coffeen's help is coming just in time. Today fewer than 100 Sonoran pronghorns live in the wild—just a drop in the bucket compared to the millions that once roamed the West.

Preserving Pronghorn Habitat
New highways and construction projects mean the pronghorns have less space to run and fewer plants to eat. To address this problem, Coffeen and his team have been working tirelessly around the clock to recreate the pronghorns' disappearing habitat on an animal refuge in Arizona.

The Sonoran pronghorn has been listed as an endangered species since 1967.

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For use with TE pp. T525a–T525h

PM8.14 Unit 8 | Saving a Piece of the World

Review and Integrate Ideas

2 Determine Main Ideas

Introduce the activity: *You will identify the main idea of “Saving Bison from Extinction” and tell how it relates to the Big Question.* To review the process, pose questions such as these:

- *What does the title tell you is the topic of the selection?* (saving bison from extinction)
- *What do the headings tell about the main idea of the whole selection?* (the history of the threat of their extinction and the efforts of people who worked to save them)
- *What is the main idea of the beginning paragraph?* (Millions of bison once lived in North America.)
- *What is the main idea of the last paragraph?* (Bison are no longer in danger of extinction.)
- *What main idea combines ideas from the headings and the paragraph main ideas?* (Although bison were threatened with extinction, the efforts of individuals saved the species.)

Have students create a chart and write the main idea of the selection and an explanation of how it relates to the Big Question.

Main Idea and Big Question Chart

| Selection | Main Idea | Relation to Big Question |
|--------------------------------|--|---|
| “Saving Bison from Extinction” | Although bison were once threatened with extinction, the efforts of individuals saved the species. | The report shows that some people thought that bison were worth protecting. |



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T515k

Daily Grammar ✓

Write: Not long ago, conservationists estimated that only 21 Sonoran pronghorns lived. Point out how the regular verbs *estimate* and *live* change in the past tense. Then use page T515n to review and assess regular and irregular past-tense verbs and the past progressive form.

Daily Writing Skills ✓

Write: There are many good reasons to protect endangered species. Explain: *One of the best persuasive techniques is simply to provide good, convincing reasons.* Then use page T515p to review how to use persuasive techniques in writing.

3 Compare Main Ideas

Introduce the activity: *You will now compare the main ideas of "Saving Bison from Extinction," "Buffalo Music," and "Saving Sonoran Pronghorns" on Practice Masters PM8.14–PM8.15. You will also explain how each main idea relates to the Big Question: What's worth protecting?* Display **eVisual 8.19**.



Comparison Chart

| Selection | Main Idea | Relation to the Big Question |
|--------------------------------|--|--|
| "Saving Bison from Extinction" | Although bison were once threatened with extinction, the efforts of individuals saved the species. | The report shows that some people thought bison were worth protecting. |
| "Buffalo Music" | Molly saves two buffalo calves and establishes a new herd. | Molly's actions show that she thinks buffalo are worth protecting. |
| "Saving Sonoran Pronghorns" | Mike Coffeen is helping save Sonoran pronghorns from extinction. | The article shows that Coffeen thinks Sonoran pronghorns are worth protecting. |

NGReach.com Comparison Chart: eVisual 8.19



INTERACTIVE WHITEBOARD TIP: Have students write entries in the chart.

Have students recreate and complete the chart, providing specific examples from the text as they discuss similarities and differences in how all three selections relate to the Big Question.

Differentiate

BL Below Level

ISSUE Students have trouble stating main ideas in writing.

STRATEGY Guide students with these questions:

- *What is the overall topic of the article? Say it in one or two words.*
- *What is the main thing the author says about the topic? Say it in a complete sentence.*

EL English Learners

ISSUE Students lack the language skills necessary for comparing the main ideas.

STRATEGY Provide sentence frames such as these:

- Both the main idea of "Buffalo Music" and the main idea of "Saving Bison from Extinction" _____.
- The main idea of "Buffalo Music" _____ but the main idea of "Saving Bison from Extinction" _____.

Check & Reteach

OBJECTIVE: Compare Main Ideas

Review the charts to see if students can relate the main ideas to the Big Question.

If students have difficulty, prompt with questions such as these:

- *What kinds of actions show that people feel things are worth protecting?*
- *What actions does the selection describe?*
- *How do the actions show what the people feel is worth protecting?*

Writing

4 Write Main Ideas

Introduce the activity: *Now you will write a comparison among the main ideas of "Buffalo Music," "Saving Bison from Extinction," and "Protecting Asian Elephants."*

Remind students to use the comparison chart and evidence from the texts to support their statements. Have volunteers share their comparisons. Have students add their work to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

Have students recall the unit’s Big Question: What’s worth protecting? Remind students to review the selections and their writing assignments to prepare for a discussion about people’s efforts to protect wildlife.

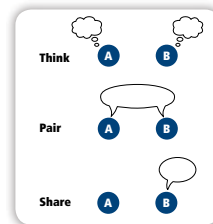
- Think about “Buffalo Music,” “Saving Bison from Extinction,” “Protecting Asian Elephants,” “Saving Sonoran Pronghorns,” and the **Small Group Reading** book you read this week. Why do the people and characters highlighted in these texts work so hard to **protect**?
- Model a response based on “Buffalo Music”: *Molly clearly feels that the end of the buffalo would destroy an important part of the Old West. She feels the buffalo are worth protecting to preserve that part of American history.*



Use **Think, Pair, Share** to have students continue discussion about how the readings relate to the Big Question.

- Have students think individually about topics related to the Big Question. Possibilities:
 - how a person can discover what’s worth protecting
 - actions that protect what is important to people
 - how finding out what you want to protect can help you learn about yourself
- Have partners discuss one of the topics.
- Have students individually share information from the partner discussion with the class.

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



Think, Pair, Share

Best Practices


Encourage Respect Have students repeat what their partners said before they express their own ideas. Provide an example: *John thinks all animals are worth protecting, but I disagree. I think that, in some places, people need the space more than animals do.*

WRAP-UP

Form small groups. Have each group create a slogan or poster for a project about protecting an endangered species that students have read about. The slogan should convince people that the species is worth protecting. Have each group present its slogan or poster to the class.

OBJECTIVES

Thematic Connection: Protecting Habitats

 Write a Persuasive Essay: Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A8.40

TECHNOLOGY ONLY

Sample Persuasive Essay : eVisual 8.13

Writing Trait: Fluency: eVisual 8.14

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

| | |
|---|------------|
| Write Opinions on Texts | CC.4.W.1 |
| Introduce the Text, State an Opinion, and Create a Structure | CC.4.W.1.a |
| Provide Reasons | CC.4.W.1.b |
| Link Opinions and Reasons | CC.4.W.1.c |
| Plan, Revise, and Edit Writing | CC.4.W.5 |
| Use Technology | CC.4.W.6 |
| Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences | CC.4.W.10 |
| Language and Vocabulary | |
| Use Progressive Verb Forms | CC.4.L.1.b |
| Demonstrate Command of Spelling | CC.4.L.2 |

Write a Persuasive Essay

Display and read aloud the prompt.

You have been asked to provide an essay for a student newspaper. The purpose of the essay is to tell why your favorite animal, plant, or place should be protected. Write an essay that persuades other students to agree with you.

Study a Model

Read a Persuasive Essay

Explain: *Let's read one student's persuasive essay.* Display and read aloud **eVisual 8.13**.



Sample Persuasive Essay

The Magnificent Redwoods

I was visiting California when I saw a redwood tree. Redwoods are some of the oldest and biggest trees on Earth. You can put your arms around some trees, but I had to walk around the redwood to touch the other side. Seeing a redwood in person was a memorable experience.

Some people want to use the land where redwoods grow to build houses and roads. They want to cut down these magnificent trees to make room. Because of my experience, I hope this will not happen. We all deserve a chance to see these unique trees.

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Persuasive Essay: eVisual 8.13



INTERACTIVE WHITEBOARD TIP: Circle clauses within sentences as they are read.

Review the Trait: Fluency

Recall the concept: *Fluent writing seems natural, as if the writer were speaking to the reader.* Display and read aloud **eVisual 8.14**.



Writing Trait: Fluency

Writing that is fluent

- uses a combination of long and short sentences
- uses clauses to vary sentence structure.

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Fluency: eVisual 8.14



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

Read aloud the following sample. Explain that students will offer ideas to improve it:

Many trees are tall. A redwood is very tall. The redwood seems to reach the sky.

Ask: *What do all the sentences have in common?* (They are short; they do not use clauses.)

How could we improve them? (vary the length; combine thoughts using clauses)



Prewrite

Choose a Topic

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

Role: Essay writer

Audience: Students

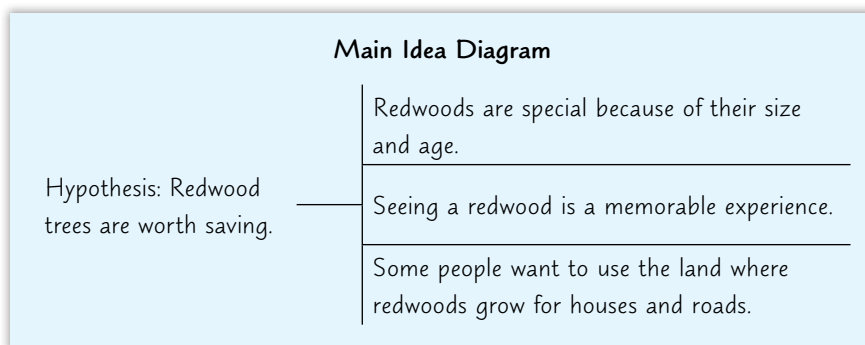
Form: Persuasive essay

Then have students make lists of their favorite aspects of nature, such as animals, plants, or places. Students may find that looking at **Magazine Maker** photos helps them determine a specific topic. Have students individually complete the RAFT by choosing a topic and, where possible, a photo that goes with it.



Get Organized

Review the sample: *The writer uses persuasive techniques in “The Magnificent Redwoods” to support his main idea, which is an opinion. Some of the details he uses are also opinions, but he links them to facts or helps readers feel his emotions.* Display a main idea diagram and explain: *A main idea diagram helps you to organize the persuasive details that support your topic.* Use “The Magnificent Redwoods” as a model to complete a main idea diagram.



Draft

Write Ideas

Have students begin their drafts, first deciding on a layout in **Magazine Maker**. Then have students draft their persuasive essays. Remind them to focus on fluency.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty developing persuasive arguments for their essay.

STRATEGY Provide students with a list of questions that will help them focus on reasons to support their argument. Provide sample questions such as:

- Why does (topic) matter to me?
- Why should (topic) matter to other people?
- What might happen if (topic) was not saved?

Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T515k–T515l

Daily Grammar ✓

Have students find the past-progressive tense verb form in “The Magnificent Redwoods.” (*was visiting*) Then use pages T515m–T515n to practice using the past tense.

Daily Writing Skills ✓

Point out how sentences vary in length and structure in “The Magnificent Redwoods.” Then use pages T515o–T515p to practice sentence fluency.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Ask listeners to give feedback on how persuasive the essay is. Listeners can contribute ideas that would support the point. Suggest that listeners also make suggestions on sentence fluency. Display language frames to guide the discussion.

Language Frames

| Retell | Make Suggestions |
|--|---|
| <ul style="list-style-type: none"> Your argument is _____. You believe this because _____. | <ul style="list-style-type: none"> I would like to know more about why _____. I agree with you about _____. Can you add variety to your sentences about _____? |

Make Changes

Have students revise their essays. Have students check for sentences that begin with similar words, or sentences that have the same length and structure. Point out that the title of the essay should compel readers to read the essay. Once students have a strong title, have them experiment with different type fonts and colors in **Magazine Maker** to make their titles stand out.

Differentiate

AL Above Level

ISSUE Students like writing long, complex sentences and only include these types of sentence structures.

STRATEGY Point out how powerful a simple sentence can be in the midst of more complex statements. For example, when the student who wrote the sample simply stated that his experience was memorable, readers felt the strength of the statement. Help students find an important idea in their essays to emphasize by using a direct, simple statement.

Student Sample: Review

The Magnificent Redwoods

I visited California when I saw a giant redwood tree. Redwoods are huge. Redwoods are wide. Redwoods are very old. This redwood was very tall. Seeing a redwood in person was a memorable experience.

I know some people want to use the land where redwoods grow to build houses and roads. I do not want to see these magnificent trees cut down. I hope this will not happen. I hope you agree with me.

Sample Analysis

I can vary the length of these sentences to make them more interesting.

Too many sentences start with the same word. I'll rewrite with more word choices.



Edit and Proofread

Check the Persuasive Essay

Have students check their grammar and spelling, focusing on past-tense words, especially using the progressive past tense. Review adding a comma to separate each introductory clause from the rest of the sentence.

Student Sample: Review

The Magnificent Redwoods

I visited California when I saw a redwood tree. Redwoods are some of the oldest and biggest trees on Earth. You can put your arms around some trees, but I had to walk around the redwood to touch the other side. Seeing a redwood in person was a memorable experience.

Some people want to use the land where redwoods grow to build houses and roads. They want to cut down these magnificent trees to make room. Because of my experience I hope this will not happen. We all deserve a chance to see these unique trees.

Sample Analysis

I should use the past-progressive tense to begin the essay: *I was visiting when I saw.*

I should put a comma after the word *experience.*

Publish and Present

Make a Final Copy

Demonstrate how to delete a text or photo box in **Magazine Maker** by selecting the box along its edge and pressing the Remove key. Have students print their work.

Share with Others

Form small discussion groups. Explain that each group is an editorial review board. Have students read their essays to the group. Ask listeners to provide feedback: *Is the essay persuasive? Do the sentences flow?*

Have students make additional copies of their paragraphs and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's persuasive essay.

Student Sample: Publish

The Magnificent Redwoods

I was visiting California when I saw a redwood tree. Redwoods are some of the oldest and biggest trees on Earth. You can put your arms around some trees, but I had to walk around the redwood to touch the other side. Seeing a redwood in person was a memorable experience.

Some people want to use the land where redwoods grow to build houses and roads. They want to cut down these magnificent trees to make room. Because of my experience, I hope this will not happen. We all deserve a chance to see these unique trees.

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Writing Rubric

| Score Point | Ideas | Organization | Voice | Word Choice | Fluency | Conventions | Presentation |
|-------------|---|---|---|---|---|---|--|
| 4 | -The writing has a clear focus and reader interest. -Details are accurate and relevant, showing in-depth knowledge of the topic. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -Most of the writing has a clear structure and purpose. -The writing is smoothly and logically organized. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The writing has a clear voice and tone. -The writer's voice is consistently used and appropriate for the purpose and audience. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -All sentences are used and connected. -The writer's sentences are varied and connected. -When read aloud, the writing flows smoothly and is easy to read. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The writing has only a few minor errors in punctuation, grammar, usage, and spelling. -When read aloud, the writing flows smoothly and is easy to read. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The text is presented in an orderly way, conveying the message. -Visuals are appropriate and enhance the meaning. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. |
| 3 | -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -Most of the writing has a clear structure and purpose. -The writing is smoothly and logically organized. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The writing has a clear voice and tone. -The writer's voice is consistently used and appropriate for the purpose and audience. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -All sentences are used and connected. -The writer's sentences are varied and connected. -When read aloud, the writing flows smoothly and is easy to read. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The writing has only a few minor errors in punctuation, grammar, usage, and spelling. -When read aloud, the writing flows smoothly and is easy to read. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The text is presented in an orderly way, conveying the message. -Visuals are appropriate and enhance the meaning. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. |
| 2 | -The writing has a clear focus and reader interest. -Details are accurate and relevant, showing in-depth knowledge of the topic. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -Most of the writing has a clear structure and purpose. -The writing is smoothly and logically organized. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The writing has a clear voice and tone. -The writer's voice is consistently used and appropriate for the purpose and audience. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -All sentences are used and connected. -The writer's sentences are varied and connected. -When read aloud, the writing flows smoothly and is easy to read. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The writing has only a few minor errors in punctuation, grammar, usage, and spelling. -When read aloud, the writing flows smoothly and is easy to read. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. | -The text is presented in an orderly way, conveying the message. -Visuals are appropriate and enhance the meaning. -Most of the writing is relevant to the reader's interest, showing accurate and relevant knowledge of the topic. |
| 1 | -The writing does not have a clear focus and reader interest. -Details are inaccurate and irrelevant, showing little knowledge of the topic. -Most of the writing is irrelevant to the reader's interest, showing little knowledge of the topic. | -Most of the writing does not have a clear structure and purpose. -The writing is not smoothly and logically organized. -Most of the writing is irrelevant to the reader's interest, showing little knowledge of the topic. | -The writing does not have a clear voice and tone. -The writer's voice is not consistently used and appropriate for the purpose and audience. -Most of the writing is irrelevant to the reader's interest, showing little knowledge of the topic. | -Inappropriate words were chosen to convey the writer's message. -Language used is not appropriate for the purpose and audience. -Most of the writing is irrelevant to the reader's interest, showing little knowledge of the topic. | -Many sentences are not used and connected. -The writer's sentences are not varied and connected. -When read aloud, the writing does not flow smoothly and is difficult to read. -Most of the writing is irrelevant to the reader's interest, showing little knowledge of the topic. | -The writing has many errors in punctuation, grammar, usage, and spelling. -When read aloud, the writing does not flow smoothly and is difficult to read. -Most of the writing is irrelevant to the reader's interest, showing little knowledge of the topic. | -The text is not presented in an orderly way, making it difficult to read and understand the message. -Visuals are not appropriate and do not support the meaning. -Most of the writing is irrelevant to the reader's interest, showing little knowledge of the topic. |

Week 2 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Choose Reading Strategies to Comprehend Literature
- Identify Persuasive Techniques to Comprehend Text
- Determine the Main Idea

ASSESSMENTS

Reading Comprehension Test

The Flying Squirrel Bounces Back

Scientists have found that ancestors of the West Virginia northern flying squirrel lived as long ago as the last Ice Age. Today these animals live deep in the woods of Virginia and West Virginia.

Another interesting thing about this animal, however, is its unique feature that it can fly. Instead of wings it has folds of loose skin between its arms and legs. The squirrel stretches out when it jumps from tree to tree and looks like it is flying. In truth, the squirrel is floating like a person with a parachute.

The flying squirrel is unlike other squirrels in yet another way. Instead of sleeping through the winter in deep woods, it can be found looking for food and chipping in the trees even in the coldest times of the year.

Sadly, this was not always the case. There was a time when these squirrels were hard to find even in summer. In 1985, the squirrel was put on the endangered species list. This is an official list of animals with legal protection that helps keep them from extinction and disappearing completely.

By 2008, scientists found that this protection was working. Today, flying squirrels have grown in number and are off the endangered list. Hopefully, they will be around for another 10,000 years.

AB.10

Reading Comprehension Test

Wild animals need your help!

You can do something before it's too late.

- Don't litter.
- Plant a tree.
- Bring a bird feeder.
- Recycle your plastics.
- Compost your food waste.
- Ask your parents to stop using harmful yard products.
- You won't be very good if it's the right thing to do.

Which statement does the author use to persuade?

- Plant a tree.
- Bring a bird feeder.
- It's the right thing to do.
- Compost your food waste.

Which statement uses emotions to persuade?

- Don't litter.
- Recycle your plastics.
- You won't be very good if it's the right thing to do.
- Ask your parents to stop using harmful yard products.

AB.11

Reading Strategy Assessment

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

Ask: *What do you do when you see a word you don't know?*
What do you do to understand better?
What do you do to understand better?

| Plan and Monitor 4 3 2 1 | Make Connections 4 3 2 1 | | Visualize 4 3 2 1 |
|--|--|--|--|
| | 4 | 3 | |
| 1. The student uses the strategy to understand the text. | 1. The student uses the strategy to understand the text. | 1. The student uses the strategy to understand the text. | 1. The student uses the strategy to understand the text. |
| 2. The student uses the strategy to understand the text. | 2. The student uses the strategy to understand the text. | 2. 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. | 3. The student uses the strategy to understand the text. | 3. 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. | 4. The student uses the strategy to understand the text. | 4. The student uses the strategy to understand the text. | 4. The student uses the strategy to understand the text. |

SG8.30

Reading Comprehension Test
A8.10–A8.12
Reading Strategy Assessment
SG8.30–SG8.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment

Read the passage and answer the questions that follow. Use the rubric to help you determine how well the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you see a word you don't know?*
What do you do to understand better?
What do you do to understand better?

AB.1

Oral Reading Assessment

Read the passage and answer the questions that follow. Use the rubric to help you determine how well the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you see a word you don't know?*
What do you do to understand better?
What do you do to understand better?

AB.2

Oral Reading Assessment

Read the passage and answer the questions that follow. Use the rubric to help you determine how well the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you see a word you don't know?*
What do you do to understand better?
What do you do to understand better?

AB.3

Oral Reading Assessment
A8.1–A8.3
Use these passages throughout Unit 8. Work with On Level students this week.

Vocabulary and Spelling

- Explain Idioms
- Spell Words with Suffixes: *y, ly, less, ful*
- Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the question. Choose the best answer.

1. What does the idiom *take matters into her own hands* most likely mean?

2. What does the idiom *have a soft spot for* most likely mean?

3. What does the idiom *stand some light on* most likely mean?

AB.13

Spelling Words

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

Words with Suffixes: -y, -less, -ful

- bottomless: All bottomless down into the deep, deep water, the ocean called **bottomless**.
- careless: The baby birds' **careless** chirping went on all day.
- cleverly: The doghouse was so **cleverly** designed that almost didn't fit it.
- cutely: I watched **cutely** at the beaver moved toward the log, wondering what it would do next.
- daily: Every morning, stockeepers begin the **daily** cleaning of the animals' homes.
- emotionless: I had many feelings, including excitement and surprise, when I saw the owl, but my friend seemed **emotionless**.
- faithful: **Faithful** animals are loyal to those who care for them.
- frankly: Our business major talks **frankly** about plans to fix the problems at the city zoo.
- ideally: It's a perfect match—the polar bear is **ideally** suited to life in the Arctic.
- merciful: The **merciful** park ranger comforted the injured hawk.
- particularly: Food has been scarce for all of the animals here, but deer have been **particularly** affected.
- risky: The river is **risky** to swim in because the current is strong.
- sufficiently: The ground is **sufficiently** wet because there has been enough rain.
- thoughtful: The **thoughtful** volunteer chose materials carefully.
- woeful: He looked **woeful** and felt sad at seeing the hurt bear.

Watch-Out Words

- expect: They **expect** the new volunteers to milk all the cows.
- spect: I **spect** he will need help with the difficult task.
- picture: I smiled as she took a **picture** of me milking.
- pitcher: Let's pour the milk into this colorful **pitcher**.

AB.12

Vocabulary Test
A8.13
Spelling Pretest/Spelling Test
T515k

Grammar and Writing

- Use Past-Tense and Present-Progressive Verb Forms
- Use Persuasive Techniques

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Long ago, bison _____ on huge numbers on the prairies of the United States. When thousands of them _____, by you could hear the ground shake. Settlers _____ the bison to make meat for kerosene and salami. Hungry people _____ to realize that all wildlife was important. As the bison _____, some people found ways to make the bison population grow again. While pioneers _____, Native Americans and others who cared about wildlife reserved special areas to protect the remaining bison.

1. Choose the answer that goes in Blank 1.

2. Choose the answer that goes in Blank 2.

3. Choose the answer that goes in Blank 3.

4. Choose the answer that goes in Blank 4.

AB.14

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Think of a habitat that you care about. Write a persuasive paragraph for a flyer to convince people that the habitat should be preserved. Underline the supporting facts and details.

1. Choose the answer that goes in Blank 5.

2. Choose the answer that goes in Blank 6.

AB.15

Writing Rubric

| Grade | Writing | Writing Rubric | | | |
|-------|--------------|---|--|---|---|
| | | 4 | 3 | 2 | 1 |
| 4 | Content | 4. The student's writing is focused on the topic and includes relevant details. | 3. The student's writing is focused on the topic and includes some relevant details. | 2. The student's writing is focused on the topic and includes a few relevant details. | 1. The student's writing is not focused on the topic and does not include relevant details. |
| | Organization | 4. The student's writing is well organized and easy to read. | 3. The student's writing is somewhat organized and easy to read. | 2. The student's writing is not well organized and is difficult to read. | 1. The student's writing is not organized and is very difficult to read. |
| 4 | Style | 4. The student's writing is clear and easy to read. | 3. The student's writing is somewhat clear and easy to read. | 2. The student's writing is not clear and is difficult to read. | 1. The student's writing is not clear and is very difficult to read. |
| | Conventions | 4. The student's writing follows the conventions of standard English. | 3. The student's writing follows some conventions of standard English. | 2. The student's writing does not follow conventions of standard English. | 1. The student's writing does not follow conventions of standard English. |

AB.40

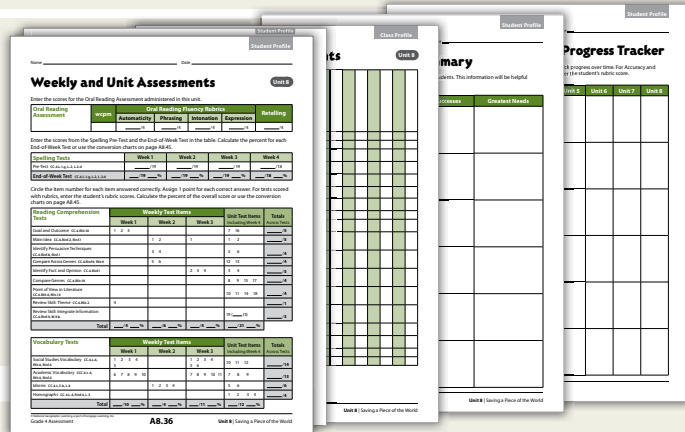
Writing, Revising, and Editing Test
A8.14–A8.15
Writing Rubric
A8.40



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A8.36–A8.37
- Class Profile: Weekly and Unit Assessments** A8.38
- Student Profile: Strengths and Needs** A8.39
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

Identify Persuasive Techniques: Reteaching Master RT8.4

Determine Main Idea: Reteaching Master RT8.5

Choose Reading Strategy: Reteaching Master RT8.6

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Vocabulary and Spelling

RETEACH

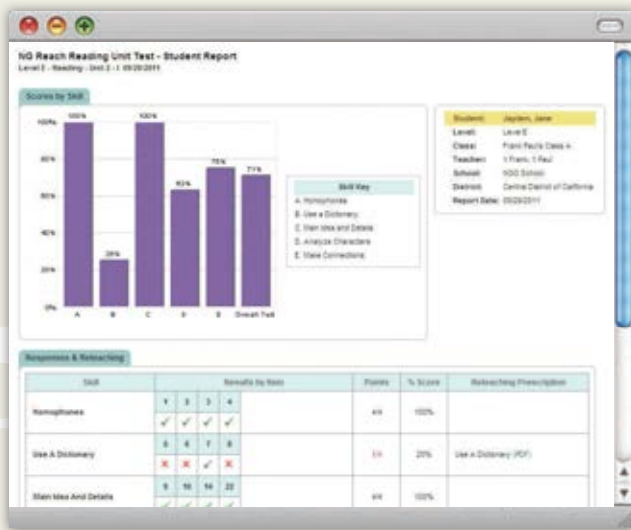
Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T515k–T515l



eAssessment™

ONLINE ONLY Automated Reports

Student Profile: Weekly and Unit Tests

Class Profile: Weekly and Unit Tests

Standards Summary Report

Grammar and Writing

RETEACH

Verbs: Anthology Handbook, pages 606–607

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Sentence Fluency: Reteaching Master RT8.7

ADDITIONAL PRACTICE

More Grammar Practice PM8.16

Daily Writing Skills Practice, pages T515o–T515p

Week 3 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

| | | Day 1 | Day 2 |
|---------------------------------|---|---|---|
| WHOLE GROUP TIME | | Listen and Comprehend | Read and Comprehend |
| Anthology | Speaking and Listening 5–10 minutes | Academic Talk CC.4.SL.1.d Justify T526 | Academic Talk CC.4.SL.1.d; CC.4.L.3.a Sort Facts and Opinions T528a |
| | Language and Vocabulary 20 minutes | Daily Spelling and Word Work CC.4.Rfou.3; ☑ Syllable Types: -le, -y, a-, CC.4.Rfou.3.a; and Commonly Misspelled CC.4.L.1.g; CC.4.L.2; Words T525s CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.1.c; CC.4.L.3 ☑ Helping Verbs T525 Social Studies Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; ☑ Learn Key Words T526 CC.4.L.6 ancient civilization empire object record site | Daily Spelling and Word Work CC.4.Rfou.3; ☑ Practice T525s CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.1.c; ☑ Helping Verbs with the CC.4.L.1.b; CC.4.L.3 Progressive T525u Academic Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; ☑ Learn More Key Words T528a–T529 CC.4.L.6 courage official principle project risk |
| | Reading 20–40 minutes | Reading Read Aloud: Persuasive Text T527a Comprehension CC.4.Rinf.1 ☑ Distinguish Facts and Opinions T527a Fluency CC.4.Rfou.4 ☑ Model Phrasing T527a | Reading CC.4.Rinf.10 Read a Speech Comprehension CC.4.Rinf.10; ☑ Use Reading CC.4.SL.1.d Strategies T530 |
| | Writing 15–45 minutes | Power Writing T526 CC.4.W.10 Daily Writing Skills CC.4.W.8 ☑ Cite Sources T525w Writing CC.4.W.9; CC.4.W.10 ☑ Write About Facts and Opinions T528 Research Project: Research Trade Routes CC.4.W.7 Plan T549a | Power Writing T528a CC.4.W.10 Daily Writing Skills CC.4.W.8 ☑ Cite Sources T525w Writing CC.4.W.10 Write About Reading Actively Research Project: Research Trade Routes CC.4.Rinf.9; Research T549a CC.4.W.7 |
| SMALL GROUP READING TIME | | Read Social Studies Articles | Read Nonfiction Books |
| Fiction & Nonfiction | 20 minutes | Vocabulary CC.4.L.6 Learn Social Studies Vocabulary SG17 Reading CC.4.Rinf.10 Read and Comprehend Informational Text SG17 Explain How the Main Idea Is Supported by Details SG16–SG17 | Vocabulary CC.4.L.6 Learn Story Words SG18–SG19 Reading CC.4.Rinf.2; Introduce CC.4.Rinf.10; SG18–SG19 CC.4.SL.1.a Read and Integrate Ideas SG20–SG21 ☑ Choose Reading Strategies SG20–SG21 |

LEARNING STATION TIME

20 minutes



Speaking and Listening T525q CC.4.SL.1.d; CC.4.SL.2
Language and Vocabulary T525q CC.4.L.6
Writing T525q CC.4.W.2; CC.4.W.2.d; CC.4.W.4
Cross-Curricular T525r CC.4.SL.1; CC.4.SL.1.a; CC.4.SL.4;
 CC.4.W.7
Reading and Intervention CC.4.Rfou.3; CC.4.Rfou.3.a;
 T525r; SG68 CC.4.Rfou.4, 4.b, 4.c; CC.4.L.5.c; CC.4.Rinf.10

BIG Question What's worth protecting?

Day 3

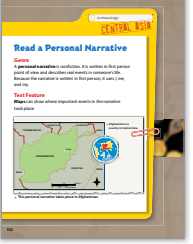
Read and Comprehend

Academic Talk CC.4.Rfou.4
Preview and Predict T532

Daily Spelling and Word Work CC.4.L.2.d
✓ Practice T525o

Daily Grammar CC.4.L.1; CC.4.L.1.c;
✓ Review Helping Verbs T525v CC.4.L.1.b; CC.4.L.3

Vocabulary Practice CC.4.L.6
✓ Expand Word Knowledge T532

Reading CC.4.Rfou.4.a;
Read a Personal Narrative T533–T537 CC.4.Rinf.10
Comprehension CC.4.Rinf.1
✓ Distinguish Facts and Opinions T534–535
✓ Choose Reading Strategies T534–535

Fluency CC.4.Rfou.4; CC.4.Rfou.4.b
✓ Practice Phrasing, Accuracy, and Rate T534–535

Power Writing T532 CC.4.W.10
Daily Writing Skills CC.4.W.7; CC.4.W.8
✓ Cite Sources T525x
Writing CC.4.W.9; CC.4.W.9.b;
Write About Points of View T536–T537 CC.4.W.10
Research Project: Research Trade Routes CC.4.Rinf.9;
Research T549a CC.4.W.7

Day 4

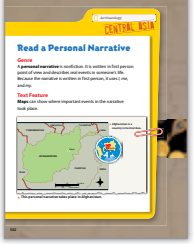
Read and Comprehend

Academic Talk CC.4.Rinf.2; CC.4.Rinf.5;
Summarize Reading T538 CC.4.Rfou.4.a

Daily Spelling and Word Work CC.4.L.2.d
✓ Practice T525o

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.1.c;
✓ Grammar and Writing T525v CC.4.L.1.b; CC.4.L.3

Vocabulary Practice CC.4.L.6
✓ Share Word Knowledge T538

Reading CC.4.Rfou.4.a;
Read a Personal Narrative T539–T547 CC.4.Rinf.10
Comprehension CC.4.Rinf.1
✓ Distinguish Facts and Opinions T544–545
✓ Reading Strategies T533–T545
Discuss Points of View T540–T541 CC.4.Rlit.6

Fluency CC.4.Rfou.4; CC.4.Rfou.4.b
✓ Practice Phrasing, Accuracy, and Rate T539

Power Writing T538 CC.4.W.10
Daily Writing Skills CC.4.W.7; CC.4.W.8
✓ Cite Sources T525x
Writing CC.4.W.10
Write an Account T546–T547
Research Project: Research Trade Routes CC.4.Rinf.9
Organize T549b

Day 5

Review and Apply

Academic Talk CC.4.Rinf.1
Talk About It T548

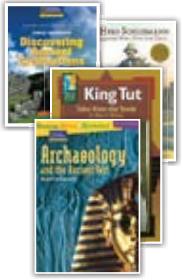
Daily Grammar CC.4.L.1; CC.4.L.1.c;
✓ Review T525v CC.4.L.1.b; CC.4.L.3

Vocabulary Review CC.4.L.6
✓ Apply Word Knowledge T547a

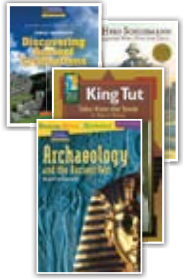
Reading
Reread a Personal Narrative T533–T547
Comprehension CC.4.Rinf.1
✓ Distinguish Facts and Opinions T548a
Fluency CC.4.Rfou.4.b
✓ Check Phrasing, Accuracy, and Rate T549

Power Writing T547a CC.4.W.10
Daily Writing Skills CC.4.W.8
✓ Cite Sources T525x
Writing CC.4.W.10
Write About It T548
Research Project: Research Trade Routes CC.4.SL.4
Present T549b


Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG18–SG21

Reading CC.4.Rinf.2;
Read and Integrate Ideas SG20–SG21 CC.4.Rinf.10
✓ Choose Reading Strategies SG20–SG21

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG18–SG21

Reading CC.4.Rinf.2;
Read and Integrate Ideas SG20–SG21 CC.4.Rinf.10
✓ Choose Reading Strategies SG20–SG21

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG18–21

Reading CC.4.Rinf.2;
Connect Across Texts SG21 CC.4.Rinf.10
Writing CC.4.W.10
Choose a Writing Option SG20–SG21

ASSESSMENT & RETEACHING



Assessment and Reteaching T549c–T549d
 ✓ Reading Comprehension Test A8.16–A8.17 CC.4.Rinf.1; CC.4.Rinf.2
 ✓ Reading Strategy Assessment SG57–SG58 CC.4.Rinf.10
 ✓ Oral Reading Assessment A8.1–A8.3 CC.4.Rfou.4.a
 ✓ Vocabulary Test A8.18–A8.19 CC.4.L.1.b; CC.4.L.6
 ✓ Spelling Test: Syllable Types: -le, -y, a-, and Commonly Misspelled Words T525s C.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 A8.20–A8.22 CC.4.W.10; CC.4.L.1; CC.4.L.3
 Reteaching Masters RT8.8–RT8.9

Week 3 Learning Stations

Speaking and Listening

Option 1: Learn About Afghanistan's Treasures

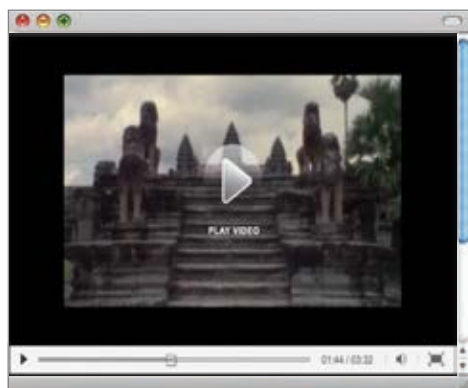


NGReach.com Student Resources

Have students discuss a video about ancient Afghan treasures. To view the video, go to Resources > Unit 8 > Learning Stations > Week 3 > Afghanistan. Have partners retell the history of the Bactrian Horde.

Review Key Ideas CC.4.SL.1.d
Paraphrase Visual and Oral Information CC.4.SL.2

Option 2: Learn About Other World Treasures



NGReach.com Student Resources

Have students view and paraphrase a video about Angkor. To view the video, have students go to Resources > Unit 8 > Learning Stations > Week 3 > Angkor.

Have partners tell each other, in their own words, what the video describes. Encourage students to explain why they think Angkor is a world treasure.

Paraphrase Visual and Oral Information CC.4.SL.2

Language and Vocabulary

Key Words

ancient · civilization · courage · empire · object
official · principle · project · record · risk · site

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 > Use This Word > Write More, have students use Key Words and helping verbs to write about what it takes to be a hero.

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

Writing

Option 1: Write Interview Questions

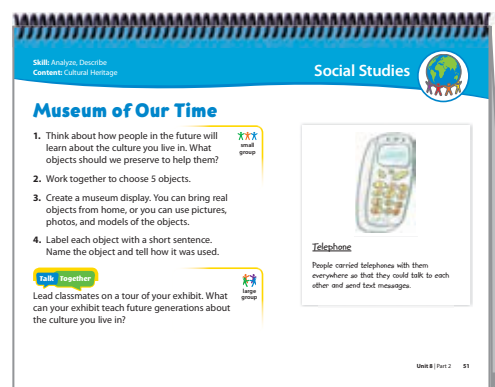


NGReach.com Student Resources

Have students read the interview with Fredrik Hiebert and write questions they have for him. To read the interview, have students go to Resources > Unit 8 > Learning Stations > Week 3 > Fredrik Hiebert. Ask students to organize their questions in a logical way.

Use Domain-Specific Vocabulary CC.4.W.2.d
Use Appropriate Development and Organization CC.4.W.4

Option 2: Museum of Our Time



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 51

Teacher's Guide on NGRReach.com

items to represent cultural artifacts • index cards

Write Informative/Explanatory Text to Examine a Topic, and Convey Ideas and Information CC.4.W.2
Use Appropriate Development and Organization CC.4.W.4

Cross-Curricular

Option 1: Do a Dig



Do a Dig

- Look at the **Language Builder Picture Cards** of archaeology sites.
- Place five small items in a tray or pan. Cover the items with sand. Exchange pans with another pair.
- Tape pieces of string across the top of the pan to make a grid. Make each section of the grid 5–10 cm on a side. Use letters and numbers to identify the sections.
- Use a scoop or spoon to explore each section. When you find an object, carefully dig it out. Record what you find and where you find it.

Talk Together
Discuss how you discovered the “artifacts.”

Find more photos of archaeological digs in the Digital Library.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 50

Digital Library: Language Builder Picture Cards E95–E98

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

Student Resources Directory

small objects • sand • pans • string • tape • spoons

Recount an Experience CC.4.SL.4

Option 2: Learn About United States Landmarks



MATERIALS

library books and online resources

Have students take notes as they use books and online sources to research United States landmarks. Have them write reports about why the landmarks should be preserved. Then have partners share and discuss their reports.

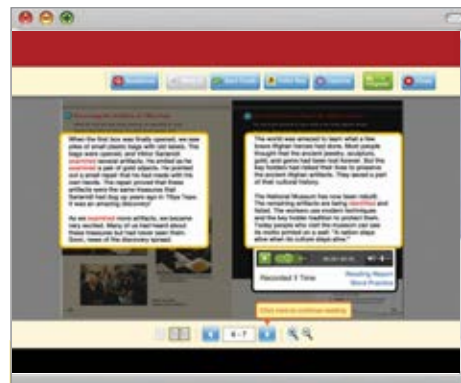
Conduct Research CC.4.W.7

Discuss Topics, Expressing Ideas Clearly CC.4.SL.1

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

Reading

Option 1: Comprehension Coach



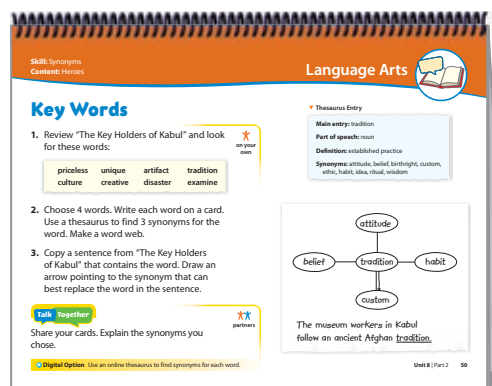
[NGReach.com](https://www.ncreach.com) **Comprehension Coach**

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: Key Words



Key Words

- Review “The Key Holders of Kabul” and look for these words:
prideless unique artifact tradition
culture creative disaster examine
- Choose 4 words. Write each word on a card. Use a thesaurus to find 3 synonyms for the word. Make a word web.
- Copy a sentence from “The Key Holders of Kabul” that contains the word. Draw an arrow pointing to the synonym that can best replace the word in the sentence.

Talk Together
Share your cards. Explain the synonyms you chose.

Digital Option Use an online thesaurus to find synonyms for each word.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities:
Card 50

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

thesaurus (online version optional) • index cards

Understand Synonyms CC.4.L.5.c

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 Teaching Masters, see pages RT8.8–RT8.9

Additional Resources

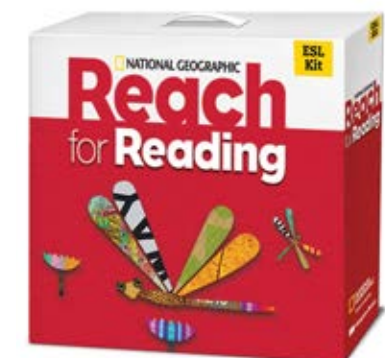
Reach into Phonics



Lessons 121 and 122

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

ESL Kit



ESL Teacher’s Edition pages T526–T549

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Protecting History

- ✔ Spell Words with Syllable Types *-le, -y, a-*
- ✔ 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 *-le, -y, a-*

| | |
|--------------|---|
| 1. abandon | The museum caretakers refused to leave the museum and abandon its ancient treasures. |
| 2. achieve | She can achieve her goal by completing the research paper on time. |
| 3. adept | Because they are history experts, historians are adept at interpreting the past. |
| 4. alas | Alas! Oh, no! I have misplaced my homework! |
| 5. amend | The writer must amend the book to keep it up to date. |
| 6. bravery | Courageous warriors were rewarded for their bravery . |
| 7. chuckle | I chuckle as I read about his humorous travels. |
| 8. gentle | Be gentle when you handle this old book, or you may damage it. |
| 9. hurdle | Rough waves were a typical hurdle for sailors to overcome. |
| 10. hustle | The archaeologists had to hustle to preserve the ancient objects before they crumbled into pieces. |
| 11. noble | I learned about the queen and other noble women. |
| 12. struggle | Pioneers had to struggle through many hardships to survive. |
| 13. tendency | Our usual tendency , or habit, is to be interested in only the exciting events in history. |
| 14. treaty | The treaty gave a detailed account of what each country should do. |
| 15. trophy | The team received a trophy in the shape of a globe when they won the history trivia challenge. |

Watch-Out Words

| | |
|------------|---|
| 16. human | Was that footprint made by an animal or a human ? |
| 17. humane | It is humane to take care of injured animals. |
| 18. raise | If you raise the nest off of the ground, it will be safer. |
| 19. rise | We get up early each morning to watch the sun rise . |

-le, -y, a-

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students • scissors • one dictionary per pair of students

Teach

Display the words *abandon*, *treaty*, and *gentle*. Explain: *When the last syllable of a word ends in -y or -le, or when the first syllable is a-, that syllable is not stressed.* Pronounce each word. Have students echo you.

Prepare

- Arrange students in pairs and have them print each spelling word on a separate card, leaving room between the syllables for cutting.
- Have partners consult a dictionary to see where syllable breaks appear and then cut each word apart, separating the unstressed syllable from the rest of the word.
- Place the unstressed syllables in one pile, face down. Then arrange the stressed syllables, face up, on a desk.

Play a Game

- To begin, one student chooses a card from the unstressed-syllable pile. The partner finds a stressed syllable card and uses it to form a complete word.
- As students say the word aloud, the student with the unstressed card crouches down and the student with the other card jumps up.
- Have students continue playing until all the syllables are matched.

-y

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

Consult References

CC.4.L.2.d

Memory Tip

Day 2



Option 2

Create a Tip to Remember

- Have each student create a simple rhyme, poem, chant, or other entertaining way to remember the Watch-Out Words.
- Have students consult a dictionary to be sure they are using each Watch-Out Word correctly.
- Ask students to underline each spelling word in their composition.
- Have students recite their compositions by memory.

One little letter makes a big change.
It takes just an e to make human humane.
What letter changes rise, did you say?
To make rise into raise, just add an a.

Use Frequently Confused Words
Consult References

CC.4.L.1.g

CC.4.L.2.d



Syllable Toss

Day 3



Option 1

MATERIALS

square pieces of construction paper or poster board, 1 per group • game pieces, 1 per student

Prepare

Have small groups of students create a game board, each with a 9-box grid and the following scattered letter combinations written one to a box, three times each: -le, -y, a-.

Play the Game

- Have students take turns tossing a game piece onto the game board.
- Students choose and spell a spelling word with the same letter combination as the one they landed on.
- Play continues until each student has landed on each letter combination three times.

| | | |
|-----|-----|-----|
| -le | a- | -y |
| -y | -le | a- |
| a- | -y | -le |

Spell Grade-Appropriate Words

CC.4.L.2.d

Act It Out

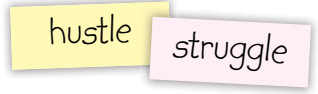
Day 3



Option 2

MATERIALS

strips of paper, 19 per student • paper bag, 1 per group



Prepare

Arrange students in small groups. Have each student write each spelling word on a separate paper strip. Place all the strips in a paper bag.

Act Out the Word

- Students take turns choosing a strip from the bag and acting out the word.
- The first person to guess the word spells it and, if correct, keeps the strip of paper.
- Play continues until each player has acted out four words. The player with the most strips is the winner.

Spell Grade-Appropriate Words

CC.4.L.2.d

Concentration

Day 4



Option 1

MATERIALS

index cards, 19 per student

Prepare

Arrange students in pairs and have each partner write each spelling word on a separate card.

Play a Game

- Have partners shuffle both sets of cards together and arrange them face down on a table.
- Ask students to take turns turning over two cards. If the cards match, the student spells the word aloud without looking and keeps the cards, if spelled correctly.
- If the cards do not match, or if the player misspells the word, the player returns the cards face down to the table.
- Partners play until all the cards are matched and spelled correctly. The student with more cards at the end of the game is the winner.

Spell Grade-Appropriate Words

CC.4.L.2.d

Picture Dictionary

Day 4



Option 2

MATERIALS

paper, 5 sheets per student • colored pencils • dictionary, one per group

Prepare

Arrange students in groups of three. Distribute five sheets of paper to each student.

Spelling Pictures

- Have each student choose five spelling words and create a picture dictionary page for each word.
- Ask students to include the spelling word, the word's definition, and a drawing that helps to illustrate the word's meaning.
- Have each group member share his or her pages with the group.
- Members may then combine their pages into one picture dictionary.



Demonstrate Command of Spelling
Consult References

CC.4.L.2
CC.4.L.2.d

OBJECTIVE

Thematic Connection: Protecting History

Grammar: Use Helping Verbs

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Progressive Verb Forms

CC.4.W.5

CC.4.L.1

CC.4.L.1.b

Day 1

Review the Rules

Use the suggestion on page T528 to re-introduce the helping verbs *can*, *could*, *may*, *might*, *must*, and *should*. Copy and display the chart and work through the examples.

| | |
|-------------|--|
| ability | I <u>can</u> save those relics. |
| possibility | This <u>could</u> be an amazing discovery. |
| | These boxes <u>may</u> contain important records. <u>Might</u> you find a surprise in that box? |
| opinion | We <u>must</u> preserve the history of our town. |
| | People <u>should</u> work to save the old town hall. |
| permission | <u>May</u> we display those items? |
| | Ali <u>must</u> write to the governor. |

Remind students: *In questions, the subject comes between the helping verb and the main verb.*

Generate Sentences ✖

Have students generate sentences with helping verbs. Explain:

- Write six sentences about a history project you would like to do and tell why the project could be important. Use a different helping verb in each sentence.
- Make sure to use at least one helping verb each for the categories ability, possibility, opinion, and permission.
- Make one sentence a question.

Differentiate

AL Above Level

ISSUE Students notice other instances, besides questions, in which the helping verb is separated from the main verb.

STRATEGY Clarify that *not* always comes between the helping and main verbs: We will not make a mural. Add that other words, such as *always* and *really*, can come between the helping and main verbs. Have students write five sentences with the helping verb separated from the main verb.

Day 2

PROGRAM RESOURCES

Helping Verbs with the Progressive:
eVisual 8.22

Game: Practice Master PM8.19

Teach the Rules

Use the suggestion on page T531 to review helping verbs in progressive forms. Recall that helping verbs with progressive forms do change to agree with the subject. Display **eVisual 8.22**.

Helping Verbs with the Progressive

- The **present progressive** uses a present-tense helping verb: **am**, **is**, or **are**.
The archaeologist **is studying** the statue.
- The **past progressive** uses a past-tense helping verb: **was** or **were**.
She **was packing** valuable objects.

[NGReach.com](https://www.ncreach.com) Helping Verbs: eVisual 8.22

Play a Game ✖✖

Have partners use **Practice Master PM8.19** to play a guessing game. Caution students to write about places their partners are familiar with.

Name _____ Date _____

Grammar Game

Guess Where!

Think of a place where you would like to be. Write clues about the place. Use the present progressive. Have your partner guess the place.

Example: Kids are whizzing down slides. They are playing on swings. Families are eating at picnic tables. Where am I?

Answer: You were at _____.

Now think of a place where you were. Write clues about the place. Use the past progressive. Have your partner guess the place.

Example: Students were studying. My friend was using a computer. I was checking out a book. Where was I?

Answer: You were at _____.

For use with TE in T528. PM8.19 Unit 8 | Saving a Piece of the World

Differentiate

SN Special Needs

ISSUE Students confuse the present and past progressive.

STRATEGY Simplify: *The only difference between present and past progressive is the tense of the helping verb.* Have students complete the sentence frames, using *am*, *is*, *are*, *was*, or *were*: Right now, I _____ sitting at my desk. You _____ sitting at your desk. He _____ sitting at his desk. Last night, I _____ sleeping. Last night, they _____ sleeping.

[NGReach.com](https://www.ncreach.com) Practice Master PM8.19



Use Modals
Use Knowledge of Conventions

CC.4.L.1.c
CC.4.L.3

Day 3

PROGRAM RESOURCES

More Helping Verbs: eVisual 8.23

Teach the Rules

Use the suggestion on page T536–537 to review more helping verbs. Then display eVisual 8.23.

More Helping Verbs

- The helping verb **will** plus a main verb tells about a future action that is certain to happen.
 - She **will** fix the artifact.
 - We **will** go to the museum Friday.
- The helping verb **would** with an action verb tells about things that are possible or might happen.
 - We **would** enjoy the jewelry exhibit most of all.
 - I **would** like to go if I have a ride.

NGReach.com More Helping Verbs: eVisual 8.23

Explain that helping verbs *do* and *have* change in the present tense to agree with the subject of a sentence: *With I, you, we, and they, use do and have. (I do work here. We have a day off.) With he, she, and it, use does and has. (He does work here. She has a day off.)* Then explain that *did* and *have* do not change in the past tense.

Play a Game

Display these helping verbs: would, will, do, does, did, have, had. Have teams of four compete to play a game. Explain:

- In teams, use helping verbs to talk about saving priceless objects. Take turns saying a sentence that contains a helping verb.*
- Do not use the same helping verb twice. Play until all of the helping verbs have been used. The team that finishes first wins the game.*

Differentiate

EL English Learners

ISSUE Students lack sufficient vocabulary or oral English fluency to quickly create sentences for a conversation.

STRATEGY Have English learners provide the helping verb, main verb, and sentence ideas. Have a teammate write the complete sentence.

Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM8.20

Grammar and Writing

Distribute **Practice Master PM8.20**. Have students use editing and proofreading marks to correct errors with helping verbs.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- helping verbs
- helping verbs with progressive verb forms

| Editing and Proofreading Marks | |
|--------------------------------|-----------------|
| ^ | Add. |
| ↖ | Take out. |
| ↔ | Move to here. |
| / | Make lowercase. |
| ≡ | Capitalize. |

Right now I ^{am} walking down Ramos Street. It is the oldest street in our town. A few years ago, some people ^{were} talking about putting a parking lot there. Other people said no. "We ^{were} **save** must Ramos Street!" they cried. "We ^{would} save an important part of our heritage if we could rescue Ramos Street."

It ^{take} ^{did} a lot of money to buy the old buildings and save the street. Local citizens ^{were} collecting money for months. "Will we reach our goal?" they declared, and they finally did.

Today Ramos Street is ^{helping} help the community. Tourists ^{can} can to Ramos Street and have a wonderful time. ^{Should} you come, too!

For use with TE, p. T525v PM8.20 Unit 8 | Saving a Piece of the World

NGReach.com Practice Master PM8.20

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A8.20–A8.22

Review and Assess

Display the word bank below. Have partners take turns identifying the helping verbs (first row only) and describing what each does. (For example, *can* shows ability; *were* creates a past-progressive form.)

Then have partners match each helping verb to a different main verb and write a sentence with the words. Remind them to add *-ing* to the main verb with *is* and *were*.

| | | | | | |
|------|-------|---------|------|-------|------|
| can | might | is | were | would | does |
| sing | visit | protect | ask | go | play |

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

Week 3 Daily Writing Skills

OBJECTIVES

Thematic Connection: Protecting History

 Cite Sources

COMMON CORE STANDARDS

Conduct Research
List Sources

CC.4.W.7
CC.4.W.8

Introduce Citing Sources

Day 1



PROGRAM RESOURCES

Sources and Citations: eVisual 8.21

Teach the Skill

Review: *You have learned many research skills used to write a report:*

- choosing and focusing a topic
- developing research questions
- locating sources of information
- evaluating sources
- taking and organizing notes

Explain that citing, or listing, sources is another important research skill and that students should keep track of sources as they take notes.

Elaborate: *When your report is complete, you will cite all the sources you used in a list at the end of the report. There is a specific way to cite each type of source.* Display **eVisual 8.21** and explain the details of each citation.

Sources and Citations



| Type of Source | Citation |
|-------------------------|---|
| book or textbook | Taylor, Simon. <i>Ancient Trade Routes</i> . New York: True Books Publishing, 2011. |
| magazine article | Ortiz, Michelle. "Traveling the Ancient Trade Routes Today." <i>Faraway Roads</i> . 21 April 2010: 83–84. |
| newspaper article | Park, Lee-Ann. "Oldest American Trade Route Discovered?" <i>Heartland Tribune</i> . 6 June 2009: C7. |
| encyclopedia article | Richardson, David. "Trade." <i>Encyclopedia of the World</i> , 2011. |
| article from a Web site | O'Farrell, John G. "How Trade Was Invented." <i>Wild History</i> . 17 December 2010. 20 February 2012. < http://wildhistmag.com/trade/invent.html > |

 **NGReach.com** Sources and Citations: eVisual 8.21



INTERACTIVE WHITEBOARD TIP: Circle the author and highlight the title in each citation.

Clarify: *When you cite an Internet source, you must record and include both the date the source was written and the date on which you visited the site.*

Recognize Citation Form

Day 2



Option 1

PROGRAM RESOURCES

Sources and Citations: eVisual 8.21

Introduce

Display **eVisual 8.21** and have volunteers copy and display the following fictitious source citation examples.

1. Boyle, Ellis R. "History Museum Presents Exhibit on Bogus Archaeological Discoveries." *Newtown Evening Herald*. 27 October 2011: A1.
(newspaper article)
2. Harrold, Janine G. "Dinosaurs in Newtown?" *Encyclopedia of Historical Events*, 2011. (encyclopedia article)
3. Legrange, Mathilde. *Dinosaur Fossils in America*. New York: Sourgrape Publications, 2012. (book or textbook)
4. O'Keefe, Joshua. "I Found a Fossil from 1,000,000 B.C.E. in My Backyard!" *Journal of Archaeological Discoveries*. 21 April 2010: 103–108. (magazine article)
5. Smith, Alexei. "What's Your Favorite Dinosaur?" *Blog of Odd Questions and Answers*. 23 March 2012. 14 May 2012
<<http://www.alexeitimetravel.blogplace.com>> (article from a Web site)

Practice

Have partners number a piece of paper from 1 to 5 and list the type of source each citation illustrates.

Create Source Citations

Day 2



Option 2

Introduce

Explain to students that they will invent citations, either serious or funny, for the following sources:

- their own autobiographies
- a newspaper article about a dinosaur discovery in the area
- a Web site article about a favorite book or movie
- a magazine article about an amazing historical discovery
- an encyclopedia entry about an unusual person from history

Practice

Display **eVisual 8.21** and remind students to follow the style used for each type of source, including correct order of citation elements, punctuation, and use of italics. Have partners work together to create the fictitious citations.

SUGGESTED PACING

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

Write Source CitationsDay 3  Option 1**PROGRAM RESOURCES**

Sources and Citations: eVisual 8.21

Introduce

Form groups of five. Have each group choose a topic for an imaginary report. Encourage groups to select humorous or otherwise motivating topics, such as popular personalities.

Practice

Assign to each student in each group a different type of publication for which the student will create an imaginary citation for the imaginary report about the group topic. Display **eVisual 8.21** to remind students to follow the style for each type of source, including correct order of citation elements, punctuation, and use of italics.

Have group members exchange citations and check for accuracy.

Create a Citation ListingDay 3  Option 2**Introduce**

Explain to students that one of the most famous travelers in history was a man from Italy named Marco Polo. He journeyed to China long before there were cars or airplanes: *Marco Polo claimed he brought the Chinese invention of pasta to Italy for the first time. He recorded his adventures in a book called The Travels of Marco Polo, which is still read today.*

Practice

Copy the list below and have partners create imaginary citations for each work. Display **eVisual 8.21** and remind students to follow the style for each type of source, including correct punctuation and use of italics.

1. A new edition of Marco Polo's book, published by Acme Press in 2012.
2. A review of the new edition of Polo's *The Travels of Marco Polo*, written by book reviewer Paloma Gentile on page 76 of the November 2011 issue of the magazine *Trade Route Journal* (Note: Make up a title for the review.)
3. A recipe for "Marco Polo's Noodles" from a Web site called *Ancient Recipes for Today*. (Note: Make up a URL for the Web site.)

Check Citation ListsDay 4 **PROGRAM RESOURCES**

Sources and Citations: eVisual 8.21

Introduce

Display **eVisual 8.21**. Remind students that they should list all types of sources accurately at the end of their research report.

Practice

Have partners exchange the source lists from the Unit 3 Writing Project or other research project in their Weekly Writing folder.

Ask partners to check each other's citations for accuracy, using **eVisual 8.21** as a guide.

Provide a checklist:

- Is this source a book, a magazine article, a newspaper article, an encyclopedia article, or an article from a Web site?
- Is the format correct according to the Sources and Citations chart?
- If I typed my list, did I use italics when necessary? Or, if I handwrote my list, did I underline words to mean italics?
- Are titles, names, and dates in the correct order?
- Is all my punctuation correct?

Have students share their lists with a partner and discuss any necessary changes. Assist with corrections as necessary.

Review and AssessDay 5 **PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A8.20–A8.22

Review the Skill

Have students work in groups to make a list of guidelines other students can follow when they are quoting a source or referencing information that someone else has written. Prompt them to include the following:

- what information comes first in a citation
- how titles of books and articles are listed in a citation
- what other information is included in a citation
- what information is included in a Web site citation

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

OBJECTIVES

Thematic Connection: Protecting History

- Use Domain-Specific Words
- Distinguish Facts and Opinions to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Fact-and-Opinion Chart: Practice Master PM8.18
Family Newsletter 8

TECHNOLOGY ONLY

Sing with Me MP3 or CD 4 Tracks 13–14
Digital Library: Key Word Images
My Vocabulary Notebook
Read Aloud: eVisual 8.20

MATERIALS

timer • newspapers and magazines containing ads

Power Writing

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

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 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 |
| Write Over Shorter Time for Specific Purposes | CC.4.W.10 |

Speaking and Listening

| | |
|---------------------------------|-------------|
| Explain Ideas and Understanding | CC.4.SL.1.d |
|---------------------------------|-------------|

Language and Vocabulary

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



WARM-UP

Have small groups share what they learned in the family interviews from **Family Newsletter 8** about places, objects, and ideas that are worth saving.

Academic Talk

1 Justify Anthology page 526

Read aloud the instructions and play the dialogue from the **Sing with Me Language Song**: “Who Gets the Prize?”

Explain: *When you justify an opinion, you give facts and reasons that support it.*

Model: *I believe that police officers deserve a special hero award. A reason is because they risk their lives to protect people.* Have students suggest additional reasons.

In groups, have students choose a community worker who they think deserves a hero award. Have students provide evidence to justify their opinions. Encourage them to use the terms *fact*, *opinion*, *reason*, and *evidence* in their discussions.

Social Studies Vocabulary

2 Key Words Anthology page 527

Explain and model using **Vocabulary Routine 1** and the photos and map on **Student eEdition** page 527 to learn the Key Words.

- **Pronounce the word** and point to the image: **site**.
- **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 **site** is a specific place or location.
- **Elaborate.** Relate the word to knowledge or experience: *On my way to school, I pass a construction **site** where workers are building a new playground.*

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 527.

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

See **Differentiate**

Key Words

ancient · civilization · empire
object · record · site



NGReach.com My Vocabulary Notebook



Language Frames

- I believe/think _____.
- That's why I believe/think _____.

Justify

Listen to the dialogue between Tierra and Oksana. Then use **Language Frames** to justify a belief, or to explain why you think your views on an important topic are right. Be sure to support your views and speak clearly.

Dialogue ((MP3))

1 Let's give this to someone in our community. Who do you think should get it? I think firefighters are the bravest people.

2 Why do you think so? They save people from danger. And they fight fires that could destroy buildings.

3 That's true. They risk their lives. That's why I believe firefighters deserve our prize.

Social Studies Vocabulary

Key Words

| | |
|--------------|--------|
| ancient | object |
| civilization | record |
| empire | site |

Key Words

Look at the pictures. Use **Key Words** to tell what you know about protecting **ancient** ruins.



Long ago, the Maya culture spread across what is now Mexico and Central America. The Mayans did not create an **empire**, however. Their cities were mostly independent.



Tikal is one of many **sites** from the ancient Maya **civilization**.



Objects such as carvings and drawings provide a **record** of how Mayans lived.

Talk Together

Are ancient ruins worth protecting? Why or why not? Try to use **Language Frames** from page 526 and **Key Words** to **justify** your answer.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 526–527

3 Talk Together Anthology page 527

Provide students with examples of ancient ruins and landmarks, such as Machu Picchu in Peru, the Colosseum in Italy, the pyramids in Egypt, the Taj Mahal in India, and Persepolis, an ancient city in Iran. Encourage students to brainstorm additional examples, including any local archaeological sites they may know.

Then read aloud the instructions on **Anthology** page 527, and have students discuss whether ancient sites are worth protecting. Encourage students to use **Key Words** as they justify their opinions with evidence. After the discussion, ask whether anyone was persuaded to change his or her opinion because of evidence presented by other group members.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students share and justify their opinions, listen for correct usage of the **Key Words**. If students use words incorrectly, provide sentence frames for them to complete orally:

- *If something is very old, it is _____.* (**ancient**)
- *A large territory ruled by one group or ruler is an _____.* (**empire**)
- *Something you can touch is an _____.* (**object**)

Weekly Writing

Gather students' writing throughout the week.

- ✓ Daily Writing Skills Practice (T525w–T525x)
- ✓ Power Writing (T526, T528a, T532, T538, T547a)
- ✓ Writing (T528, T530–T531, T536–537, T546–547, T548)
- ✓ Research Project (T549a–T549b)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

ancient/anciano civilization/civilización
empire/imperio object/objeto site/sitio

AL Above Level

ISSUE Students are ready to connect vocabulary across units.

STRATEGY Have students write sentences relating new words to previously taught words, such as *culture, archaeologist, artifact, and preserve*.

Fluency

Model Phrasing Explain the concept: *Fluent readers read with appropriate phrasing. They group related words together to make their reading sound like natural speech. As you read, look for punctuation such as commas, semicolons, and periods. These are clues that can help you group words into phrases.* Model phrasing with sentences from “Save This City.” Have students practice phrasing by reading aloud the captions on **Anthology** page 527.

Comprehension

4 **Fact and Opinion** ✓ **Anthology** page 528

Read aloud the introduction on **Anthology** page 528 about facts and opinions. Then display **eVisual 8.20** and have students listen for facts and opinions as you read aloud “Save This City.” Have volunteers identify the opinions.



Read Aloud

Persuasive Text

Save This City

No one is prouder than a Texan, and no Texans are prouder than the residents of Galveston. I should know; I’m one of them! Galveston is a beautiful city on a barrier island in the Gulf of Mexico. It’s also one of the most important historic **sites** in the state, which is why it should be important to you, too. If we don’t preserve historic sites like Galveston, then a great part of history will be gone forever.

Galveston plays an important role in Texan history. It was a bustling seaport before it was officially chartered as a city in 1839. Its blocks are still lined with nineteenth century buildings. More than 70 of these classic buildings are listed on the *National Register of Historic Places*. Also listed is the sailing ship *Elissa*, which carried thousands of bales of Texas cotton away and brought thousands of immigrants back. In fact, more immigrants came into this country through Galveston than any other port, except Ellis Island in New York.

These structures and **objects** are a **record** of Galveston’s history, but age and deadly hurricanes have done a great deal of damage to them over the years. All Texans must now work to save them no matter how great the cost.

NGReach.com Read Aloud: eVisual 8.20



INTERACTIVE WHITEBOARD TIP: Underline words that signal opinions.

5 **Map and Talk** ✓ **Anthology** page 528

After students read about making a fact-and-opinion chart, explain: *Some sentences include both facts and opinions.* Reread the third sentence in the **Read Aloud** and have students point out the facts and opinions.

6 **Talk Together** ✓ **Anthology** page 528

Read aloud the instructions. Provide students with magazine ads or prompt them to think of TV commercials, billboards, or flyers they have seen. Then have partners use **Practice Master PM8.18** to identify facts and opinions in the ads.

Check & Reteach

OBJECTIVE: Distinguish Facts and Opinions to Comprehend Text ✓

After students finish the **Practice Master PM8.18**, ask: *How do you judge whether a statement is a fact or an opinion?* (A fact can be proven; an opinion is a belief or a feeling.)

If students confuse facts and opinions, explain that “quality” words such as *beautiful* and *important*, as well as words like *think*, *believe*, *should*, and *must*, often signal opinions.



Fact and Opinion

A **fact** is something you can check to see if it's true. An **opinion** tells what someone thinks or feels.

Look at the highway poster.



Map and Talk

You can make a fact-and-opinion chart to sort out information you read, see, or hear.

Fact-and-Opinion Chart

| Facts | Opinions |
|---|--|
| Galveston is in Texas. It was founded in 1839. Historic Galveston covers many blocks. | It's an important historic site. The buildings are beautiful. They need to be taken care of. |
| List information that you can check as true. | List beliefs or feelings here. |

Talk Together

Tell your partner about an advertisement, poster, or flyer. Talk about how the pictures and words tell the message. Use a fact-and-opinion chart to sort the ideas.

528

Anthology page 528

Writing

7 Write About Facts and Opinions

Model writing a paragraph about facts and opinions in "Save This City."

Think Aloud

First, I'll explain how I know one detail in the article is a fact.

Then I'll explain how I know that another detail is an opinion.

Write

I know that the date Galveston became a city is a fact because I can check it in historical **records**.

I know that the last sentence is an opinion because the author is stating what he or she feels.

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

Have students use their fact-and-opinion charts to write sentences explaining why statements from their ads are facts or opinions. Have them add their writing to their Weekly Writing folders.

WRAP-UP

Explain that the ruins on **Anthology** page 527 are now part of a national park in Guatemala. Have small groups brainstorm other ways these ruins might be protected.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T525s

Daily Grammar ✓

Point out the helping verb *should* in the first paragraph and *must* in the last paragraph of the **Read Aloud**. Use page T525u to review helping verbs.

Daily Writing Skills ✓

Point to the title of the **Read Aloud** as a necessary feature when citing sources. Use page T525w to practice citing sources.

Name _____ Date _____

Fact-and-Opinion Chart

Analyze a Message

Make a fact-and-opinion chart about an ad, poster, or flyer you have seen.

| Facts | Opinions |
|----------------------|----------------------|
| Responses will vary. | Responses will vary. |
| | |
| | |
| | |
| | |

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For use with TE p. T527a

PM8.18

Unit 8 | Saving a Piece of the World

OBJECTIVES

Thematic Connection: Protecting History

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

PROGRAM RESOURCES

PRINT & TECHNOLOGY

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

TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook


MATERIALS

timer • self-stick notes • index cards, 2 per student

Power Writing

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

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



WARM-UP

Have groups play a fact-and-opinion game. Each student writes two facts and one opinion about his or her state or city and reads aloud the statements. The group then differentiates which statements are facts and which is an opinion.

Academic Talk

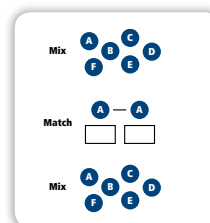
1 Sort Facts and Opinions

Review that facts are statements that can be proven by being checked in reliable sources, while opinions are beliefs that cannot be checked. Elaborate: *Words that judge qualities, such as beautiful, wonderful, and bad, and words that recommend actions, such as must and should, cannot be checked and often signal opinions.* Write the examples below and underline clue words. Ask students to identify the fact.

1. The president lives in the White House in Washington, D.C. (*fact*)
2. The White House is a beautiful building.
3. Everyone should visit the White House.

Use a **Mix and Match** to have students sort facts and opinions.

- Have students recall what they know about ancient civilizations, such as the ancient Egyptians, Mayans, etc.
- Distribute index cards and have students write a fact about the civilization on one card and an opinion on the other.
- Collect the cards, mix them, and then redistribute.
- Have students determine if their first card is a fact or an opinion.
- Call "Match!" Have students form a Fact group and an Opinion group. Repeat the process with the second card.



Mix and Match

For **Mix and Match**, see page BP46.

Academic Vocabulary

2 More Key Words ✔ Anthology page 529

Explain that students will learn more words to help them communicate effectively. Model using **Vocabulary Routine 1** to learn the Key Words.

- **Pronounce the word and point to the image:** **courage**.
- **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:** Someone who has **courage** is brave.
- **Elaborate.** Firefighters show **courage** when they rescue people from fires.

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

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

Key Words

courage · **official** · **principle**
project · **risk**

COMMON CORE STANDARDS

Reading

| | |
|--|--------------|
| Determine Meanings of Words and Phrases | CC.4.Rlit.4 |
| Determine Meanings of Academic Words | CC.4.Rinf.4 |
| Read and Comprehend Informational Texts | CC.4.Rinf.10 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |

Writing

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

Speaking and Listening

| | |
|---------------------------------|-------------|
| Explain Ideas and Understanding | CC.4.SL.1.d |
|---------------------------------|-------------|

Language and Vocabulary

| | |
|----------------------------------|------------|
| Choose Precise Words and Phrases | CC.4.L.3.a |
| Acquire and Use Academic Words | CC.4.L.6 |

More Key Words

Use these words to talk about "The Keyholders of Kabul" and "The Librarian of Basra."

courage

(kur-ij) noun



If you have **courage**, you are brave. It takes **courage** to do challenging things.

official

(u-fi-shul) adjective



When something is **official**, it's approved. This **official** seal is from the president's office.

principle

(prin-su-pul) noun



A **principle** is a rule or law. Some U.S. laws are based on the **principles** of freedom.

project

(prah-jekt) noun



A **project** is job or activity. Building a skyscraper is a huge **project**.

risk

(risk) noun



Risk is the possibility of harm. Wearing a helmet lowers your **risk** when you ride a bike.

Talk Together

Use a **Key Word** to ask a question. Your partner uses a different **Key Word** to answer.

When do you show **courage**?

When I take **risks**.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 529

Have partners use **Anthology** page 529 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 529

Read aloud the instructions, and have partners take turns asking and answering questions. Ask volunteers to share one question and answer with the class.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners ask and answer questions, listen for correct usage of the Key Words. If students use words incorrectly, provide sentence frames with everyday scenarios:

- When I give an assignment that will take a lot of work, it is a _____. (**project**)
- When you do something that might be dangerous, you take a _____. (**risk**)
- When a person does something brave, he or she shows _____. (**courage**)

Best Practices

Group Strategically When students practice the Key Words, use word knowledge ratings from Step 2 of **Vocabulary Routine 1** to pair students who have different levels of word knowledge.

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

courage/coraje project/proyecto
risk/riesgo

BL Below Level

ISSUE Students confuse Key Words with their homophones and homographs.

STRATEGY Point out that *principle*, meaning "rule," is a homophone of *principal*, meaning "the head of a school." *Project* (**prah-jekt**) is a noun meaning "a big job." *Project* (**pru-jekt**) is a verb meaning "throw" or "show on a screen."

Fluency

Practice Phrasing As partners read aloud Tierra's speech, circulate and listen for correct phrasing.

Comprehension

4 Use Reading Strategies Anthology page 530

Project **Student eEdition** page 530 and read aloud the first section. Explain:
When you read, you can use more than one strategy to help you understand the text.


Model using strategies with the first paragraph of Tierra's speech on page 531:

- *Before I read, I will preview the text. The label identifies it as a speech. The title tells me that the speech is about protecting our past. I predict that the speech will be about saving something important.*
- Read aloud the first paragraph of the speech, then pause and model: *As I read, I can ask questions like: What are petroglyphs? Why should we save them? I will keep reading to see if my questions are answered.*
- *After I read the speech, I will think about what I have learned about petroglyphs. I can draw conclusions about that information to decide whether I agree with Tierra.*

5 Talk Together Anthology page 531

Read aloud the instructions. Have students read the speech individually. Have them use self-stick notes to indicate when they use a strategy. Then have partners discuss the strategies they used and how the strategies aided their comprehension. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Choose Reading Strategies to Comprehend Text 

Monitor students' discussions about their use of reading strategies.

If students have difficulty, read each sentence and identify a strategy students could use:

What question could you ask about the petroglyphs? (ask questions) *What can you conclude about the civilization that made them?* (draw conclusions) *What other sites have you read about that are at risk?* (make connections)

Writing

6 Write About Reading Actively

Introduce: *We are going to write a paragraph about how we used strategies as we read the text on page 531.* Model the process.

| Think Aloud | Write |
|--|---|
| <i>First, I'll identify the strategy I used.</i> | I decided to preview the text before reading. |
| <i>Then I'll explain how I used the strategy</i> | The label told me the text was a speech. The title told me that it was about something in the past. The photos told me it was about pictures on rock. |
| <i>Finally, I'll explain how the strategy helped me.</i> | Previewing the text helped me predict that the text was probably a speech about old rock drawings. |

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



Use Reading Strategies

When do you use reading strategies? You can use reading strategies before, during, and after you read. Here's how to read actively:



- Look through the text to get an idea of what it will be about. Decide on your purpose, or reason for reading.



- While you read, stop now and then to ask yourself: "Does this make sense?" Use a reading strategy to help you understand better.



- When you are finished reading, spend some time thinking about the text. Decide what you have learned.

Reading Strategies

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

How to Use a Reading Strategy



1. Before you open a text, stop and think: What strategies can help me get ready to read?

Before I read, I will _____.



2. During reading, think about what strategies can help you understand.

As I read, I can _____.



3. After reading, ask yourself: What strategies can I use to help me think about what I read?

Now that I'm done, I think _____.

530

Talk Together

Read Tierra's speech. Practice the reading strategies. Tell a partner which strategies you used and how they helped you understand the speech.

Speech

Protect Our Past!

We should save our petroglyphs now. If we do not protect them, we could lose an important part of our past. We should start a **project** to make sure they are safe.

Petroglyphs are **ancient** rock carvings. These amazing pictures are a **record** of an early **civilization**. Many **sites** with petroglyphs are at **risk**.

Some petroglyphs have been destroyed for new highways. There should be an **official** rule: Highways should follow other routes.

People can also cause trouble. Some people paint over the carvings, destroying them. Sometimes they just carve other designs nearby. We must have the **courage** to stop this.

We must stand up for our **principles**! Petroglyphs are more than just incredible **objects**. They are our past.



531

Anthology
pages 530–531

Ask students to write about at least three strategies they used while reading Tierra's speech on **Anthology** page 531 or "Saving Bison from Extinction" on pages 517–523. Their sentences should include how the strategies helped develop their understanding of the text.

Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T525s

Daily Grammar ✓

Write: He is working to preserve petroglyphs. Point out the helping verb *is* in the verb phrase *is working*. Then use page T525u to teach helping verbs in the progressive tense.

Daily Writing Skills ✓

Point to the title "Protect Our Past!" as an example of a required element in a source citation. Then use page T525w to practice citing sources.

WRAP-UP

Have students write one fact and one opinion about why petroglyphs are worth protecting. Have them add these to their unit concept maps.

Differentiate

EL English Learners

ISSUE Students have difficulty composing sentences that describe their reading strategies.

STRATEGY Provide students with sentence frames such as these: As I read, I _____. This helped me to understand _____.

OBJECTIVES

Thematic Connection: Protecting History

- ✓ Distinguish Facts and Opinions to Comprehend Text
- ✓ Choose Reading Strategies to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY


My Vocabulary Notebook

Read with Me: Selection Recordings:
MP3 or CD 3 Track 10

Comprehension Coach

MATERIALS

timer



WARM-UP

Have students think about what a treasure is. Then have them brainstorm cultural treasures they know of. Remind students of the definition of *artifacts*.

Power Writing

Have students write as much as they can as well as they can in one minute about an important site in their community.

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

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating Fold-Up Tab Organizers. Use **Vocabulary Routine 2** to model making an organizer for the word **object**:

- Fold a page into thirds.
- On the outer flap, write **object**.
- On the inner flap, write a definition and a context sentence: An **object** is something that isn't alive that you can touch and see. I studied the **ancient object**.
- In the middle section, draw a picture illustrating **object**, such as a necklace.

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

Key Words

ancient · civilization · courage
 empire · historical · object
 official · principle · project
 record · risk · site

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

Academic Talk

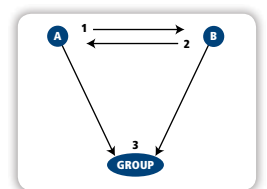
2 Preview and Predict

REVIEW Remind students: *One way to preview nonfiction text is to look at the title, headings, maps, diagrams, photographs, and captions. These clues can help you predict what the selection will be about.*

Display **Student eEdition** page 533 and explain that Kabul is the capital of Afghanistan, a country in Central Asia. Display the Key Words *ancient*, *civilization*, *object*, and *site*. Have students use a **Three-Step Interview** to share their predictions about "The Key Holders of Kabul."

- Have students preview **Anthology** pages 534–547 independently.
- In pairs, have Student A interview Student B about his or her predictions.
- Have partners reverse roles.
- Have each student share the predictions of his or her partner with the class.

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



Three-Step Interview

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 |
| 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 Personal Narrative

Genre

A **personal narrative** is nonfiction. It is written in first person point of view and describes real events in someone's life. Because the narrative is written in first person, it uses *I*, *me*, and *my*.

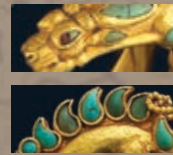
Text Feature

Maps can show where important events in the narrative took place.



▲ This personal narrative takes place in Afghanistan.

THE KEY HOLDERS OF KABUL



by
Fredrik Hiebert,
with
Ronald Scro



STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com



Comprehension Coach

532

Anthology
pages 532–533

Reading

3 Read a Personal Narrative Anthology pages 532–533

GENRE Have a volunteer read aloud the definition of a personal narrative.

Elaborate: *This selection is nonfiction. It tells about something that happened to a real person. The person describes events in his own words.*

TEXT FEATURE Ask a volunteer to read aloud the definition of maps and have students study the examples. Explain: *These maps show the country of Afghanistan, in Central Asia.* Point out that the maps show Afghanistan in two different ways.

SOCIAL STUDIES BACKGROUND Display **Student eEdition** page 543 and explain: *Many kinds of ancient treasure are found in Afghanistan. Years of war have damaged or destroyed many artifacts, but people are working hard to protect them.*

Have students read **Anthology** pages 532–537. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ ALOUD

Read aloud the selection, pausing to give short explanations of Key Words. Elaborate and discuss each meaning.

OL On Level

READ TOGETHER

Have partners whisper read the selection together and use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY

As students read silently, have them identify reading strategies they use. Have them use the questions to build comprehension.

Best Practices

Encourage Debate Invite students to ask each other for justification of ideas. Provide examples:

- *You predicted that key holders hold the keys to the National Museum in Kabul. What makes you think that?*
- *What part of the title “The Key Holders of Kabul” makes you think that?*
- *What about the photos on page 536 prompted you to make that prediction?*

1 Set a Purpose
Find out what it means to be a key holder of Kabul.

Artifacts Lost...

In 1987, I went to Central Asia to work with Viktor Sarianidi, a Russian archaeologist. He told me about some priceless artifacts that he had discovered almost ten years earlier in Afghanistan. After hearing Sarianidi's story, I knew the **objects** he had found were remarkable.



▲ Fredrik Hiebert

I was eager to see these treasures. Sarianidi had placed them in Afghanistan's National Museum. **Unfortunately**, a civil war **broke out** in Afghanistan. The treasures, which Sarianidi had placed in the museum, were eventually lost in the **chaos** of war.

For years, most people thought that these unique and valuable artifacts were gone forever, but they were wrong.



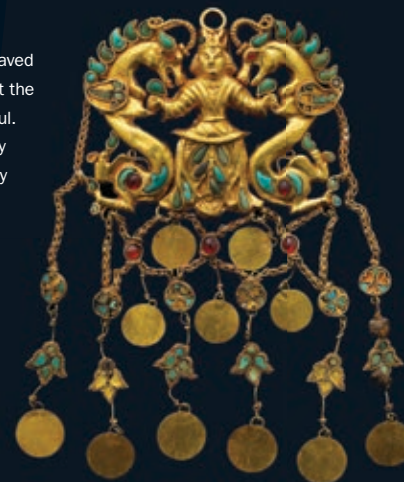
▲ Afghanistan is a country in Central Asia.

In Other Words
Unfortunately To my disappointment
broke out started
chaos confusion

...And Found

Many years after my trip to Central Asia, I finally got to see these artifacts. In 2003, I traveled to Kabul, Afghanistan's capital city, as an archaeologist for National Geographic. I learned that the artifacts had survived more than 20 years of war in Afghanistan.

The artifacts had been saved by a few brave workers at the National Museum in Kabul. These workers, called key holders, had hidden many of the museum's most **prized** works of art. To keep these treasures safe, the key holders had risked their lives. This is the story of those Afghan heroes.



▲ This artifact, saved by the key holders, is about two thousand years old.

In Other Words
prized valued

▶ Before You Move On

- 1. Fact/Opinion** Which sentence in the first paragraph on page 534 states an opinion? How can you tell?
- 2. Determine Importance** What will be the main idea of this selection?

Anthology
pages 534–535

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Fact/Opinion** ✓ In the last sentence, the author says the objects were “remarkable.” This is an opinion because the author tells what he believes about the artifacts. Other people might disagree with his opinion.
- 2. Determine Importance** ✓ The main idea is that the key holders saved the Afghan artifacts by hiding them.

Read and Build Comprehension

- 1 Set a Purpose** Read aloud the Set a Purpose statement at the top of page 354. Ask: *What questions will you ask yourself as you read?*
- 2 Distinguish Facts and Opinions** ✓ *Reread the second paragraph on Anthology page 536. Which sentence gives an opinion? How do you know?* (The last sentence in the paragraph is an opinion. The author believes that the people are heroes. Some people, like their enemies, might disagree with him.)
- 3 Plan and Monitor** ✓ *How do the photos on pages 536–537 clarify your understanding of the text?* (Possible response: The text says that war destroyed Afghanistan. The photos show a damaged museum and two of the artifacts.)

Check & Reteach

OBJECTIVE: Distinguish Facts and Opinions to Comprehend Text ✓

Monitor students' ability to distinguish facts and opinions in their responses to question 2. If students have difficulty, read aloud the second paragraph on **Anthology** page 536. After each sentence, pause and have them raise their right hands if it is a fact that can be proven and their left hand if they think it is an opinion. Discuss ways you can confirm facts to be true.

OBJECTIVE: Choose Reading Strategies to Comprehend Text ✓

Monitor students' responses to question 3 about using photos to clarify meaning. If students have difficulty, ask: *What is the text on pages 546–537 about?* (key holders who protect artifacts) *What information can you get from viewing the photos and reading the captions?* (They show the damaged museums and some of the precious artifacts.)

An Ancient Tradition

The museum workers in Kabul follow an **ancient** Afghan tradition. Some workers are chosen as key holders. Those workers are personally responsible for guarding valuable objects. When a key holder dies, his key is passed to his son, who **takes his place**.

During years of war, different groups took control of the region around the National Museum. They sometimes arrested museum workers and tried to make them tell the location of the hidden artifacts. But the key holders refused to tell their secrets. They would not betray their national history. Their silence made them heroes. **2**



▲ The National Museum in Kabul was damaged during the many years of war.

In Other Words
takes his place
becomes the new
key holder

536

Why did the key holders risk their lives to protect these objects? The artifacts must have contained something more **precious** than the gold and **gems** themselves.

War destroyed much of Afghanistan. But the ancient artifacts protected by the key holders showed a different picture of the country. The artifacts included fine works made with great skill and care. They told the history of the Afghan culture.

Ancient Afghans loved beauty. Their culture was rich and creative. The museum workers did not want Afghanistan's **glorious** past to be lost forever.



3

▲ Ancient Afghans created amazing works of art.

In Other Words
precious valuable
gems jewels
glorious wonderful; amazing

▶ Before You Move On

- 1. Ask Questions** If you could ask the authors a question about the key holder tradition, what would you ask?
- 2. Synthesize** How did key holders feel about their country and culture?

537

Anthology
pages 536–537

Writing

4 Write About Points of View

Review: *The term point of view refers to the perspective from which a text is told.*

Display **Student eEdition** pages 534–535. Ask: *How can you tell this selection is written in first-person point of view?* (The author uses the pronouns *I*, *me*, and *my* and describes events from his perspective.)

Have students rewrite the first paragraph of “The Key Holders of Kabul” to reflect a third-person point of view. Explain: *Replace the pronouns I, me, and my with Fredrik Hiebert or simply Hiebert.* Then have students write a few sentences about the effect of first-person versus third-person point of view on the paragraph. Then have them add their sentences to their Weekly Writing folders.

WRAP-UP Have students study the artifacts pictured on page 537 and explain what they show about ancient Afghani culture. (Possible responses: Horses were important and may have even been considered to have special powers. The culture was wealthy and valued expensive jewelry.)



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T525t

Daily Grammar ✓

Have students find the four instances of the helping verb *had* on **Anthology** page 535. Then use page T525v to review helping verbs.

Daily Writing Skills ✓

Point to the title and author on **Anthology** page 533 as features necessary to cite sources. Then use page T525x to practice citing sources.

Answers Before You Move On

- 1. Ask Questions** ✓ Responses will vary. Remind students that asking questions is a strategy that helps them clarify what they have read. They can reread or read on to look for answers.
- 2. Synthesize** ✓ Based on what the author says, the key holders felt their country had a rich and creative culture that should be protected.

OBJECTIVES

Thematic Connection: Protecting History

- ✓ Distinguish Facts and Opinions to Comprehend Text
- ✓ Choose Reading Strategies to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings:


MP3 or CD 3 Tracks 11–12

My Vocabulary Notebook

Comprehension Coach

MATERIALS

timer



WARM-UP

Review pages 534–537 of “The Key Holders of Kabul.” Then have partners use the photos and captions on pages 538–547 to develop questions about what more they want to learn about the art and history of Afghanistan. Have partners share one or two questions.

Power Writing

Have students write as much as they can as well as they can in one minute about how it would feel to be a key holder.

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

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Have students use the Fold-Up Tab

Organizers they made on Day 3. Review what the organizers show. Then have students find a partner who studied a different Key Word than they did and follow **Vocabulary Routine 3**.

- Have partners take turns reading the organizers.
- Have partners discuss how the pictures show the meanings of the Key Words.
- Ask students to create sentences that use both Key Words. Each student adds the sentences to **My Vocabulary Notebook**.
- Have students switch partners and repeat these steps until they have an entry for each Key Word.

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

Key Words

ancient · civilization · courage
 empire · official · object
 principle · project · record
 risk · site

Academic Talk

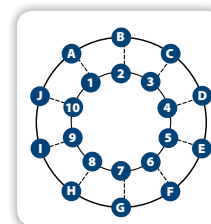
2 Summarize Reading

REVIEW Remind students: *When you summarize a text, you briefly explain the most important parts.* Explain that students will use Key Words to summarize what they have read so far in “The Key Holders of Kabul.”

Write these Key Words: *ancient, civilization, courage, object, and risk.* Use an **Inside-Outside Circle** to help students summarize:

- Have groups stand in concentric circles facing each other.
- Have students in the outside circle summarize **Anthology** pages 534–535 while students in the inside listen for Key Words.
- Signal for students to rotate and create new partnerships.
- Signal again and have students trade inside/outside roles. Have students in the outside circle summarize **Anthology** pages 536–537.

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



Inside-Outside Circle

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Compare Points of View | CC.4.Rlit.6 |
| Summarize | CC.4.Rinf.2 |
| Explain Events | CC.4.Rinf.5 |
| Read and Comprehend Informational Texts | CC.4.Rinf.10 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |
| Read with Purpose and Understanding | CC.4.Rfou.4.a |
| Read Orally with Expression in 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 |
|--|----------|

The Crossroads for East-West Trade

In modern times, Afghanistan has been a poor country. This was true even before 1979, when the Soviet Union invaded Afghanistan. However, Afghanistan was once a trading center of great wealth.

1 Hundreds of years ago, travelers followed a set of trails called the Silk Road. The trails cross through what is now northern Afghanistan. People used this route to trade goods between Europe and Asia. Some traders became very wealthy.

Often the traders were nomads, people who carry their homes with them as they travel. Six of these nomads—a prince and five princesses—owned what would become Afghanistan's most prized treasures.

▼ The red lines show the various trails people used to trade goods between Europe and Asia.

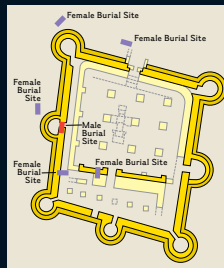


Sarianidi's Discovery

In 1978, Viktor Sarianidi and his team were in northern Afghanistan. They were searching for ancient artifacts at a **site** called Tillya Tepe (which means "hill of gold").

One day, rain interrupted their work. The next day they saw that the rain had uncovered a shining **disk**. It was gold! The workers dug more. They found the skull of a young woman, one of the nomad princesses. Layers of brilliant gold jewelry surrounded her. Sarianidi had found the first of six sites where these royal nomads were buried with their treasures.

2 SN EL



▲ The six nomads at Tillya Tepe were buried on a hill that contained a ruined building.



▲ In 1978, Viktor Sarianidi uncovered artifacts, such as this necklace, at Tillya Tepe.

In Other Words
disk circular **object**

Before You Move On

- Synthesize** How did the Silk Road help connect Afghanistan with Europe and other parts of Asia? Use the map to explain.
- Main Idea** What did the workers discover at Tillya Tepe?

539

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 538–539

Reading

3 Read and Build Comprehension

- Synthesize** ✓ Think about the information you read on page 538 about the kinds of people who used the Silk Road. What conclusions can you make about those people? (Possible responses: They were from many different places. They were interested in making money through trade.)
- Visualize** ✓ Review page 539. What does the description help you picture about the experience? (Possible response: I read that it rained on Tillya Tepe. I picture rain washing away the muddy earth to show something shiny and hard underneath. I understand that nature revealed an important discovery.)

Differentiate

SN Special Needs

ISSUE Students have difficulty visualizing as they read.

STRATEGY Remind students that when you visualize, you picture the text in your mind. Reread the description on **Anthology** page 539. Then have students imagine themselves in the scene. Point to your eyes and ask: *What do you see?* Point to your ears and ask: *What do you hear?* Hold up your hands and ask: *What do you feel?*

EL English Learners

ISSUE Students lack sufficient vocabulary to express their visualizations.

STRATEGY Provide sentence frames for students to complete: I read _____. I picture _____. Now I understand _____.

Fluency

Practice Phrasing Use the two paragraphs on page 539 to build fluency. Model phrasing the words inside the parentheses differently from the first part of the sentence to show that the parenthetical words are related to each other. Similarly model other phrases set apart by punctuation. Then have students reread the paragraphs to a partner. Circulate and monitor fluency.

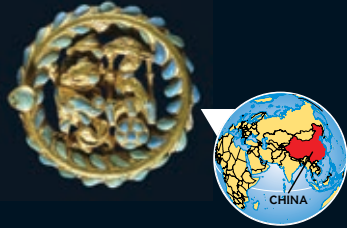
Answers Before You Move On

- Synthesize** ✓ The map shows the different routes travelers used on the Silk Road. As they traveled between Europe and Asia, one of the trails crossed Afghanistan.
- Main Idea** ✓ The workers discovered a royal burial ground. They uncovered the skull of a nomad princess who was buried with gold jewelry all around her.

Lost Worlds

The artifacts that Viktor Sarianidi found are beautifully artistic. Some are thousands of years old. By studying the artifacts, archaeologists learn about the culture of the artists who created them. For example, the artifacts can tell about the clothing and jewelry people wore.

The objects also prove that Afghanistan was a place where people from different ancient **civilizations** met and mixed. Sarianidi's discoveries include a coin from ancient Rome, boot buckles that look Chinese, and knives that seem Siberian. In all, Sarianidi and his team cleaned and listed more than 20,000 gold, silver, and ivory artifacts.



▲ These boot buckles may be from ancient China.



▲ This gold coin could be from ancient Rome.



▲ This ancient dagger looks like it may be from Siberia.

540

War and Violence

In 1979, the Soviet Union invaded Afghanistan. Sarianidi wanted to protect the treasures he had uncovered. Secretly, he moved them to the National Museum in Kabul.

The fight against the Soviets became a **civil war**. Within two years, a museum in another Afghan city was robbed. Workers at the National Museum did not want their treasures to be lost, too.

In 1988, the museum key holders in Kabul packed and labeled their most valuable objects. They hid them in a **vault** in the presidential palace in Kabul. The key holders kept their secret well. The Afghan people and the rest of the world believed the artifacts had disappeared. **1 AL**



Many Afghan museums were destroyed or badly damaged during the war.

In Other Words

civil war fight between different groups of Afghans
vault locked, well-protected room

Before You Move On

- Summarize** What do the artifacts tell about **ancient** Afghanistan?
- Make Inferences** Why do you think the key holders believed the artifacts were worth saving?

541

Anthology
pages 540–541

Mini Lesson

Discuss Points of View

Remind students: *The term point of view refers to the perspective from which a text is told.* Explain: *An author can write from a first-, second-, or third-person point of view.* Clarify:

- In first-person point of view, the author uses first-person pronouns I, me, my, and we to describe things from his or her perspective.* Explain that the author of a first-person text may not use first-person pronouns in every sentence, or even every paragraph. However, if the text includes both first-person pronouns and ideas and opinions from the author's perspective throughout, then the point of view is first person.
- In second-person point of view, an author addresses the reader directly. The author uses the pronoun you to describe events to the reader.* Explain that second-person point of view is the rarest point of view.
- In third-person point of view, an author describes events that happen to other people. The author uses pronouns such as he, she, they, and it.*

Read aloud the first paragraph on **Anthology** page 540. Ask: *Do you see any first-person pronouns?* (No.) *Does the paragraph include ideas and opinions that reflect the author's perspective?* (Yes.) *Does the author use first-person pronouns in earlier parts of the text?* (Yes.) *What is the point of view of the text?* (first person)

Answers Before You Move On

- Summarize** ✓ The artifacts show that people from different countries came through **ancient** Afghanistan. They also show the culture and wealth of the country at that time.
- Make Inferences** ✓ Possible response: I read that the key holders did not want their treasures stolen. I know that they hid their treasures and kept them secret, so I know that the artifacts must have been very precious to them.

Artifacts in Danger

In the next few years, thieves broke into the National Museum many times. They stole many objects, including thousands of ancient coins. They even took large sculptures. After every disaster, museum workers repacked and labeled the art that **remained**.

Then in 1996, a group called the Taliban, took power in Afghanistan. Museum staff quickly moved 500 crates of art out of the museum. They hid them in an empty hotel in Kabul. When Taliban leaders arrived at the museum, they locked the storage rooms and told the workers to leave and never come back. **2**



▲ Workers at the National Museum tried to protect the treasures.

In Other Words **remained** was still in the museum

542

The Taliban's War on Afghan Culture

In 2001, Taliban leaders decided to destroy many works of art. At the National Museum, they opened the storerooms and destroyed 2,500 works of art.

3
BL In March of that year, the Taliban traveled to Bamiyan, an Afghan town. There they used dynamite to destroy two world-famous giant statues. This terrible act shocked the world.

In September 2001, terrorists attacked the United States, killing almost 3,000 people. The United States government claimed the terrorists were supporters of the Taliban. Soon afterwards, U.S. and British forces attacked and **defeated** the Taliban. Kabul was free.



▲ The world was horrified by the Taliban's destruction of the giant statues in Bamiyan.



◀ The Taliban destroyed many works of art at the Kabul Museum.

In Other Words **defeated** removed power from

► Before You Move On

- 1. Fact/Opinion** The author calls the destruction of the statues a "terrible act." Is this a fact or an opinion? Explain.
- 2. Sequence** Describe the events leading to the Taliban's removal from power.

543

Anthology
pages 542–543

Read and Build Comprehension

- 1 Ask Questions** ✓ *What question could you ask about the text on page 541?*
(Possible responses: Did the President know what was hidden in the vault?
How did the key holders gain access to the vault?)
- 2 Determine Importance** ✓ What is the main idea of **Anthology** page 542?
(Possible response: Afghanistan's National Museum workers protect artifacts and works of art from thieves and the Taliban.)
- 3 Make Connections** ✓ *What connection can you make to the destruction of the Bamiyan statues?* (Responses will vary but should refer to the destruction of a beautiful or important object or monument.)

Differentiate

AL Above Level

ISSUE Students should ask more challenging questions for question 1, above.

STRATEGY Review common question words like: *Who, What, Where, and When*. Explain that *How* and *Why* questions are often more complex because they ask for reasons and supporting evidence. Have students write a question using each word.

BL Below Level

ISSUE Students have difficulty making a connection in question 3, above.

STRATEGY If students have difficulty making connections, provide sentence frames: I read that the statue _____. It reminds me of _____. Now I understand that _____.

Answers Before You Move On

- 1. Fact/Opinion** ✓ This statement is an opinion. We cannot check to see if it is true. It expresses the author's feeling about the destruction of the statues, but others might disagree.
- 2. Sequence** The Taliban took power in 1996. In 2001, they destroyed many works of art in Afghanistan. British and United States forces defeated the Taliban in Kabul after the September 2001 attack on the United States.

The Secret Hiding Place

In 2003, Afghan president Hamid Karzai made an important announcement. Someone had found **sealed** boxes inside a vault in the presidential palace. The boxes were from the National Museum. Did they contain the lost artifacts from Tillya Tepe? Only the key holders knew for sure. **1**

As an archaeologist for National Geographic, I was invited to Kabul to watch as museum officials opened the boxes. Viktor Sarianidi, the archaeologist of Tillya Tepe, and Carla Grissmann from the National Museum in Kabul were also present. If the artifacts were in those boxes, we would need to identify each one.



▲ Afghan president Hamid Karzai in 2003



◀ Museum workers carry a box that could contain the lost artifacts.

In Other Words
sealed tightly closed

544

On the day of the opening, the palace was **crowded** with officials and reporters. We had to pass through many locked doors to get to the vault. A different key holder unlocked each door.

Then officials brought out the locked boxes. But there was still one problem: the key holders for the boxes were missing. According to law, only the key holders could open their boxes.

Finally, President Hamid Karzai gave permission to break open the locked boxes. Special tools were brought in. Workers began to cut open the boxes. **2**



▲ Workers cut open the locked boxes.

In Other Words
crowded filled

▶ Before You Move On

- 1. Draw Conclusions** Why do you think Fredrik Hiebert was invited to the opening of the boxes?
- 2. Details** Why did the workers have to break open the locked boxes?

545

Anthology
pages 544–545

Read and Build Comprehension

- 1 Synthesize** ✓ *Based on what you read, do you think the boxes the president found contain the key holders' treasures?* (Possible response: Yes, I read that the key holders put their treasures in locked boxes and hid them in the palace, so I think the boxes the president found contain the treasures.)
- 2 Distinguish Facts and Opinions** ✓ *Is there an opinion statement in the second paragraph on page 544? (No.) What opinion statement might you add to the paragraph?* (Possible response: It was an exciting time to be in Kabul.)
- 3 Make Connections** ✓ *How would you feel if you were there when the boxes were opened?* (Students should make connections to their own experiences, other texts, and the world, to understand the text.)

Check & Reteach

OBJECTIVE: Distinguish Facts and Opinions to Comprehend Text ✓

Check for accurate responses to all the fact and opinion questions.

If students have difficulty, have partners identify three facts and one opinion in the first paragraph on **Anthology** page 546. Remind students what differentiates facts from opinions.

OBJECTIVE: Choose Reading Strategies to Comprehend Text ✓

Check for accurate responses to all questions about reading strategies.

If students have difficulty, display the reading strategies: *Plan and Monitor, Visualize, Make Inferences, Draw Conclusions, Summarize*. Prompt discussion: *What strategy might you use before you begin (as you read; after you finish) reading? Why?*

Answers Before You Move On

- 1. Draw Conclusions** ✓ Hiebert and Sarianidi worked together. As an archaeologist for National Geographic, Hiebert had knowledge about finding and preserving artifacts.
- 2. Details** The key holders for the boxes were not there, so there was no other way to open the boxes.

Recovering the Artifacts of Tillya Tepe

When the first box was finally opened, we saw piles of small plastic bags with old labels. The bags were opened, and Viktor Sarianidi examined several artifacts. He smiled as he examined a pair of gold objects. He pointed out a small repair that he had made with his own hands. The repair proved that these artifacts were the same treasures that Sarianidi had dug up years ago in Tillya Tepe. It was an amazing discovery!

As we examined more artifacts, we became very excited. Many of us had heard about these treasures but had never seen them. Soon, news of the discovery spread. **3**



▲ Carla Grissmann and I examine the long-lost artifacts.

◀ Viktor Sarianidi examines the artifacts.

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The World Learns About the Afghan Heroes

The world was amazed to learn what a few brave Afghan heroes had done. Most people had thought that the ancient jewelry, sculpture, gold, and gems had been lost forever. But the key holders had risked their lives to preserve the ancient Afghan artifacts. They saved a part of their cultural history.

The National Museum has now been rebuilt. The remaining artifacts are being identified and listed. The workers use modern techniques and the key holder tradition to protect them. Today people who visit the museum can see its **motto** printed on a wall: "A nation stays alive when its culture stays alive." ❖



▲ A gold headdress from the National Museum



▲ The National Museum in Kabul once again displays its treasures.

In Other Words
motto main **principle**

▶ Before You Move On

- 1. Summarize** How did Viktor Sarianidi know that the artifacts were the same ones he had seen years ago?
- 2. Analyze** How do the actions of the key holders relate to the museum's motto? Explain.

547

Anthology
pages 546–547

Writing

4 Write an Account

Explain that each student will write a paragraph that is an account of a historic event that occurred during the students' lifetimes. Brainstorm possible topics, such as natural disasters, local or national elections, or other newsworthy events.

Model selecting a point of view: *I will write about the 2011 tsunami in Japan. I did not experience the tsunami myself, so I cannot write about it in the first person. I will use third-person point of view to tell about what happened to other people.*

Have students select a historic event and consider whether to describe it using the first- or third-person point of view. Have students share their paragraphs with a partner before adding them to their Weekly Writing folders.

WRAP-UP

Have students think about the last sentence of "The Key Holders of Kabul." Ask: *What do you think the key holders' actions have meant to the people of Afghanistan? What does it mean to be able to go to a museum and see evidence of the past?* Have students share their ideas.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T525t

Daily Grammar ✓

Point out the phrases *was invited* and *would need* in the second paragraph on page 544. Then use page T525v to practice helping verbs.

Daily Writing Skills ✓

Point out that books, articles in magazines, and Web sites are all sources of information. Use page T525x to practice citing sources.

Answers Before You Move On

- 1. Summarize** ✓ Victor Sarianidi found a small repair that he had made on one of the **objects**. This proved that they were the same **objects** found at Tillya Tepe.
- 2. Analyze** The key holders were responsible for protecting **ancient** artifacts. By saving these **objects**, they helped keep Afghanistan's culture alive.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Protecting History

- ✓ Distinguish Facts and Opinions to Comprehend Text
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM8.1
- Test-Taking Strategy Practice: Practice Master PM8.21
- Fact-and-Opinion Chart: Practice Master PM8.22
- Fluency Practice: Practice Master PM8.23

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 16

MATERIALS

timer • markers • chart paper

Power Writing

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

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

COMMON CORE STANDARDS

Reading

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

Ask: *Are people heroes only if they have a dangerous job, or can they be heroes even if **risk** is not involved?* Take a poll and tally the results on the board. Encourage students to explain and support their opinions.

Vocabulary Review

1 Apply Word Knowledge ✓

Call students' attention to the Key Words on **Student eEdition** page 548. Then have students apply their knowledge of the Key Words to play the game "Picture It." Arrange students in small groups, each with chart paper and a marker. Explain the instructions:

- *I give an artist of one group 30 seconds to complete a drawing of a Key Word.*
- *The group that correctly guesses the Key Word first earns one point.*
- *The group that earns three points first wins.*

Have students begin the game.

- Have each group secretly choose a word and discuss how to draw it.
- Have one group member begin making the drawing for the word.
- Have members of the guessing groups raise their hands when they know the Key Word being drawn.
- The group that guesses the word correctly first draws the next Key Word.

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

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

Key Words

ancient • civilization • courage
empire • object • official
principle • project • record
risk • site



Key Words

| | |
|--------------|-----------|
| ancient | principle |
| civilization | project |
| courage | record |
| empire | risk |
| object | site |
| official | |

Talk About It

1. What did you learn about the author of this **personal narrative**? Give two facts.

One fact about Fredrik Hiebert is _____.
Another fact is _____.

2. Imagine that the United States had its own key holders. What **objects** would they protect? Explain and **justify** your ideas to a partner.

I think the Key holders would protect _____, because _____.

3. Think of a fact from this story that you found interesting. How could you check that it is really true? Explain your ideas to a partner.

Learn test-taking strategies.
NGReach.com

Write About It

In your opinion, how did the key holders of Afghanistan show **courage**? Write a paragraph to explain. Include a topic sentence, other sentences that give details, and a conclusion. Use **Key Words**.

The Key holders showed courage by _____.



548

Anthology page 548

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T525s

Daily Grammar ✓

Point to the first sentence on page 547 and have students identify the helping verb (*had*). Then use page T525v to review and assess helping verbs.

Daily Writing Skills ✓

Ask students why it might be helpful for readers to know the sources the author used to write "The Key Holders of Kabul." Use page T525x to assess ability to cite sources used in research.

Answers Talk About It

- 1. Personal Narrative** Possible responses: One fact about Fredrik Hiebert is that he is an archaeologist. Another fact is that he was invited to Kabul to watch **officials** open boxes of **ancient objects**.
- 2. Justify** Possible response: I think the key holders would protect the Constitution because it describes our country's **principles**.
- 3. Fact and Opinion** Students should cite a fact and name appropriate sources for checking it.

Academic Talk

2 Talk About It Anthology page 548

Remind students to use Key Words as they discuss the **Talk About It** questions. Prompt them to cite details and examples from the text for question 1. Encourage them to offer evidence to justify their choices of objects for question 2 and to distinguish facts and opinions for question 3.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM8.21** to ask more questions about the selection.

Writing

3 Write About It Anthology page 548

Read aloud the directions. Reinforce paragraph structure: *To write a solid paragraph, write your main idea in a topic sentence at the beginning. Then support your main idea with facts, examples, and other details. Finally, sum up all your points in a concluding sentence.*

Encourage students to use Key Words as they write. Provide an example: The key holders showed **courage** when they **risked** their lives to keep the treasures from the Taliban.

Have students add the opinion paragraphs to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Revise and Edit

Revise and edit the summaries of "The Key Holders of Kabul."

Sample

1 (1) I read an article called "The Key Holders of Kabul." (2) It were about the key holders of the National Museum in Kabul, Afghanistan. (3) It is there responsibility to protect valuable objects. (4) The objects was more valuable than gold.

(1) I read an article called "The Key Holders of Kabul." (2) It was about the key holders of the National Museum in Kabul, Afghanistan. (3) It is their responsibility to protect valuable objects. (4) The objects were more valuable than gold.

2 (1) Fredrik Hiebert work with a Russian archaeologist. (2) He learn about priceless artifacts from Afghanistan. (3) Fredrik want to see them but they lost during a war. (4) He founded out 20 years later they were hidden. (5) Fredrik is invited to watch the opening of the boxes. (6) Everyone happy? (7) When they saw the treasures.

(1) Fredrik Hiebert worked with a Russian archaeologist. (2) He learned about priceless artifacts from Afghanistan. (3) Fredrik wanted to see them but, they were lost during a war. (4) He found out 20 years later they were hidden, not lost. (5) Fredrik was invited to watch the opening of the boxes. (6, 7) Everyone was happy when they saw the treasures.

Tell a partner how you used the strategy to revise.

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For use with TE p. T548 **PM8.21** Unit 8 | Saving a Piece of the World

Differentiate

EL English Learners

ISSUE Students have trouble identifying opinions because they can't remember the words that involve quality.

STRATEGY Provide students with a list of quality words from the selection, such as *remarkable*, *heroes*, *beautifully*, and *terrible*. Have students work in pairs to find the words and read the sentences around them. Pairs should discuss why the statements are opinions.

SN Special Needs

ISSUE Students lack the attention span to identify facts and opinions throughout the selection.

STRATEGY Have pairs of students work together to find one example of a fact and one example of an opinion and write them on the chart.

AL Above Level

ISSUE Students need more challenge.

STRATEGY Ask students to identify sentences that contain both facts and opinions and write the appropriate part of the sentence in each column on their charts. Encourage them to find sources that support the facts they list.

Comprehension

4 **Fact and Opinion** **Anthology** page 549

REVIEW Display **Student eEdition** page 549. Remind students: *A fact is information that you can check to see if it is true. An opinion expresses a person's belief, judgment, or feeling. It cannot be proven.* Then read aloud the first paragraph and the sample fact-and-opinion chart with its callouts.

Display **Student eEdition** page 537 and read aloud the first sentence of paragraph 2: "War destroyed much of Afghanistan." Explain: *This is a fact because I can check it in a history book, in an encyclopedia, or on a reliable Web site.* As a class, brainstorm sources that might be used to verify facts, such as nonfiction books, encyclopedias, newspapers, and reliable Web sites.

Add the following opinion to the chart: "Their culture was rich and creative." Explain: *This is an opinion because it is the author's judgment. The quality words rich and creative are clues that it is an opinion.*

Then have students complete **Practice Master PM8.22**. Partners can use their charts to analyze the facts and opinions they identified. Encourage them to use Key Words in their discussion. Circulate and ask questions to guide students:

- *How can you check to see if that is a fact?*
- *What clue words help you see that this statement is an opinion?*

See **Differentiate**

Check & Reteach

OBJECTIVE: Distinguish Facts and Opinion

Monitor students' ability to distinguish facts and opinions.

If students have difficulty, help them focus on clue words for facts (dates, place names, events) and opinions (words expressing belief or judgment) in several statements from "The Key Holders of Kabul." Then ask them to identify one fact and one opinion on their own.

Name _____ Date _____

Fact-and-Opinion Chart

"The Key Holders of Kabul"

Complete a fact-and-opinion chart about "The Key Holders of Kabul."

| Facts | Opinions |
|--|---|
| In 1987, I went to Central Asia. Possible responses: A civil war broke out in Afghanistan. In 2003, I traveled to Kabul. Key holders had hidden art from the museum. In 1978, Sarianidi discovered over 20,000 artifacts at Tillya Tepe. Key holders hid valuable objects in the presidential vault. In 2003, the boxes from the vault were opened. | After hearing Sarianidi's story, I knew the objects he had found were remarkable. Possible responses: The key holders are Afghan heroes. The artifacts are beautifully artistic. The destruction of the two giant statues was a terrible act. |

Use your fact-and-opinion chart to analyze the personal narrative for your partner.

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Fact and Opinion

Make a fact-and-opinion chart for “Key Holders of Kabul.” List examples from the text. Dates are often clues to facts. Words like *think* and *believe* are clues to opinions. So are words like *wonderful*.

Fact-and-Opinion Chart

| Facts | Opinions |
|----------------------------------|---|
| In 1987, I went to Central Asia. | After hearing Sarianidi's story, I knew the objects he had found were remarkable. |
| List statements of fact here. | List statements of opinion here. |

Now use your fact-and-opinion chart as you analyze “Key Holders of Kabul” with a partner. How could you check that the facts are true? Use **Key Words** as you talk about the text.

One fact is _____.
I could check by _____.

Fluency Comprehension Coach

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

Talk Together

Choose a photo of one of the artifacts. Explain why the **object** was worth protecting. Use **Key Words** as you talk about the key holders’ actions.


549

Anthology page 549

5 Fluency Anthology page 549

Have students read aloud the passage on **Practice Master PM8.23** or use the **Comprehension Coach** to practice fluency.



 **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 549

Read aloud the instructions. Ask: *What makes this **object** both valuable and important to the Afghan culture?* Have students share and support their opinions.

Name _____ Date _____

Fluency Practice

“The Key Holders of Kabul”

Use this passage to practice reading with appropriate phrasing.

In 1979, the Soviet Union invaded Afghanistan. Sarianidi wanted 9
to protect the treasures he had uncovered. Secretly, he moved them 20
to the National Museum in Kabul. 26
The fight against the Soviets became a civil war. Within two years, 38
a museum in another Afghan city was robbed. Workers at the National 50
Museum did not want their treasures to be lost, too. 60
In 1988, the museum key holders in Kabul packed and labeled 71
their most valuable objects. They hid them in a vault in the presidential 84
palace in Kabul. The key holders kept their secret well. The Afghan 96
people and the rest of the world believed the artifacts had disappeared. 108

From “The Key Holders of Kabul,” page 541

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.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

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PM8.23

Unit 8 | Saving a Piece of the World

 **Practice Master PM8.23**

WRAP-UP

Have students think about the people and places they read about in their **Small Group Reading** books for the week. Ask: *What did the people you read about think was worth protecting, and why?* Have students add their ideas to their unit concept maps.

Week 3 Research Project

OBJECTIVES

Thematic Connection: Protecting History

- ✓ Research Trade Routes
- ✓ Cite Sources
- ✓ Post Reports Online

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A8.41

TECHNOLOGY ONLY

Citing Sources: eVisual 8.24

MATERIALS

index cards

SUGGESTED PACING

| | |
|-------|----------|
| DAY 1 | Plan |
| DAY 2 | Research |
| DAY 3 | Research |
| DAY 4 | Organize |
| DAY 5 | Present |

COMMON CORE STANDARDS

Reading

Integrate Information From Two Texts C.4.Rinf.9

Writing

Conduct Research CC.4.W.7

Recall Relevant Information, Gather Information, Take Notes, Categorize Evidence, and List Sources CC.4.W.8

Speaking and Listening

Report on a Topic CC.4.SL.4

Research Trade Routes

Display and read the prompt aloud.

Trade routes have always affected commerce and spread ideas, even before the invention of modern transportation such as airplanes and cargo ships. Research a trade route from long ago and post a report about it online for classmates to read.

Plan

Choose a Topic

Guide the discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

- **Role:** Researcher
- **Audience:** Class
- **Form:** Internet posting

REVIEW Remind students: *The first step of the research process is brainstorming topics and then narrowing one down to a manageable size.* Ask a volunteer to read the text on **Anthology** page 538. Explain that the Silk Road is a specific route that could be researched. If students are interested in routes in other parts of the world, they will need to narrow the topic down to one specific route in one area. Allow students time to research a specific trade route and then complete a RAFT.

Develop Research Questions

REVIEW Remind students: *Before you search for information, write research questions. You will look for answers to these questions.*

Have students write research questions on index cards.

What goods were traded on the Silk Road?

Research

Gather Information

REVIEW Provide students with some tips for citing their research sources (see pages T525w–T525x): *List some basic information about your sources in the main part of your report. For a book, list the author's name and the page where the information was found. For information you found online, list the author, if you know it, and the name of the Web site.*

Explain to students that they will create a list of sources to be placed at the end of their reports. This list must contain more details about each source, so students need to be careful to record publication places and dates, page references, and URLs. Accurately documenting sources also makes it easier to find the information in each source again. Allow students time to research their topics, with access to the Internet, school library, or community resources.

See **Differentiate**

Organize

Arrange Information

REVIEW When students have completed their research, have them sort their notes and decide which information to include. Remind them that they can place related note cards in piles. Each pile can become a paragraph. Suggest that sorting their notes into the categories *where*, *when*, and *what* could be useful for this essay. Display and read aloud **eVisual 8.24**.



Project Checklist

- Identify the time and place of the trade route.
- Name items that were traded along the route.
- Explain other ways the route was important.
- Be sure you have the information you need to cite your sources accurately.

NGReach.com Citing Sources eVisual 8.24



INTERACTIVE WHITEBOARD TIP: Place a checkmark beside each item as you discuss it.

Draft Ideas

Have students draft their reports. Have them check the facts as they present them against the facts recorded on their note cards. Explain that they will add a list of their sources to the end of the report. Review the different citation styles for different types of sources. (See pages T525w–T525x.) Remind students that their lists should be arranged in alphabetical order.

Present

Have students draft their reports using a word processing program. Explain that the reports will be posted to a class blog.

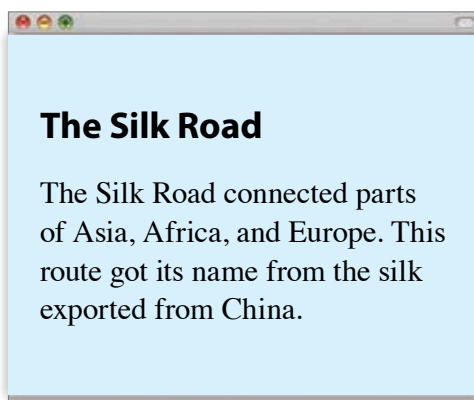
Practice Skills

Work with each student to demonstrate how to post a report online. Show students how to format their text to fit the blog format, and demonstrate how to add links to connect to online source materials.

Share with Others

When all reports have been posted, use the blog comments section on an available message board to have a discussion regarding the reports. Have each student post a question or comment for at least one other student's report. Have students review the comments posted for their reports, and provide responses.

Use the **Research Rubric** to evaluate each student's project and presentation.



Differentiate

AL Above Level

ISSUE Students collect an overwhelming amount of sources.

STRATEGY Ask students to consider their research questions and compare against possible sources. Have them select two or three promising sources to explore. If their sources do not provide helpful information, they may then resume their search.

SN Special Needs

ISSUE Students have difficulty identifying useful sources.

STRATEGY Have students circle key words in their research questions. Assist students with inputting these key words, along with the words "Trade Routes," into a search engine. Together, read the descriptions of the Web sites listed on the search page. Discuss how each listing may or may not be helpful in answering the student's research question.

Research Rubric

Unit 8, Week 3

| Scale | Content | Interaction |
|-------|---|---|
| 4 | <ul style="list-style-type: none"> • Citation listings are accurate and follow the formatting guidelines presented in class. • Citations in text are relevant to the material in the report. • Web postings are well-organized, presenting relevant evidence supported by cited sources. | <ul style="list-style-type: none"> • Student demonstrates an understanding of materials in posting questions or opinions online, and responds clearly and effectively to comments on his or her own work. |
| 3 | <ul style="list-style-type: none"> • Citation lists are formatted correctly, but may be missing some pertinent information. • Citations in text are mostly relevant, but may include some extraneous citations. • Web postings are organized and mostly match relevant evidence to cited sources, but some sources may be missing. | <ul style="list-style-type: none"> • Student asks relevant questions and responds to others' comments, but has difficulty answering questions using the evidence gathered during research. |
| 2 | <ul style="list-style-type: none"> • Citations are missing relevant information or are not formatted correctly. • Web postings lack sufficient evidence, or the information is not supported by citations. | <ul style="list-style-type: none"> • Student struggles to ask relevant questions about other reports and to respond to questions or comments on his or her own work. |
| 1 | <ul style="list-style-type: none"> • Citations contain obvious errors or are missing. • Citations in the text or resource list do not follow format. • Web postings contain material that is not relevant to the topic or cannot be supported by cited sources. | <ul style="list-style-type: none"> • Student does not post relevant questions or comments on other students' work. • Student does not appear to fully understand his or her topic and is unable to respond to feedback. |

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Grade 4 Assessment

A8.41

Unit 8 | Saving a Piece of the World

NGReach.com Assessment Master A8.41

Week 3 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Distinguish Facts and Opinions to Comprehend Text
- Choose Reading Strategies to Comprehend Literature

ASSESSMENTS

Reading Comprehension Test

Whoops! Needs Our Help?

There is something about owls that makes them very interesting to people. Maybe it is because they seem so strong and wise. There are many different kinds of owls. Two of them especially need our help.

Snowy owls are white with some brown spots and have beautiful gold-colored eyes. They are very different kinds of animals, from small mice to big rabbits. Unlike other owls, snowy owls hunt mostly during the day. You are more likely to see snowy owls than other kinds of owls.

It is easy to guess where snowy owls get their names. They live mostly in cold and snowy places, like northern Canada. In the winter, they go south. Sometimes they go as far south as Texas. Power lines, hunters, and cars are just some of the dangers snowy owls face.

Northern spotted owls are dark brown with some white spots. They have very dark eyes compared to most owls. Like snowy owls, they eat different kinds of animals.

Northern spotted owls live mostly in forests with very old trees. When these forests are cut down or lost through fire or windstorms, the owls struggle to find food and a new home.

Some countries, including the United States, now have laws that protect owls. I think we should do everything we can to save these wonderful birds.

AB.16 Unit 8 | Living a Part of the World

Reading Comprehension Test

Which of these is a fact?

Which of these is an opinion about snowy owls?

Which of these is an opinion about northern spotted owls?

AB.17 Unit 8 | Living a Part of the World

Reading Strategy Assessment

| Point and Method | Make Connections | Visualize |
|------------------|------------------|-----------|
| 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |

SG8.30 Unit 8 | Living a Part of the World

Reading Comprehension Test
A8.16–A8.17

Reading Strategy Assessment
SG8.30–SG8.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment

Next time you have a measuring tape, measure out 9 feet (3 meters). That is the wingspan of the California condor, the largest flying bird in North America.

Tens of thousands of years ago, there were many condors in North America, including the Atlantic coast. By the 1800s, though, condors were only found in the mountain ranges of the Pacific coast. As cities and farmland replaced the wild spaces that were the condors' home, their numbers went down rapidly.

There were other reasons condors died, besides the loss of habitat. Many hunters and farmers destroyed condors, and poisons and pesticides made survival for the condors difficult.

By the 1930s, there were fewer than 30 wild condors left in all of North America. They were in great danger of becoming extinct. Not knowing what else to do, biologists in 1957 captured all the wild condors that were left. They took the condors to zoos to protect them, and began breeding them there.

A natural condor den by many eggs in the wild, they lay one every two years. Slowly, though, the condor population increased. Now there are about 300 living California condors. Most of them still live in zoos and animal parks.

In 1992, however, biologists started releasing some condors back into the wild. It's still a dangerous world out there. About 80% of released condors die prematurely from being power lines and other causes. Today, there are over 125 condors living in the wild in California and Arizona. Some pairs are even raising in the wild and raising eggs. The condors are trying to make a comeback from the brink of extinction. Biologists are cautiously hopeful. Keep your fingers crossed.

AB.1 Unit 8 | Living a Part of the World

Oral Reading Assessment

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Accuracy | 95% | 90% | 85% | 80% | 75% | 70% | 65% | 60% | 55% | 50% | 45% | 40% |
| Rate | 120 | 110 | 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 |

AB.2 Unit 8 | Living a Part of the World

Oral Reading Assessment

Oral Reading Assessment Wrap-up

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

AB.3 Unit 8 | Living a Part of the World

Oral Reading Assessment
A8.1–A8.3

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

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Syllable Types: -le-, y-, a-
- Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

1. I wrote a letter to make a _____ of my life.

2. I have a _____ of my life.

3. These pictures tell us about early _____.

4. _____ is the possibility of harm.

AB.18 Unit 8 | Living a Part of the World

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

1. When something is _____ it's approved.

2. _____ is a job or an activity.

3. _____ is a rule or law.

4. _____ is the possibility of harm.

AB.19 Unit 8 | Living a Part of the World

Spelling Words

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

1. abandon The museum caretaker refused to leave the museum and abandon its ancient treasures.

2. achieve She can achieve her goal by completing the research paper on time.

3. adept Because they are history experts, historians are adept at interpreting the past.

4. alas Alas! Oh, I've mislaid my homework!

5. amend The writer must amend the book to keep it up to date.

6. bravery Courageous warriors were rewarded for their bravery.

7. chuckle I chuckled as I read about his humorous theories.

8. gadget Be gentle when you handle this old book, or you may damage it.

9. hurdle Rough waves were a typical hurdle for sailors to overcome.

10. hurdle The archaeologists had to hurdle to preserve the ancient objects before they crumbled into pieces.

11. noble I learned about the queen and other noble women.

12. struggle Pioneer had to struggle through many hardships to survive.

13. tendency Our usual tendency, or habit, is to be interested in only the exciting events in history.

14. treaty The treaty gave a detailed account of what each country should do.

15. trophy The team received a trophy in the shape of a globe when they won the history quiz challenge.

Watch-Out Words

16. human Was that footprint made by an animal or a human?

17. humane It is humane to take care of injured animals.

18. raise If you raise the rock off of the ground, it will be safer.

19. rise We get up early each morning to watch the sun rise.

AB.18 Unit 8 | Living a Part of the World

Vocabulary Test
A8.18–A8.19

Spelling Pretest/
Spelling Test
T525s

Grammar and Writing

- Use Helping Verbs
- Cite Sources

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

My teacher took our class to the museum yesterday. She _____ planning the trip for last week but had to cancel it when she got sick. I am so glad we went this week! They _____ showing ancient Egyptian artifacts. I _____ not believe my class! I _____ seen things like this only in books.

There was a lot of gold jewelry and some painted wooden masks. However, the most amazing thing was a mummy, a dead person all dried up and wrapped in cloth. I _____ getting goose bumps just telling you about it. Of course, they _____ not let us get too close to it. You _____ say behind the glass at all times.

Oh, I _____ love museums! I'm already trying to talk my mom into taking me again.

1. Choose the answer that goes in Blank 1.

2. Choose the answer that goes in Blank 2.

AB.20 Unit 8 | Living a Part of the World

Writing, Revising, and Editing Test

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.

AB.21 Unit 8 | Living a Part of the World

Research Rubric

| Grade | Content | Interactions |
|-------|---|--|
| 4 | 1. Defines a topic or research question in a way that is focused and narrow. 2. Gathers relevant information from appropriate print and digital sources. 3. Analyzes the information gathered to identify relevant information. | 1. Reads, discusses, and synthesizes information from appropriate print and digital sources. 2. Responds to the information gathered by asking questions. |
| 3 | 1. Defines a topic or research question in a way that is focused and narrow. 2. Gathers relevant information from appropriate print and digital sources. 3. Analyzes the information gathered to identify relevant information. | 1. Reads, discusses, and synthesizes information from appropriate print and digital sources. 2. Responds to the information gathered by asking questions. |
| 2 | 1. Defines a topic or research question in a way that is focused and narrow. 2. Gathers relevant information from appropriate print and digital sources. 3. Analyzes the information gathered to identify relevant information. | 1. Reads, discusses, and synthesizes information from appropriate print and digital sources. 2. Responds to the information gathered by asking questions. |
| 1 | 1. Defines a topic or research question in a way that is focused and narrow. 2. Gathers relevant information from appropriate print and digital sources. 3. Analyzes the information gathered to identify relevant information. | 1. Reads, discusses, and synthesizes information from appropriate print and digital sources. 2. Responds to the information gathered by asking questions. |

AB.41 Unit 8 | Living a Part of the World

Writing, Revising, and Editing Test
A8.20–A8.22

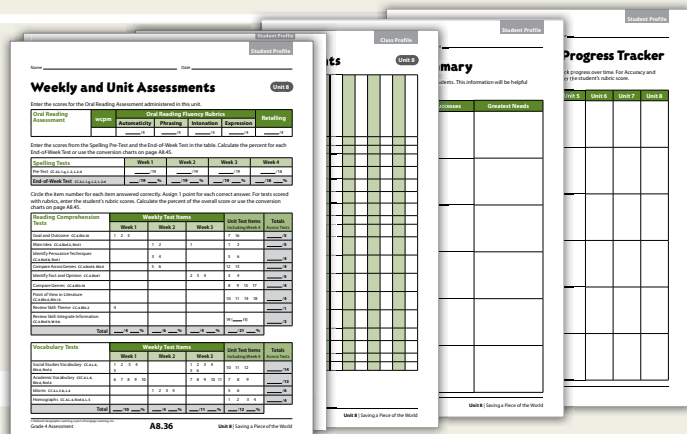
Research Project Rubric
A8.41



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A8.36–A8.37
- Class Profile: Weekly and Unit Assessments** A8.38
- Student Profile: Strengths and Needs** A8.39
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Fact and Opinion: Reteaching Master RT8.8**
- Choose Reading Strategy: Reteaching Master RT8.9**

ADDITIONAL PRACTICE

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

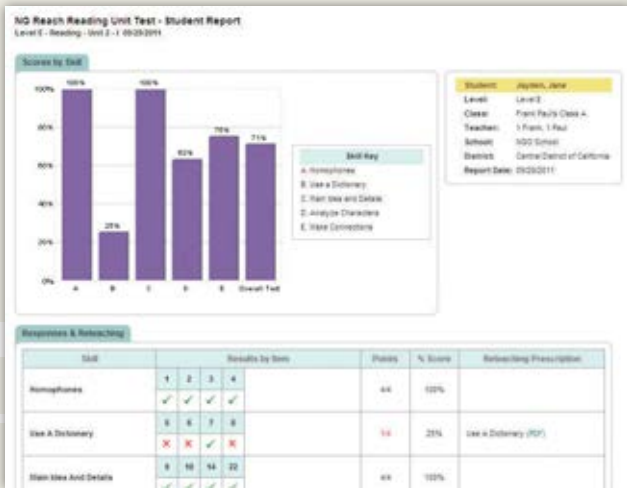
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](https://www.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](https://www.ngreach.com)
Daily Spelling Practice, pages T525s–T525t

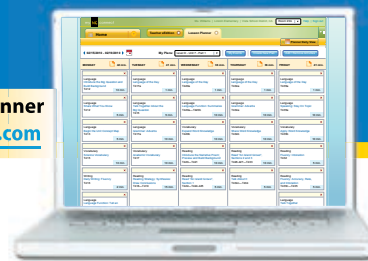
Grammar and Writing

RETEACH

- Helping Verbs: Anthology Handbook, page 605**
- Writing: Reteaching Writing Routine, page BP51**
- ADDITIONAL PRACTICE**
- More Grammar Practice PM8.23**
- Daily Writing Skills Practice, pages T525w–T525x**



Week 4 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

| | | Day 1 | Day 2 |
|-------------------------|---|--|---|
| WHOLE GROUP TIME | | Listen and Comprehend | |
| Anthology | Speaking and Listening ⌚ 5–10 minutes | Academic Talk CC.4.SL.1.d Discuss the Big Question T549o | Academic Talk CC.4.Rfou.4.a Preview and Predict T550c |
| | Language and Vocabulary ⌚ 20 minutes | Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; ☑ Multisyllabic Words and Commonly Misspelled Words T549i CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.1.b; CC.4.L.3 ☑ Future Progressive T549k Vocabulary Strategy CC.4.Rinf.4; CC.4.Rfou.3; ☑ Homographs T549o CC.4.Rfou.3.a; CC.4.L.4; CC.4.L.5 | Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d ☑ Practice T549i Daily Grammar CC.4.L.1; CC.4.L.1.b; CC.4.L.3 ☑ Future Tense T549k Vocabulary Strategy CC.4.Rinf.4; CC.4.Rfou.3; ☑ More Homographs T550c CC.4.Rfou.3.a; CC.4.L.4; CC.4.L.5 |
| | Reading ⌚ 20–40 minutes | Reading CC.4.Rlit.10 Read Aloud: Historical Fiction T550a Comprehension CC.4.Rlit.10 Analyze Genres T550a Fluency CC.4.Rfou.4 ☑ Model Expression T550a | Reading CC.4.Rlit.10 Read a Historical Narrative T551–T556 Comprehension CC.4.Rinf.1 ☑ Choose Reading Strategies T552–T556 ☑ Compare Treatments of Similar Topics T551–T556 Character and Setting T552–553  |
| | Writing ⌚ 15–45 minutes | Power Writing T549o Daily Writing Skills CC.4.W.9 ☑ Support Opinions T549m Writing CC.4.W.9 Write Facts T550b Writing Project: Literary Response CC.4.W.1; CC.4.W.10 Study a Model T560 | Power Writing T550c Daily Writing Skills CC.4.W.9 ☑ Support Opinions T549m Writing CC.4.Rinf.1; CC.4.W.9 Write a Response T557 Writing Project: Literary Response CC.4.W.1; CC.4.W.1.b; CC.4.W.10 Prewrite T560 |

| SMALL GROUP READING TIME | | Read Social Studies Articles | Read Nonfiction Books |
|---------------------------------|--------------|---|---|
| Fiction & Nonfiction | ⌚ 20 minutes | Vocabulary CC.4.L.6 Learn Social Studies Vocabulary SG23 Reading CC.4.Rinf.7; CC.4.Rinf.10; CC.4.L.6 Read and Comprehend Informational Texts SG22–SG23 Comprehend Visual Information SG22–SG23  | Vocabulary CC.4.L.6 Learn Story Words SG24–SG25 Reading CC.4.Rinf.10; CC.4.SL.1.a; CC.4.L.6 Introduce SG24–SG25 Read and Comprehend Informational Texts SG24–SG27 ☑ Choose Reading Strategies SG26–SG27  |

| LEARNING STATION TIME | | | |
|------------------------------|--|--|--|
| ⌚ 20 minutes |  | Speaking and Listening T549g CC.4.SL.1; CC.4.SL.1.d Language and Vocabulary T549g CC.4.L.6 Writing T549g CC.4.W.2 Cross-Curricular T549h CC.4.W.2.d; CC.4.SL.4 Reading and Intervention CC.4.Rlit.10; CC.4.Rinf.10; T549h; SG68 CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4.c | |

Big Question What's worth protecting?

Day 3

Read and Comprehend

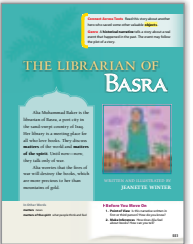
Academic Talk CC.4.SL.4
Talk Together T558

Daily Spelling and Word Work CC.4.L.2.d
Practice T549j

Daily Grammar CC.4.L.1; CC.4.L.1.b; CC.4.L.3
Future Tense T549l

Vocabulary Review CC.4.L.6
Social Studies and Academic Vocabulary T557a

Comprehension CC.4.Rlit.6; CC.4.Rlit.10
Compare Points of View T557a



Fluency CC.4.Rfou.4
Practice Expression T558

Power Writing T557a
Daily Writing Skills CC.4.W.9
Support Opinions T549n

Writing CC.4.L.1; CC.4.L.3
Write to Reinforce Grammar T559

Writing Project: Literary Response CC.4.W.1; CC.4.W.1.a; CC.4.W.1.c; CC.4.W.1.d; CC.4.W.10
Draft T561

Day 4

Read and Comprehend

Academic Talk CC.4.L.5.b
Discuss Proverbs T559d

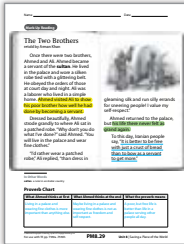
Daily Spelling and Word Work CC.4.L.2; CC.4.L.2.d
Practice T549j

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.1.b; CC.4.L.3
Grammar and Writing T549l

Vocabulary Practice CC.4.Rinf.4; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4; CC.4.L.5
More Homographs T559c

Reading CC.4.L.5.b
Read Proverbs T559a–T559b

Comprehension CC.4.L.5.b
Explain Proverbs T559a



Fluency CC.4.Rfou.4
Model and Practice Expression T559b

Power Writing T559c
Daily Writing Skills CC.4.W.9
Support Opinions T549n

Writing CC.4.W.9; CC.4.L.5.b
Write About Proverbs T559d

Writing Project: Literary Response CC.4.W.1; CC.4.W.5; CC.4.W.10; CC.4.L.1; CC.4.L.3; CC.4.L.1.b; CC.4.L.3
Revise; Edit and Proofread T562

Day 5

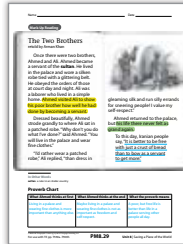
Review and Apply

Academic Talk CC.4.Rlit.1; CC.4.Rlit.9; CC.4.Rinf.1; CC.4.Rinf.9; CC.4.SL.1.a
Relate Readings to the Big Question T559h

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.1.b; CC.4.L.3
Review T549l

Vocabulary Practice CC.4.Rinf.4; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4; CC.4.L.5
Homographs T559e

Comprehension CC.4.Rlit.1; CC.4.Rlit.9; CC.4.Rinf.1; CC.4.Rinf.9
Identify and Compare Ideas in Texts T559f–T559g



Power Writing T559e
Daily Writing Skills CC.4.W.9
Support Opinions T549n

Writing CC.4.Rlit.1; CC.4.Rinf.1; CC.4.W.9
Write About Treasures T559g

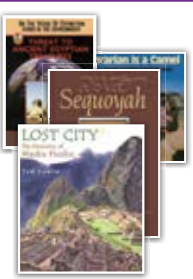
Writing Project: Literary Response CC.4.W.1; CC.4.W.10
Publish and Present T563

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rinf.10; CC.4.SL.1.a; CC.4.L.6
Read and Comprehend Informational Texts SG24–SG27

Choose Reading Strategies SG26–SG27

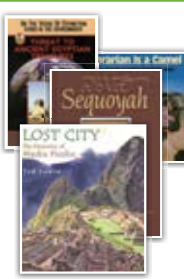


Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rinf.10; CC.4.SL.1.a; CC.4.L.6
Read and Comprehend Informational Texts SG24–SG27

Choose Reading Strategies SG26–SG27

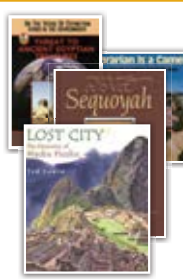


Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rinf.2; CC.4.Rinf.10
Connect Across Texts SG27

Writing CC.4.W.10
Choose a Writing Option SG26–SG27



ASSESSMENT & RETEACHING



- Assessment and Reteaching** T563a–T563b
- Reading Comprehension Test A8.23–A8.29 CC.4.Rlit.2; CC.4.Rinf.1; CC.4.Rinf.2
 - Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10
 - Oral Reading Assessment A8.1–A8.3 CC.4.Rfou.4.a
 - Vocabulary Test A8.30–A8.31 CC.4.L.b; CC.4.L.6

- Spelling Test: Multisyllabic Words and Commonly Misspelled Words T549i CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
- Unit Writing, Revising, and Editing Test A8.32–A8.35 CC.4.W.10; CC.4.L.1; CC.4.L.3
- Reteaching Masters RT8.10–RT8.12

Week 4 Learning Stations

Speaking and Listening

Option 1: Protecting What's Important



Protecting What's Important

- Look at the Language Builder Picture Cards.
- Think about what makes someone a hero.

Talk Together
Talk about the risks that people take to protect others. What else makes a person a hero? Justify your ideas.
I believe/think _____.
That's why I believe/think _____.

Write on your own
I think that running into a house on fire is a big risk. That's why I believe firefighters are heroes.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 51

Digital Library: Language Builder Picture Cards E102–E104

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

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly CC.4.SL.1

Option 2: Convince Others to Save a Treasure

The Declaration of Independence should be saved forever because it started us on our way to becoming a new nation.

Have partners write persuasive speeches to convince each other to help save a national or cultural treasure of their choice.

- Have students discuss different kinds of national and cultural treasures and brainstorm details about why the treasures are worthy of saving.
- Have students work individually to write their speeches, using persuasive techniques.
- Have partners take turns delivering their persuasive speeches to each other.

Explain Ideas and Understanding CC.4.SL.1.d

Language and Vocabulary

Key Words

ancient · civilization · courage · empire · object
official · principle · project · record · risk · site

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

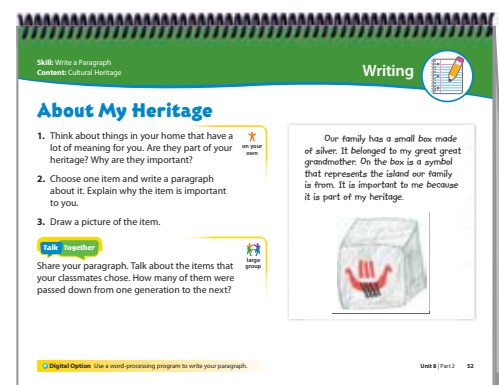
Have students expand their word knowledge.

- Under Add More Information > Use This Word > Write a Sentence, have students use the words to write sentences with future tense verbs.
- Have students exchange sentences and check to make sure Key Words and helping verbs are spelled and used correctly.

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

Writing

Option 1: About My Heritage



About My Heritage

- Think about things in your home that have a lot of meaning for you. Are they part of your heritage? Why are they important?
- Choose one item and write a paragraph about it. Explain why the item is important to you.
- Draw a picture of the item.

Talk Together
Share your paragraph. Talk about the items that your classmates chose. How many of them were passed down from one generation to the next?

Our family has a small box made of silver. It belonged to my great great grandmother. On the box is a symbol that represents the island our family is from. It is important to me because it is part of my heritage.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 52

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

Write Informative/Explanatory Text to Examine a Topic CC.4.W.2

Option 2: Write About a Book You Treasure

Number the Stars

The novel Number the Stars should be required reading for any fifth-grader. It is the moving story of a girl who risks her life to save others in wartime. . . .

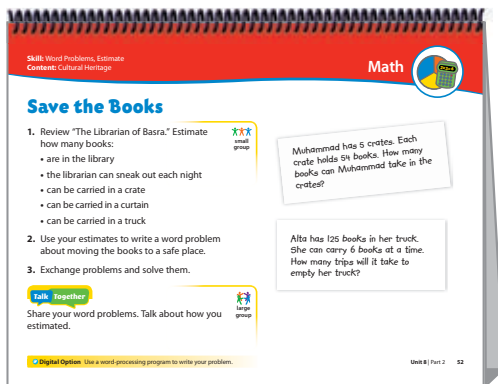
Have each student think of his or her favorite book and write a paragraph to persuade another student to read it.

- Have students brainstorm lists of reasons for reading their favorite book.
- Have students add specific examples to their lists to support their reasons.
- Have students use their lists as guides as they write their persuasive paragraphs.
- Extend the activity by having students rewrite their paragraphs in a different point of view.

Write Informative/Explanatory Text to Examine a Topic CC.4.W.2

Cross-Curricular

Option 1: Save the Books



Save the Books

1. Review "The Librarian of Basra." Estimate how many books:

- are in the library
- the librarian can sneak out each night
- can be carried in a crate
- can be carried in a curtain
- can be carried in a truck

2. Use your estimates to write a word problem about moving the books to a safe place.

3. Exchange problems and solve them.

Talk Together
Share your word problems. Talk about how you estimated.

Digital Option Use a word processing program to write your problem.

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 52

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

Use Precise Language

CC.4.W.2.d

Option 2: Learn About Famous Libraries



MATERIALS

library books and online resources

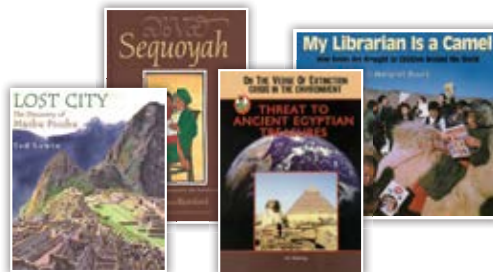
Have students use library and online resources to write reports about famous libraries. Ask students to include the location of each library and why it is famous.

Report on a Topic

CC.4.SL.4

Reading

Option 1: Additional Reading



PROGRAM RESOURCES

Week 4 Small Group Reading Titles, SG24

Independent Reading Recommended Books
Leveled Book Finder

Have students choose a book they have not yet read from Week 4 Small Group Reading titles, Independent Reading Recommended Books (page SG68), or the Leveled Book Finder. After reading, have students write a sentence about something they learned.

Read and Comprehend Informational Texts CC.4.Rinf.10

Option 2: Author Study:

Jeanette Winter

Genre Chart

| Title | Characteristics | Genre |
|---------------------------|---------------------------------|--------------------|
| Follow the Drinking Gourd | real events, made-up characters | historical fiction |
| | | |

MATERIALS

books by Jeanette Winter such as *Follow the Drinking Gourd* and *Wangari's Trees of Peace*

As students read books by Jeanette Winter over the course of a week, have them develop a Genre Chart. Have partners use their charts to discuss the characteristics of different genres.

For additional recommended books, see Independent Reading on page SG68.

Read and Comprehend Literature CC.4.Rlit.10
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 RT8.10–RT8.12.

Additional Resources

Reach into Phonics



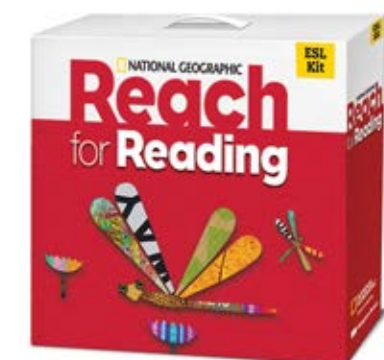
Lesson 122

Use Context to Confirm or Self-Correct

Word Recognition and Understanding

CC.4.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T550a–T565

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Protecting Culture

- ✔ Spell Multisyllabic Words
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Multiple Syllables

| | |
|-----------------|---|
| 1. contribute | Contribute to the display by adding a family photo. |
| 2. earnestly | He earnestly practices folk music on the guitar and won't be distracted. |
| 3. effectively | They argued so effectively that they changed the politician's mind about building the museum. |
| 4. especially | We liked the tall tales, especially our favorite, Pecos Bill! |
| 5. generosity | He showed his generosity by giving money to the art program. |
| 6. harmony | The many different voices together made a lovely harmony . |
| 7. invisible | They couldn't see the invisible wire that held the figures in the diorama. |
| 8. literature | Plays, poems, and novels are all examples of literature . |
| 9. nevertheless | We will arrive late; nevertheless , we will go to the art exhibit. |
| 10. opportunity | Biographies give you an opportunity to learn about people you may never meet. |
| 11. recovery | She was able to return to dancing because she made a full recovery after the accident. |
| 12. reputation | Her reputation as a great writer was obvious when I read the outstanding reviews of her book. |
| 13. tremendous | They put in a tremendous amount of time practicing dozens of songs for the concert. |
| 14. undoubtedly | " Undoubtedly the show will be a success," wrote the critic, but the director was not so sure. |
| 15. universal | Because the movie had universal appeal, everyone loved it. |

Watch-Out Words

| | |
|-----------|--|
| 16. cent | I spent all of my money and do not have one cent left. |
| 17. scent | Everyone could smell the scent of the frying tortillas. |
| 18. sent | Mom sent me money to buy more ingredients. |

Multisyllabic Words

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students • dictionaries, one per student

Teach

Explain: *In multisyllabic words, some syllables are stressed, or given more emphasis. You can use a dictionary to check which syllable is stressed.*

Explain that a dictionary also shows how to break a word into syllables.

Prepare

- Arrange students in pairs. Have pairs collaborate to write each spelling word on a separate index card.
- Tell students to draw vertical lines in pencil where they think the syllable breaks should be in each word.

ear|nest|ly

Practice

- Have partners exchange cards, check each other's syllable breaks in a dictionary, and correct as needed.
- After all syllable breaks have been checked and fixed if necessary, have partners choral-read the 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

Consult References

CC.4.L.2.d

Advertise!

Day 2



Option 2

Write a Commercial

- Have students choose a business in the community and write the text of a commercial advertising it.
- Tell students to include all three Watch-Out Words in their commercials.
- Invite students to perform their commercials for the class.

**Welcome to
Our Family Restaurant!**
We sent our chef to Italy, and he came back with some great new recipes, each with a spectacular scent!
Try them at our 1 cent sale.

Use Frequently Confused Words

CC.4.L.1.g

Demonstrate Command of Spelling

CC.4.L.2



Trace Letter Shapes

Day 3



Option 1

MATERIALS

highlighters, one per student

Prepare

Have students neatly print three or more especially challenging spelling words on separate sheets of paper. Have them print the letters for each word with a finger's width of space between them.

Practice

- Have students use a highlighter to outline each letter of the first word.
- Tell students to close their eyes and visualize the shape of the whole word.
- Have students look at the paper again, turn it over, and write the word on the back.
- Have students repeat the process until they can spell the word correctly each time.
- Have students repeat the process for each word.

Spell Grade-Appropriate Words

CC.4.L.2.d

Play Football

Day 3



Option 2

MATERIALS

18 index cards, per group of 4 • paper bag and 2 game pieces, per group

Prepare

- Have four students form two teams, with two players per team.
- Have one student draw a football field on a piece of paper.
- Have the other three students collaborate to write each spelling word on a separate index card and place the cards in a paper bag.

Prepare

- Have Player 1 on Team A "pass" a word to his or her partner by drawing a card and saying the word on the card. If Player 2 on Team A spells the word correctly, he or she moves the team's game piece ten yards. If the word is misspelled, the game piece is not moved.
- Player 1 on Team B follows the same procedure.
- After Team B's chance at a "pass," Player 2 on Team A passes a word to Player 1, who has a chance to move Team A's game piece ten yards.
- Then Player 2 on Team B tries to advance Team B's game piece.
- When a team reaches the goal line, that team scores a touchdown and gets six points. Play continues in this fashion.
- Teams play until all cards are drawn. The team with the most points wins.

Spell Grade-Appropriate Words

CC.4.L.2.d

Q&A

Day 4



Option 1

MATERIALS

index cards, 10 per student

Prepare

- Arrange students in pairs and have each student write any ten spelling words, each on a separate index card.
- Below each word, have the student write a question, the answer for which is the spelling word itself. For example, a student might write, "What is one penny worth?" below the word *cent*, or "What word means almost the same thing as *smell*?" below *scent*.

Play a Game

- Have students take turns reading a question to a partner. When the partner answers the question correctly, he or she spells the word.
- If the student cannot answer the question, have the other partner say and spell the word.
- Tell students to continue playing until all the questions have been answered.

cent
What is one penny worth?

Spell Grade-Appropriate Words

CC.4.L.2.d

Act It Out!

Day 4



Option 2

Write and Perform Skits

- Arrange students in small groups and have each group write a short skit about protecting culture, using as many of the spelling words as they can.
- Tell each group to underline the spelling words in the skit.
- As time allows, have groups perform their skits for the class.

Sam: Let's write an opera based on ancient literature!

Tanya: Yes! We'll have an opportunity to explore universal themes, such as love and courage.

Sam (sadly): I don't have a single cent for costumes, though.

Tanya (suddenly excited): I know! Maybe Dad will show his generosity and contribute a tremendous amount of money!

Demonstrate Command of Spelling

CC.4.L.2

OBJECTIVES

Thematic Connection: Protecting Culture

- ✔ Grammar: Use the Future Progressive
- ✔ Grammar: Use the Future Tense

COMMON CORE STANDARDS

- | | |
|--------------------------------|------------|
| Edit Writing | CC.4.W.5 |
| Demonstrate Command of Grammar | CC.4.L.1 |
| Use Progressive Verb Forms | CC.4.L.1.b |

Day 1

PROGRAM RESOURCES

- Future Progressive: eVisual 8.26**
- Game: Practice Master PM8.25**
- Digital Library: Language Builder Picture Cards E92, E93–E101**

Teach the Rules

Use the suggestion on page T550b to introduce the future progressive. Then display **eVisual 8.26** to teach the rules.

Future Progressive

- The **future progressive** tells about an action that will happen over a period of time in the future. **I will be working** at the library on Saturday.
- To form the **future progressive**, use the helping verbs **will be** plus a main verb. The main verb ends in *-ing*. **They will be studying** the ancient documents for many years to come.

[NGReach.com](#) Future Progressive: eVisual 8.26


Play a Game

Distribute sets of **Language Builder Picture Cards E92, and E93–E101**, which show people engaged in an activity. Have small groups use **Practice Master PM8.25** to play “Imagine This!”

Name _____ Date _____

Grammar Game
Imagine This!

- Play in groups of 3 to 5. One student is the referee. The others are players.
- Each group has nine Language Builder Picture Cards that show people working to preserve cultural or natural treasures.
- Taking turns, each player draws a card from the deck. The player then uses future progressive verbs to tell what one or more of the people in the picture will be doing in the future.
- If the player uses the future progressive correctly, he or she keeps the card. If not, the card goes back on the deck. The referee decides.
- Play until all of the cards have been used. Then, if time allows, play again!



Next week, she will be teaching people about taking care of nature.

[NGReach.com](#) Practice Master PM8.25 Unit 8 | Saving a Piece of the World

Differentiate

SN Special Needs

ISSUE Students have difficulty projecting what the people in the photos might be doing in the future.

STRATEGY Ask: *What are the people in the photo doing?* Then have students use the verb they say and add the future progressive helping verbs *will be* to complete the sentence.

Day 2

PROGRAM RESOURCES

- Future Tense: eVisual 8.30**
- Game: Practice Master PM8.26**

MATERIALS

brads • large paper clips, one for each pair of students

Teach the Rules

Use the suggestion on page T557 to introduce the future tense. Explain: *The future tense of a verb tells of an action that will happen later, or in the future.* Display **eVisual 8.30** to teach the rules.

Future Tense

- To show **future tense**,
- add the helping verb **will** before the **main verb**. **You will hear** wonderful music!
 - use the phrase **am going to**, **is going to**, or **are going to** before the **main verb**. **They are going to dance** to traditional tunes.

[NGReach.com](#) Future Tense: eVisual 8.30

Play a Game

Distribute brads, paper clips, and **Practice Master PM8.26** to pairs. Have them follow the directions to play “Think of the Future.”

Differentiate

EL English Learners

ISSUE In Haitian Creole, Hmong, and Spanish, present tense can be used in place of the future tense.


STRATEGY At the top of a piece of paper, have students write: *This Weekend . . .* Down the middle of the paper, have them list things they do on weekends, starting each with an action verb, for example: *play soccer*. Then, in front of each entry, have students practice creating the future tense by adding either “I will” or “I am going to.”

Name _____ Date _____

Grammar Game
Think of the Future!

Directions:

- Take turns with your partner spinning the paper clip.
- Read aloud the sentence the paper clip points to. Then repeat the sentence, but change it to the future tense.
- Use *am going to*, *is going to*, *are going to*, or *will* before the main verb. Drop final *s* from the main verb, if necessary.
- Play until you have changed all the sentences.



Make a Spinner

- Put a paper clip over the center of the spinner.
- Touch the point of a pencil on the middle of the wheel and through the loop of the paper clip.
- Spin the paper clip to make a spinner.

[NGReach.com](#) Practice Master PM8.26 Unit 8 | Saving a Piece of the World



Day 3

Teach the Rules

Use **Anthology** page 559 to review the future tense. Then reinforce, using a chart like the one shown.

| will | am (is, are) going to |
|---|---|
| Tomorrow I <u>will</u> tell you about different cultural customs. | Later I <u>am going to</u> show you how to make a falafel sandwich. |
| You <u>will</u> learn about some beautiful traditions. | You <u>are going to</u> enjoy eating the sandwich. |
| Jan <u>will</u> play some special music. | Abra <u>is going to</u> bring her favorite sauce. |
| We <u>will</u> try some holiday foods. | We <u>are going to</u> have fun! |

Generate Sentences

Have students apply the grammar skills as they write sentences:

- Write two sentences in the future tense about a school celebration or holiday. Use the helping verb *will*.
- Write two sentences in the future tense about a cultural custom and two about a visit you will take to the local or school library. Use the phrase *am going to* in two sentences and *will* in the others.

For **Writing Routine 3**, see page BP49

Differentiate

BL Below Level

ISSUE Students follow *going to* with a destination rather than an action.

STRATEGY Have students complete the frames with action verbs, then rewrite each using *going to* with the correct form of *be* in place of *will*.

I will _____ tomorrow. They will _____ next Saturday.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM8.32

Grammar and Writing

Distribute **Practice Master PM8.32**. Have students use editing and proofreading marks to correct errors with the future progressive and the future tense.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- the future progressive
- the future tense

| Editing and Proofreading Marks | |
|--------------------------------|---------------|
| ^ | Add. |
| ↖ | Take out. |
| ↵ | Move to here. |
| , | Add comma. |
| . | Add period. |

visiting
"This summer we will be ^{visiting} Mesa Verde National Park," Dad said to my sister, Ann, and me. "We are ^{going} to see many archaeological sites. You ^{are} going to love the cliff dwellings!"

"When we go?" my sister and I asked eagerly.

"We ^{will} take our vacation the last week in July," Mom said.

"The cliff dwellings are really old!" I exclaimed. "I ^{am} going to bring my camera!"

"We also ^{are} seeing how the people lived then," Dad added. "We ^{learn} will a lot about an ancient culture that existed close to where we live."

PM8.32 UNIT 8 | Saving a Piece of the World

Practice Master PM8.32

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A8.32–A8.35

Review and Assess

| Future Progressive | Future Tense with <i>will</i> | Future Tense with <i>is/am/are going to</i> |
|---|-------------------------------|---|
| Use the helping verb <u>will be</u> plus a main verb. | | |
| | I will preserve it. | |

Have partners copy the chart above. Explain: *Write each rule in the first row. In the second row, write an example sentence.*

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

Week 4 Daily Writing Skills

OBJECTIVE

Thematic Connection: Protecting Culture

✔ Support Opinions

COMMON CORE STANDARDS

Draw Evidence from Texts

CC.4.W.9

Introduce Supporting Opinions Day 1

PROGRAM RESOURCES

Opinion Paragraph: eVisual 8.26

Support Your Opinion: eVisual 8.27

Teach the Skill

State: *You have learned how to support opinions in persuasive writing. There are other types of writing that contain opinions, too. These are not persuasive. The writer simply wants to share his or her opinion.*

Display **eVisual 8.26**. Have a volunteer read aloud the paragraph. Ask: *What opinion does the writer give in the first sentence? Do the rest of the sentences support the writer's opinion?*

Opinion Paragraph

I think that in "The Moon Over Star," Gramps is more excited by the moon landing than he pretends to be. Before the landing, he asks why we spend money going to outer space when there are problems here on Earth. When the landing occurs, though, he says, "I reckon that's something to remember." He doesn't sound negative anymore. He sees how excited his granddaughter is, too. Excitement is catchy, especially from a grandchild! Sometimes I ask my grandparents to watch a program with me, and they don't want to at first, but then they watch and enjoy it.

 NGReach.com Opinion Paragraph: eVisual 8.26

 **INTERACTIVE WHITEBOARD TIP:** Underline the writer's opinion. Highlight support for the opinion.

Display **eVisual 8.27**. Explain that the chart shows two important ways that a writer can support an opinion when writing about a piece of literature or another topic.

Support Your Opinion

| Type of Support | Example |
|----------------------------------|---|
| evidence from the text | "Gramps says, 'I reckon that's something to remember.'" |
| personal knowledge or experience | "Excitement is catchy, especially from a grandchild!" |

 NGReach.com Support Your Opinion: eVisual 8.27

 **INTERACTIVE WHITEBOARD TIP:** In the opinion paragraph, label the two types of support.

Support an Opinion: Literature Day 2 Option 1

Introduce

Tell students that they are going to discuss what they have read this year, state opinions related to it, and support their opinions.

Practice

- Arrange students in small groups and have group members name the works of literature they liked best this school year.
- Ask them to state at least three reasons for their preferences.
- Have a member of the group construct a two-column chart, listing the group's favorites and the reasons for each choice.
- Then join two groups and have group members share their choices and the reasons that support their opinions.

| Story We Like | Reasons Why We Like It |
|-----------------------------------|---|
| "The Moon Over Star" | colorful descriptions exciting moon landing likeable characters |
| "Martina the Beautiful Cockroach" | funny the bad guys lost out surprising ending |

Support an Opinion: Character Day 2 Option 2

Introduce

Tell students that they will write an opinion paragraph about another character in "The Moon Over Star."

Practice

Have students reread "The Moon Over Star" on **Anthology** pages 461–474 and write their opinions of the main character, Mae. Suggest that they consider the following points:

- her personality
- how she acts toward her grandfather
- how she feels about the space flight to the moon

Then ask students to add sentences that support their opinions. Remind students that there are two types of support they should try to provide—evidence from the story, and reasons from their own knowledge and experience.

Have volunteers share their paragraphs.



SUGGESTED PACING

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

Support an Opinion

Day 3 Option 1

Practice

Have students think about a family tradition that they appreciate and would want to protect and continue. Have them state their opinions, using the first sentence frame. Then have them use the remaining sentence frames to support their opinions with reasons.

I enjoy our family's tradition of _____.

One reason I enjoy it is because _____.

Another reason I like it is because _____.

If we no longer had this tradition, I would miss it because _____.

When writing is complete, have students gather in groups and take a quick poll to determine which traditions group members mentioned most often. Have students share their opinions about why they think the poll results turned out as they did.

Support an Opinion

Day 3 Option 2

PROGRAM RESOURCES

Digital Library: Key Word Image for *heritage*

Introduce

Have students think of a part of their culture (or of another culture) that needs to be protected, such as a sport, tradition, or holiday.



Practice

Then ask students to write an opinion paragraph explaining why the part of culture they chose needs to be protected. Tell them to include at least two reasons to support their opinions.

Mention that although they are sharing their opinions, the goal is not to persuade their readers to have the same opinion.

Then have students share their paragraphs with a partner. Ask pairs to identify the partner's opinion and at least two reasons that support it.

Support Opinions: Evidence

Day 4

Practice

Have students choose a piece from their Weekly Writing folders that they are proud of. Have them trade papers with a partner. Ask each partner to write a one-paragraph response to their partner's text.

- The response should begin by stating something positive about the writing.
- Students should support their opinions with evidence from the text and reasons based on their own personal knowledge or experience.

Review and Assess

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A8.32–A8.35

Review the Skill

Arrange students in small groups and allow time for each group to think of an amusing or light-hearted part of our culture, such as hot dogs, reality TV shows, circus clowns, or soap operas.

Then have each group brainstorm three reasons why this aspect of culture should be protected, as if our culture could not survive without it. Encourage students to make their reasons humorous. Provide an example: *Without reality TV, how would we learn how real people live?*

Have each group read its conclusions to the class, and have groups discuss their opinions and reasons.

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

OBJECTIVES

Thematic Connection: Protecting Culture

- Relate Words: Homographs
- Compare Treatments of Similar Topics


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 8.25

MATERIALS

timer • self-stick notes • dictionary •



WARM-UP

Have students review the Week 3 readings. Have partners design an award for a person in the readings who protected an important place or object, such as a “Saved a Rainforest River Award.” Have them explain the awards to the class.

Power Writing

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

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

Academic Talk

1 Discuss the Big Question

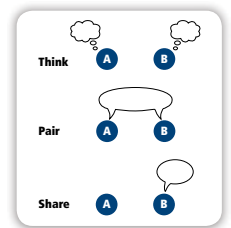
Remind students how to distinguish between facts and opinions: *Numbers, dates, and place names often signal facts. Adjectives such as excellent and better, and action words such as must and should can signal opinions.*

Using texts students have read, model choosing specific words to distinguish opinions from facts: *Bald eagles are worth protecting because they are magnificent symbols of our country. Just as the key holders hid their valuable objects, we must also do what we can to protect the bald eagle.* Explain that the second sentence has a fact in addition to an opinion. Ask a volunteer to explain how to distinguish them.

Use a **Think, Pair, Share**. Partners discuss the Big Question in relation to “The Key Holders of Kabul.” Have them use specific words and phrases to sort facts and opinions.

- Each student responds to the Big Question with facts from the reading as support. The partner asks questions to clarify.
- Have students individually share their ideas with the class.

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



Think, Pair, Share

Vocabulary Strategy

2 Homographs Anthology page 550

Display and read these sentences: The wind was blowing hard. It was difficult to wind the kite string. Explain: *These words are called homographs. They look the same but have different meanings.*

Display **Student eEdition** page 550. Read aloud the introduction. Elaborate: *We can use the definition of a word, its part of speech, and context clues to figure out its meaning and pronunciation in a sentence.* Have students read the chart.

Model using the strategy, stressing the different pronunciations. Explain: *The article a and the adjective new tell me that **record** is a noun in the first sentence. The context of the next sentence tells me that **record** is a verb.*

See **Differentiate**

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Read and Comprehend Literature | CC.4.Rlit.10 |
| Determine Meanings of Academic and Domain-Specific Words | CC.4.Rinf.4 |
| Apply Phonics and Word Analysis Skills | CC.4.Rfou.3 |
| Use Letter-Sound Correspondences 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

Speaking and Listening

Explain Ideas and Understanding CC.4.SL.1.d

Language and Vocabulary

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

Understand Word Relationships CC.4.L.5



Homographs

Homographs are words that are spelled the same but have different meanings. They might be different parts of speech. You often say the words differently, too. You can use context to figure out the correct meaning.

Compare these examples.

The runner set a new **record** for speed.



Meaning: the best performance written down

The singer gets ready to **record** a new song.



Meaning: to put information in writing or in another form

Try It Together

Read the paragraph. Then answer the questions.

The archaeologist picked up the object and examined it. She labeled it and put it in a box. The museum director changed the label. The archaeologist did not object, even though she believed he was wrong.

1. What does **object** mean in the first sentence?

- A something you can hold
- B a museum
- C to agree
- D to disagree

2. What does **object** mean in the fourth sentence?

- A something you can hold
- B a museum
- C to agree
- D to disagree

550

Anthology page 550

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

3 Try It Together Anthology page 550

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

Check & Reteach

OBJECTIVE: Relate Words: Homographs ✓

As students complete **Try It Together**, listen to see whether they can use context to determine the meanings of homographs.

If students have difficulty determining the meanings, point out that a dictionary can be a helpful tool when you are confused by homographs. Provide them with a dictionary and have them look up the definition of the word. From the definitions listed, have students try each definition and then choose the meaning that fits the sentence best.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T549m–T549n)
- ✓ Power Writing (T549o, T550c, T557a, T559a, T559e)
- ✓ Writing (T550b, T557, T559, T559d, T559g)
- ✓ Writing Project (T560–T563)

Differentiate

EL English Learners

ISSUE Students do not differentiate their pronunciations of homographs.

STRATEGY Display the homograph pairs for *object*, *record*, and *project*, with the accented syllable highlighted for each part of speech. Have students pronounce the words and clap out the syllables, clapping more loudly for the accented syllable.

BL Below Level

ISSUE Students do not recognize markers that indicate parts of speech.

STRATEGY Point out these words on **Anthology** page 550: *the object*, *a box*, *the label*. Point out the articles that come before the nouns. Then have students find other articles in the text.

Fluency

Model Expression As you read the **Read Aloud**, model matching the sound and volume of your voice to the text. Explain: *When you read with expression, you change your voice to show feelings you get from the text. Expression is especially important when you read dialogue.*

Comprehension

4 Analyze Genres

Introduce: *Last week, we read a personal narrative, a nonfiction account that presented facts about an important event in recent history.* Ask: *How can we identify facts?* (They are statements that can be proven.)

Display **eVisual 8.25**. Read aloud the title and genre. Explain: *Historical fiction includes some facts about history but is a made-up story.* Explain that historical fiction has dialogue and presents the thoughts and feelings of characters, some or all of whom may be invented by the author.

Read aloud the first two paragraphs of “The Key Holder’s Son,” pausing to analyze the genre: *It starts with dialogue and a character’s thoughts. In nonfiction, dialogue is quoted speech that can be proven. In historical fiction, the dialogue is usually made up.* Have students discuss why characters’ thoughts are not factual in historical nonfiction.



Read Aloud

Historical Fiction

The Key Holder’s Son

“Ali! Ali!” My father whispered urgently into my ear. “Wake up, Ali!”

My eyes popped open in confusion. It was pitch black all around me, hours before dawn. Why was Father waking me at this hour? Was someone in trouble? Did something happen?

He quickly held a finger to his pursed lips. “Follow me, Son, but quietly.”

I was instantly worried. Where were we going? What affair could be so urgent that it couldn’t wait until morning? Afghanistan, my war-torn country, was a dangerous place, especially at night. It was risky to travel anywhere before morning light. I was only three years old when the Soviets invaded in 1979—too young to remember—but now it was 1988, and a different war was threatening our lives. I was twelve, and I was only too aware of the civil war that raged daily around my hometown of Kabul.

Quickly but stealthily, we made our way to the National Museum, where my father worked. After Father unlocked the door, we crept inside and then, finally, he spoke.

“We are key holders, Ali, the protectors of the most precious **objects** of our **ancient civilization**.” He held up his key to the museum and said, “When I die, you will inherit this key. It is a great responsibility that involves many **risks**. Do you have the **courage** to accept it?”

I hesitated for a moment, barely able to breathe, and then spoke. “Yes, Father.”

“Good.” He pointed to the boxes and the precious artifacts all around us. “We will pack and label the most valuable **objects** and hide them in the presidential palace. We will work until dawn. This is a most dangerous secret, Ali, one you must not share with anyone, not even your mother.”



Have partners identify facts and elements of fiction in the remaining paragraphs. Then have them discuss how the historical fiction story “The Key Holder’s Son” is similar to and different from the personal narrative “The Key Holders of Kabul.”

See **Differentiate**

Check & Reteach

OBJECTIVE: Compare Treatments of Similar Topics ✓

As students discuss, notice whether they can distinguish between facts and fiction. If students have difficulty, ask guiding questions: *Can we prove that a boy named Ali told his father he had the courage to be a key holder?* (No.) Explain that the author invented these characters and their dialogue. Ask: *Can we prove that key holders packed up objects and hid them?* (Yes.) *How can we prove this fact?* (We can read about it in a historical reference book or Web site or by checking facts in “The Key Holders of Kabul.”)

Writing

5 Distinguish and Verify Facts

Remind students that one way to identify facts in historical fiction is by verifying them using another reliable source. Model distinguishing and verifying facts:

Think Aloud

First, I will explain the detail I wished to verify as fact.

Now I will explain how I verified this fact.

Write

The father in “The Key Holder’s Son” says that they are “key holders.” Is “key holder” the actual name used by the National Museum workers who saved Afghanistan’s treasures?

The characters in the story are invented, but it is a fact that men called “key holders” hid ancient objects from the National Museum. These objects were examined by Fredrik Hiebert, who describes the experience in “The Key Holders of Kabul.”

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

Have partners write a paragraph identifying facts from “The Key Holder’s Son.” Have students add their paragraphs to their Weekly Writing folders.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T549i

Daily Grammar ✓

Point out *will be working* in the sentence “We will be working until dawn,” from the last paragraph of the **Read Aloud**. Then use page T549k to teach the future progressive tense.

Daily Writing Skills ✓

Point out the opinion “It is a great responsibility that involves many risks,” from the **Read Aloud**. Then use page T549m to practice supporting opinions.

Differentiate

BL Below Level

ISSUE Students have difficulty clarifying the differences between fact and fiction.

STRATEGY Display these visual reminders as students discuss the **Read Aloud**:

Fact: It really happened. I can prove it.

Fiction: The author made it up. I cannot prove this really happened.

SN Special Needs

ISSUE Students are kinesthetic learners and need manipulatives to help them understand the concept of historical fiction.

STRATEGY Provide self-stick notes that students can use to organize facts and fictional elements. Have them write details on the self-stick notes and then group them into two categories: *fact* and *fiction*.

WRAP-UP

Remind students that they have read several nonfiction historical texts. Have pairs discuss the features of nonfiction texts.

OBJECTIVES

Thematic Connection: Protecting Culture

- ✔ Relate Words: Homographs
- ✔ Choose Reading Strategies to Comprehend Text
- ✔ Compare Treatments of Similar Topics

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

| | |
|---|---------------|
| Read and Comprehend Literature | CC.4.Rlit.10 |
| Refer to Details and Examples When Explaining Text | CC.4.Rinf.1 |
| Determine Meanings of Academic and Domain-Specific Words | CC.4.Rinf.4 |
| Apply Phonics and Word Analysis Skills | CC.4.Rfou.3 |
| Use Letter-Sound Correspondences 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 |
| Understand Word Relationships | CC.4.L.5 |

WARM-UP

Review the definition of *homographs*. Then review the homographs students learned. (*record, bow, cave, wind*) Have pairs list other homographs they know. The partners with the most homographs win.

Vocabulary Strategy

1 More Homographs

Copy and display the dictionary entries and sentences below. Model how to identify the part of speech and meaning of *present* in sentence 1: *I see that present describes Anis's location, so it is an adjective. The second listing for present is an adjective.* Ask which meaning can replace *present* in sentence 1. (nearby)

present (**prez unt**) *noun*, a gift

present (**prez unt**) *adjective*, here, nearby, in a certain place

present (**pri zent**) *verb*, to give

tear (tear) *noun*, a drop of liquid from the eye

tear (tair) *verb*, to rip or pull apart

1. Alia's friend Anis was *present* when Alia moved the books.
2. Be careful of Alia's books, so you do not *tear* any pages.
3. I would like to *present* an award to Alia for her courage.
4. Reading her story brought *tears* to my eyes.

Have partners determine part of speech and meaning in the remaining sentences above. Have them read aloud, using correct pronunciation for each homograph.

Check & Reteach

OBJECTIVE: Relate Words: Homographs ✔

Listen as partners identify the part of speech and meaning of each homograph.

If students have difficulty, show them how to find context clues to identify the word's part of speech and meaning in sentence 2. Model: *The words do not show that tear is an action word or verb. The words books and pages are also clues that the second definition is the correct one.* Have students repeat for the remaining two sentences.

Academic Talk

2 Preview and Predict

Remind students: *Look at the title and illustrations to preview and predict what a text will be about.* Project **Student eEdition** pages 551–557. Have students read the title and study the illustrations. Then have partners discuss their predictions.


Connect Across Texts Read this story about another hero who saved some other valuable **objects**.

Genre A **historical narrative** tells a story about a real event that happened in the past. The event may follow the plot of a story.

THE LIBRARIAN OF BASRA

2 Alia Muhammad Baker is the librarian of Basra, a port city in the sand-swept country of Iraq. Her library is a meeting place for all who love books. They discuss **matters of the world** and **matters of the spirit**. Until now—now, they talk only of war.

Alia worries that the fires of war will destroy the books, which are more precious to her than mountains of gold.



1

WRITTEN AND ILLUSTRATED BY
JEANETTE WINTER

In Other Words
matters news
matters of the spirit what people think and feel

Before You Move On

- Point of View** Is this narrative written in first or third person? How do you know?
- Make Inferences** How does Alia feel about books? How can you tell?

551

STUDENT
TECHNOLOGY

e
Student
eEdition

NGReach.com

Anthology page 551

Reading

3 Read a Historical Narrative

CONNECT ACROSS TEXTS Ask students to recall how the key holders of Kabul saved valuable objects. Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *This narrative tells a true story. It contains some facts, but it also includes invented dialogue.* Explain how the author imagined what the people involved were thinking and feeling as they protected their valuable library books and, ultimately, their culture.

SOCIAL STUDIES BACKGROUND Inform students that Basra is a city in Iraq. Explain that the city was bombed in April of 2003 during an invasion of Iraq.

Read and Build Comprehension

- Interpret Visuals** *What does the illustration show us about the main character of the story?* (Possible responses: She is a woman who carries lots of books. The cloth over her head suggests that she is older or of a particular religion. The palm trees suggest that she lives in a warm place.)
- Compare Treatments of Similar Topics** *How does the genre of this story compare with the genre of "The Key Holders of Kabul"?* (Possible response: This story is written in third person about events that really happened. However, the author uses fictional dialogue and includes unprovable feelings to make the story interesting. "The Key Holders of Kabul" is written in first person about events that really happened. The author does not include any fictional dialogue or made-up details, but he does include his opinion.)

Fluency

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

Answers Before You Move On

- Point of View** The narrative is third person because the narrator is not one of the characters. The narrator is an outside person who tells us what the characters think, feel, and do.
- Main Inferences** Possible response: She loves books. She holds them close to her and worries about their safety.

The books are in every language—new books, **ancient** books, even a biography of Muhammad that is seven hundred years old.

She asks the **governor** for permission to move them to a safe place. He refuses. So Alia **takes matters into her own hands**. Secretly, she brings books home every night, filling her car late after work. **1 BL**



In Other Words
governor city's leader
takes matters into her own hands decides to act

552

Anthology
pages 552–553



The whispers of war grow louder. Government offices are moved into the library. Soldiers with guns wait on the roof. Alia waits—and fears the worst.

2 Then . . . **rumors** become reality. War reaches Basra. The city is lit with a firestorm of bombs and gunfire.

Alia watches as library workers, government workers, and soldiers **abandon** the library. Only Alia is left to protect the books. **3**

In Other Words
rumors the talk about war
abandon leave

Before You Move On

- 1. Clarify** Why did Alia remove the books from the library?
- 2. Ask Questions** What would you ask Alia about her decision to protect the books in the library?

553

Answers Before You Move On page 553

- 1. Clarify** ✓ Alia removed the books because she was afraid the library would be damaged by the war, and the books would be destroyed.
- 2. Ask Questions** ✓ Possible response: I would ask her if she felt scared.

Answers Before You Move On page 555

- 1. Draw Conclusions** ✓ Possible response: I think Anis is a brave, caring person who is willing to take risks to help a friend.
- 2. Explain** Anis took the risks of hiding the books in his restaurant and not telling the soldiers. He could have been arrested. I think he took the risks because he believes the books are important and wants to protect them.

Read and Build Comprehension

- 1. Make Connections** ✓ *How do Alia and Anis remind you of the key holders of Kabul?* (They hide precious **objects** to protect them. They also take **risks** and show **courage**.)
- 2. Compare Treatments of Similar Topics** ✓ *How does this author's description of war on page 553 compare with the description in "The Key Holders of Kabul" on page 541?* (This author uses descriptive language. Fredrik Hiebert used facts, including dates and naming the countries involved.)

Mini Lesson

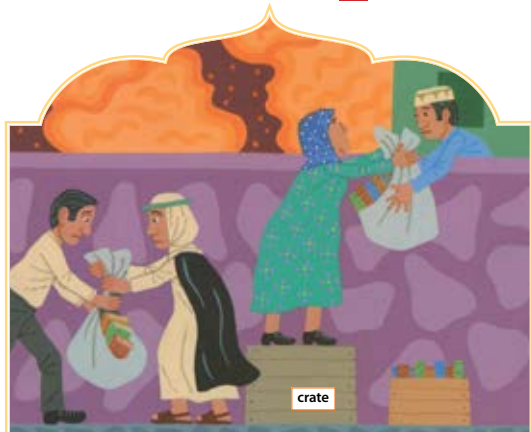
Analyze Character and Setting

Review: *When we analyze characters, we decide what they are like based on what they say and do.* Explain that the actions of a character often depend on the setting, or facts about the time and place in which the character lives.

Project **Student eEdition** pages 552–553. Model identifying the connection between character and setting: *On page 552, Alia loads books into her car. On page 553, airplanes drop bombs. Alia's actions are based on her country's war.*

Then project **Student eEdition** page 554. Ask: *How do the characters' actions relate to their setting?* (Their city is being bombed, so they remove books from the library.) *What traits do these characters show?* (**courage**, responsibility)

She calls over the library wall to her friend Anis Muhammad, who owns a restaurant on the other side.
 “Can you help me save the books?”
 “I can use these curtains to wrap them.”
 “Here are **crates** from my shop.”
 “Can you use these sacks?”
 “The books must be saved.”
 All through the night, Alia, Anis, his brothers, and shopkeepers and neighbors take the books from the library shelves, pass them over the seven-foot wall, and hide them in Anis’s restaurant. **4**



The books stay hidden as the war **rages on**. Then, nine days later, a fire burns the library **to the ground**. The next day, soldiers come to Anis’s restaurant. They quickly scan the room with their eyes. The soldiers leave without searching inside. *They do not know that **the whole of** the library is in my restaurant, thinks Anis.*

In Other Words
rages on continues
to the ground completely
the whole of everything that was in

Before You Move On

- 1. Draw Conclusions** What kind of person do you think Anis is?
- 2. Explain** What **risks** did Anis take? What could have happened to him? Why did he take those **risks**?

- 3 Synthesize** *Alia decides to stay at the library to protect the books. What **principle** do you think she bases her decision on?* (Possible responses: the **principle** that books are precious parts of a culture; the **principle** that a person must do what is right, no matter what)
- 4 Use Context Clues** *On page 554, most of the speakers are not named. Who do you think is talking on page 554, and how do you know?* (The last paragraph gives clues that the speakers are probably Alia, Anis, his brothers, and the shopkeepers and neighbors who are helping to move the books from the library.)

Differentiate

EL English Learner

ISSUE Students are confused by the meaning of *foot* in the phrase *seven-foot wall*.

STRATEGY Explain that, in this context, *foot* is a measurement equal to twelve inches. The modifier *seven-foot* refers to the height of the wall. Use your hand to show how high a seven-foot wall would be.

BL Below Level

ISSUE Students have difficulty making connections.

STRATEGY Help students identify similarities between this selection and “The Key Holders of Kabul”: *The characters in this story hid books. What did the key holders hide?* (artifacts) *The characters in this story took **risks**. What **risks** did the key holders take?*

Best Practices

Link to Experience As students talk about Alia and the key holders, encourage them to synthesize concepts. Use prompts:

- *Do you know anyone as brave as Alia and the key holders?*
- *Would you have agreed to help Alia? Why or why not?*
- *Why are people like Alia and the key holders important in today’s world?*

Read and Build Comprehension

- 1 **Make Inferences** ✓ *Why do you think Alia feels that the books will be safer at her house and at the homes of her neighbors, than in a big public or government building?* (Possible answer: In a war, public and government buildings are most at **risk** of being destroyed. Private homes are usually safer and away from most of the fighting.)
- 2 **Connect Goals and Outcomes** *What are Alia's goals?* (to protect the books until the war ends; to have a new library) *What steps has she taken to reach these goals?* (She protects the books by moving them to safe places.)
- 3 **Predict** *What do you think will happen to Alia and the books she saved?* (Possible responses: Alia will help build a new library after the war ends; she will get a medal for saving the books; the war does not end and the books stay in Alia's house.)

Check & Reteach

OBJECTIVE: Choose Reading Strategies to Comprehend Text ✓

Listen to students' responses to the questions about applying reading strategies.

If students have difficulty synthesizing on page 553, provide a sentence frame to help students form a generalization from the story: Alia's actions tell us that she believes _____. (books are precious; a person must do what he or she thinks is right, no matter the **risks**)

OBJECTIVE: Compare Treatments of Similar Topics ✓

Listen to students' responses to the questions about the elements of a historical narrative.

If students have difficulty understanding the fictional elements of a historical narrative, have students create a Venn diagram, writing the different features of fiction in the left circle and the features for historical nonfiction in the right circle. Monitor their work, guiding them to include all necessary elements of both genres.

Then have students identify the elements that occur in both texts and place them in the center overlap. Have them label the overlap as historical narrative.

Answers Before You Move On

1. Reading Strategy: Determine

Importance ✓ Possible response: The main lesson of Alia's story is that some people will take great risks to protect what they love.

2. Figurative Language Possible response:

A beast is dangerous and frightening, and so is a war.

At last, the **beast of war moves on**. Alia knows that if the books are to be safe, they must be moved again, while the city is quiet. So she hires a truck to bring all thirty thousand books to her house and to the houses of friends.

1 In Alia's house, books are everywhere, filling floors and cupboards and windows—leaving barely enough room for anything else.



In Other Words
beast of war moves on
on fighting stops in Basra

556



Alia waits. She waits for war to end. She waits, and dreams of peace.

2 She waits . . . and dreams of a new library. But until then, the books are safe—safe with the librarian of Basra. ❖ **3**

557

► **Before You Move On**

- 1. Determine Importance** What is the main lesson of Alia's story?
- 2. Figurative Language** Why does the author describe war as a "beast"?

Anthology
pages 556–557

Writing

4 Write a Response

Review with students that they have read texts about protecting important things from a variety of points of view. Ask: *Should "The Librarian of Basra" have been written as a personal narrative, from a first-person point of view? Why or why not?* Model supporting your own opinion: *I think "The Librarian of Basra" should have been written as a personal narrative, from Alia's first-person point of view. The reason I think this is because I would like to know exactly what she thought and felt.*

Have students write a paragraph that states and supports their own opinions about whether they think "The Librarian of Basra" should have been written in first-person point of view. Then have students add their responses to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T549i

Daily Grammar ✓

Point to future-tense verb "will destroy" on **Anthology** page 551. Then use page T549k to teach using future-tense verbs.

Daily Writing Skills ✓

Point to the opinion "The books must be saved," on page 554. Then use page T549m to practice supporting opinions.

Differentiate

EL English Learners

ISSUE Students lack vocabulary for the activity.

STRATEGY Find words in student's writing for which a more precise word would work. Suggest two replacement words for each. Let student choose one.

BL Below Level

ISSUE Students' opinions lack support.

STRATEGY Have students find passages they liked. Ask: *What facts or characters did you like? Why?*

WRAP-UP

In small groups, have students discuss why a book can be a treasure. Have them name specific examples of books they have read that are treasures to them.

OBJECTIVES

Thematic Connection: Protecting Culture

- ✔ Compare Points of View to Comprehend Texts
- ✔ Grammar: Use Future-Tense Verbs

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Comparison Chart: Practice Master PM8.27
- Grammar Practice: Practice Master PM8.28

TECHNOLOGY ONLY

- Grammar Passage: eVisual 8.31

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about *the importance of principles*.

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

COMMON CORE STANDARDS

Reading


| | |
|--|--------------|
| Compare Points of View | CC.4.Rlit.6 |
| Read and Comprehend Literature | CC.4.Rlit.10 |
| 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 |



WARM-UP

Have pairs write questions for Alia of “The Librarian of Basra” or a key holder from “The Key Holders of Kabul.” Have partners share questions with the class.

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 558 and point out the Key Words. Chorally read aloud the words. After each word, have a volunteer provide a definition.

Play “Around the World.” Pick a “Traveler” and “Challenger.” Give clues for a Key Word. Whoever responds correctly is the Traveler and faces a new Challenger. A Traveler who responds correctly to all words has made it “around the world.”

Review and Integrate Ideas

2 Compare Features ✔ Anthology page 558

Project **Student eEdition** page 558 and read aloud the introduction and first column. Explain that “The Librarian of Basra” is real as well as fictional, and that an author can have more than one purpose—for example to inform and to entertain.

Ask: *What is the difference between the narrator’s and the author’s points of view?* (“The Librarian of Basra” was not written from the author’s point of view because it is not something the author experienced. “The Key Holders of Kabul” is the author’s point of view, because the author is telling the story.)

Remind students that first-person point of view uses *I*, *me*, and *we*. Ask: *Who tells the events in a personal narrative?* (the person who experienced the events)

As pairs review “The Key Holders of Kabul” and reread “The Librarian of Basra,” have them find literary features from the chart and record them on **Practice Master PM8.27**.

Check & Reteach

OBJECTIVE: Compare Points of View to Comprehend Texts ✔

Explain that “The Librarian of Basra” is in third person. Display the words *I*, *me*, and *my*, and the sentence “Alia Muhammad Baker is the librarian of Basra.” Provide the following sentence frame. Ask: *How would the sentence be written if Alia were writing it?*

- _____ the librarian of Basra.

Use the same process with sentences from “The Key Holders of Kabul.”



Compare Features

Compare different features of a literary text and an informational text. Work with a partner to complete the comparison chart.

Key Words

| | |
|--------------|-----------|
| ancient | principle |
| civilization | project |
| courage | record |
| empire | risk |
| official | site |
| object | |

Comparison Chart

| | "The Key Holders of Kabul" | "The Librarian of Basra" |
|--------------------------|----------------------------|--------------------------|
| genre | personal narrative | |
| real or fiction? | real | |
| text features | photographs | |
| point of view | | |
| author's purpose | | |
| how you know the purpose | | |



Talk Together

Imagine that you are the authors. Explain why you wanted to write these texts. Use **Key Words** as you say what's worth protecting.

558

STUDENT TECHNOLOGY



Student eEdition

NGReach.com

Best Practices

Encourage Elaboration As students talk, use general prompts:

- *What do you mean by that?*
- *Can you give more details about what you think the author wanted us to know?*
- *Can you connect that to something your partner said?*

Fluency

Practice Expression As partners reread the historical narrative aloud, monitor and listen for correct expression.

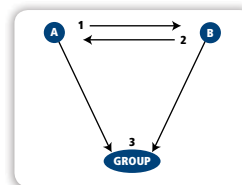
Academic Talk

3 Talk Together Anthology page 558

Review the goals, actions, and outcomes of the key holders and the librarian. Have students use a **Three-Step Interview** to share ideas about the authors' purposes for writing the texts, using Key Words. Ask: *What did the authors want us to know about **ancient objects** and cultural **records**? How did they want us to feel about people who showed **courage** and took **risks**?*

- In pairs, have Student 1 ask Student 2 about the author's purpose for writing "The Key Holders of Kabul."
- Have partners reverse roles. Have Student 2 ask Student 1 about the author's purpose for writing "The Librarian of Basra."
- Have students share their partners' ideas.

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



Three-Step Interview

Name _____ Date _____

Comparison Chart

Compare Features

Make a comparison chart to compare features of an informational text and a literary text.

| | "The Key Holders of Kabul" | "The Librarian of Basra" |
|--------------------------|---|---|
| genre | personal narrative | historical narrative |
| real or fiction? | real | real |
| text features | photographs | illustrations |
| point of view | first person | third person |
| author's purpose | Possible answer: to explain the goal of the key holders of Kabul and how they met that goal | Possible answer: to explain the goal of the librarian of Basra and how she met that goal |
| how you know the purpose | Possible answer: The selection title narrows the topic. All facts and details tell about the key holders. | Possible answer: The selection title narrows the topic. All facts and details tell about the librarian. |

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For use with TE p. T557a

PM8.27

Unit 8 | Saving a Piece of the World

Differentiate

EL English Learners

ISSUE In Chinese languages, Hmong, and Vietnamese, there are no tense inflections. Tense is indicated through context or by adding an expression of time. Students may write: *Tomorrow I go to the museum* instead of *Tomorrow I will go to the museum*.

STRATEGY Have students copy the sentence frames and fill in the blanks with either *is going to* or *will*.

- Alia _____ wait. She _____ wait for war to end. She _____ wait and _____ dream of peace.
- She _____ wait... and _____ dream of a new library. But until then, the books _____ be safe—safe with the librarian of Basra.

AL Above Level

ISSUE Students are ready for a more complex assignment.

STRATEGY Challenge students to rewrite the **Grammar Passage**, writing each future-tense verb in an alternate way: We will present a play....The money is going to be used to preserve old objects....

Grammar Focus

4 Future Tense Anthology page 559

Project **Student eEdition** page 559. Have a volunteer read aloud the introduction. Use the chart to review the two different ways to show that an action will occur in the future. Remind students that the *be* verb in the second rule must agree with the subject.

Display **eVisual 8.31**. Read aloud the grammar passage, pausing to identify the first future-tense verb and the grammar rule used to form it: *To change the main verb present to future tense, put are going to in front of it*. Have students identify and explain the remaining examples.



Grammar Passage

We are going to present a play to raise money for our local history museum. The money will be used to preserve old objects and records in the museum. The project will also teach us about important events in our town's past. This project is very important because the museum contains precious Native American artifacts.

Sara is going to interview an expert on the history of our town. I am going to research sources of old clothing for my costume. I know that you are going to enjoy the play, and it will benefit a worthy cause.

 **Grammar Passage: eVisual 8.31**



INTERACTIVE WHITEBOARD TIP: Underline each future-tense verb and circle the main verb.

5 Read Future Tense Anthology page 559

Read aloud the sentences about the National Museum in Kabul. After students identify the future-tense verbs, have them reread page 557 of "The Librarian of Basra," using future-tense verbs.

See **Differentiate**

6 Write Future Tense Anthology page 559

Have a volunteer read aloud the directions and have students write independently. Provide support as needed. Assign **Practice Master PM8.28**.

Check & Reteach

OBJECTIVE: Grammar: Use Future-Tense Verbs 

As students write their paragraphs, check for understanding of the two ways to describe actions in the future.

If students have trouble, have them underline the main verb in each of their sentences.

Then have them look at the grammar rules and ask: *Which helping verbs could we add before the main verb to show an action in the future?* Have them practice using the chart to add helping verbs and make the sentences future tense.

Name _____ Date _____

Grammar Practice


A Library in Your Future

Grammar Rules Future Tense

1. Use the helping verb **will** along with a main verb.
Our library will move to a bigger building.
2. Use **am going to, is going to, or are going to** with a main verb.
I am going to like the new building.
It is going to have room for more books.
Officials are going to offer more programs.

Complete each sentence with the future tense. Use the main verb in parentheses.

1. The library _____ will extend _____ its hours.
(extend)
2. It _____ is going to open _____ early on Saturdays.
(open)
3. Two teachers _____ are going to work _____ there after school.
(work)
4. They _____ will help _____ students with their homework.
(help)
5. The librarian _____ is going to offer _____ a movie section.
(offer)
6. You _____ will borrow _____ movies just like you do books!
(borrow)

 Talk with a partner about the larger library. What else will people be able to do there?

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Future Tense

There are two ways to show the **future tense**.

Grammar Rules Future Tense

| | |
|--|---|
| • Use the helping verb will along with a main verb . | Our town will honor the brave heroes next week. |
| • Use am going to, are going to, or is going to before a main verb . | I am going to visit the ruins. The government is going to build a museum. The archaeologists are going to examine the objects. |

Read Future Tense

Read these sentences about the National Museum of Kabul. Find two examples of the future tense. Identify the main verb in each example.

When visitors come to the National Museum in Kabul, they will see a motto on the wall. The museum is going to preserve the culture of Afghanistan.

Write Future Tense

What do you think will happen to the Afghan heroes? Write a paragraph to explain. Use the future tense.

559

Anthology page 559

Writing

7 Write to Reinforce Grammar

Have students brainstorm projects that your class might plan to help protect something in your community. Model writing a paragraph about one of the projects, using the future tense: *We are going to hold a book sale to raise money for the library. I will call the librarian. You will bring in books for us to sell. During the next few weeks, our **project** will be to find a **site** and think of ways to advertise the book sale.*

Have students write a paragraph about one of the projects, using Key Words. After students write their paragraphs, have them underline each future-tense verb and use the grammar rules on **Anthology** page 559 to check for the correct form of each. Then have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work

Practice page T549j

Daily Grammar

Point to the first sentence of the **Grammar Passage**. Use page T549l to reinforce understanding of future-tense verbs.

Daily Writing Skills

Point to the last sentence in the first paragraph of the **Grammar Passage** as an example of how an opinion is supported in a non-persuasive text. Then use page T549n to practice supporting opinions in non-persuasive text.

WRAP-UP

Have pairs think about an everyday object that future archaeologists might think is a treasure, and discuss how an archaeologist in the future would describe the object.

OBJECTIVES

Thematic Connection: Protecting Culture

Explain Proverbs

Relate Words: Homographs

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM8.29–PM8.31

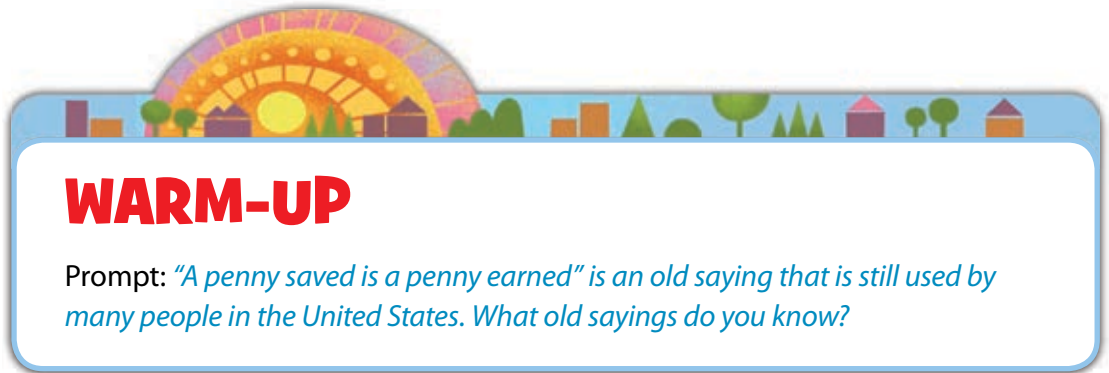
TECHNOLOGY ONLY

Mark-Up Model 8.2 or Model 8.2 PDF

Vocabulary Strategy Practice: eVisual 8.32

MATERIALS

highlighters in two different colors



WARM-UP

Prompt: "A penny saved is a penny earned" is an old saying that is still used by many people in the United States. What old sayings do you know?

Comprehension

1 Proverbs

Explain: Now you will read some short stories that contain wise old sayings that we call proverbs. You will also learn how to explain what the sayings mean.

SCREEN 1

- 1 Display **Mark-Up Model 8.2** and read aloud the definition of *proverb*. Explain: *Many cultures tell stories that contain proverbs to illustrate an important truth about life. In these stories, characters learn things that change the way they think.* Read aloud the beginning of the story and have students follow along using **Practice Master PM8.29**. Model the thinking: *The actions of a character show what the character feels or thinks. Ahmed chose to become a servant to the sultan. What action shows you that he thinks this was a good decision?* (He goes to show off to his poor brother.)
- 2 Have volunteers highlight the action that shows what Ahmed thinks about his decision and click the Action button to confirm. Then click the Chart button to display Screen 3. Ask volunteers to write what Ahmed thinks at the beginning of the story and erase the first cell to confirm. Have students mark up **Practice Master PM8.29**. Go back to Screen 2.

SCREEN 2

- 3 Read aloud the rest of the story. Have volunteers highlight text that shows a change in Ahmed's thinking and click the Change button to confirm the answer. Click the Chart button to display Screen 3. To guide students in completing the middle of the chart, ask: *How have Ahmed's thoughts about his decision changed? What does he think is more valuable—freedom and self-respect or fine clothes?* Have a volunteer erase to confirm the answer. Have students mark up **Practice Master PM8.29**.
- 4 Explain: *Authors often show the proverb at the end of the story to show how people can apply the lesson the character learned to other situations in life.* Have volunteers underline the proverb and click to confirm.
- 5 Model: *Ahmed learned that he hadn't thought about the values of freedom and self-respect when he decided to become a servant. When I have a big decision to make, I should think about what is important to me.* Click the Chart button to display Screen 3. Have volunteers write what the proverb means and erase to confirm. Have students complete the chart on **Practice Master PM8.29** accordingly.

Have partners mark up **Practice Masters PM8.30–PM8.31**.

Name _____ Date _____

Mark-Up Reading

The Two Brothers

retold by Arman Khan

Once there were two brothers, Ahmed and Ali. Ahmed became a servant of the **sultan**. He lived in the palace and wore a silken robe tied with a glittering belt. He obeyed the orders of those at court day and night. Ali was a laborer who lived in a simple home. **Ahmed visited Ali to show his poor brother how well he had done by becoming a servant.**

Dressed beautifully, Ahmed strode grandly to where Ali sat in a patched robe. "Why don't you do what I've done?" said Ahmed. "You will live in the palace and wear fine clothes."

"I'd rather wear a patched robe," Ali replied, "than dress in gleaming silk and run silly errands for sneering people! I value my self-respect."

Ahmed returned to the palace, but **his life there never felt as grand again.**

To this day, Iranian people say, "It is better to be free with just a crust of bread than to bow as a servant to get more."

In Other Words
sultan a ruler in an Arabic country

| What Ahmed thinks at first | What Ahmed thinks at the end | What the proverb means |
|---|--|---|
| Living in a palace and wearing fine clothes is more important than anything else. | Maybe living in a palace and wearing fine clothes is not as important as freedom and self-respect. | A poor, but free life is better than life in a palace serving other people all day. |

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 **Practice Master PM8.29–PM8.31**

COMMON CORE STANDARDS

Reading

- Determine Meanings of Academic and Domain-Specific Words CC.4.Rinf.4
- Apply Phonics and Word Analysis Skills CC.4.Rfou.3
- Use Letter-Sound Correspondences 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
- Understand Word Relationships CC.4.L.5
- Explain Proverbs CC.4.L.5.b



INTERACTIVE WHITEBOARD Lesson

Don't have an interactive whiteboard? Print or display the PDF file of *Mark-Up Model 8.2*.

SCREEN 1

1 A **proverb** is a wise saying that people repeat generation after generation because it expresses an important idea about life.

The Two Brothers
retold by Arman Khan

Once there were two brothers, Ahmed and Ali. Ahmed became a servant of the **sultan**. He lived in the palace and wore a silken robe tied with a glittering belt. He obeyed the orders of those at court day and night. Ali was a laborer who lived in a simple home. Ahmed visited Ali to show his poor brother how well he had done by becoming a servant.



2 Highlight an action that shows what Ahmed thinks about his decision to become a servant to the sultan.

2 In Other Words: **sultan** a ruler in an Arabic country

Navigation: Action, Chart

SCREEN 2


The Two Brothers (continued)

Dressed beautifully, Ahmed strode grandly to where Ali sat in a patched robe. "Why don't you do what I've done?" said Ahmed. "You will live in the palace and wear fine clothes."

"I'd rather wear a patched robe," Ali replied, "than dress in gleaming silk and run silly errands for sneering people! I value my self-respect."

Ahmed returned to the palace, **3** but his life there never felt as grand again.

To this day, Iranian people say, "It is better **4** to be free with just a crust of bread than to bow as a servant to get more."



3 Highlight the words that show what Ahmed thinks at the end of the story.

4 Underline the proverb.

Navigation: Change, Proverb, Chart

SCREEN 3

Proverb Chart

| What Ahmed thinks at first | What Ahmed thinks at the end | What the proverb means |
|---|--|--|
| 2 | 3 | 5 |
| Answer: Living in a palace and wearing fine clothes is more important than anything else. | Answer: Maybe living in a palace and wearing fine clothes is not as important as freedom and self-respect. | Answer: A poor but free life is better than life in a palace serving other people all day. |

Navigation: Chart

Fluency ✓

Model and Practice Expression Explain: *When you read a story, change the tone of your voice to match the feelings of the main character or narrator.* Use the first few sentences of one of the proverb stories to model reading with expression. Have partners read alternating sentences or paragraphs of the story aloud, focusing on expression.

Check & Reteach

OBJECTIVE: Explain Proverbs

Review students' marked-up **Practice Masters PM8.30–PM8.31** to check if they are able to identify the changes in the characters' values, and use them to explain the proverbs.

If students have difficulty explaining proverbs, prompt with questions such as these:

- *What lesson did the character learn?*
- *What is another way to say what the proverb says?*
- *In what other situations might you use the idea in the proverb?*

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T549j

Daily Grammar ✓

Have students find the example of future tense in the second paragraph on **Practice Master PM8.29**. Then use page 549l to review the future progressive and the future tense.

Daily Writing Skills ✓

Point out the support for the opinion in the third paragraph on **Practice Master PM8.29**. Use page T549n to review how to support opinions in writing.

Vocabulary Practice**2 More Homographs** ✓

Remind students that they have learned how to use context clues to help determine the correct meaning of a homograph. **Display eVisual 8.32.**

**Vocabulary Strategy Practice**

- Hassan was plain, but his brothers were handsome.
 - The princes stood in a row, a long line, in front of their father the king.
 - Ahmed's robe was very richly tied. A glittering belt fastened it.
- The score was tied. Each team had five runs. "Each team had five runs" is an example clue; tied means "equal in points."
 - The crew members had to row much harder to move their boat to the front in the race. "To move their boat" is a restatement clue; row means "propel through the water with oars."
 - First the flag waves, but then droops when the breeze fails. "But then droops" is a contrast clue; waves means "moves in the wind."
 - Around the city was a plain, a flatland that stretched to the horizon. "Flatland" is a definition clue; plain means "flatland."
 - The servant sank below the waves several times. "The" is a part of speech clue; waves means "moving water."

NGReach.com Vocabulary Strategy: eVisual 8.32



INTERACTIVE WHITEBOARD TIP: Students highlight context clues for each underlined homograph.

Power Writing

Have students write as much as they can as well as they can in one minute about precious objects.

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

Model the thinking with the first three sentences: *In sentence A, the word but shows that handsome is a contrast clue. So plain means "the opposite of handsome." In sentence B, the words a long line give a definition of row. So row means "a long line." In sentence C, the word fastened restates tied. So tied means "fastened."*

Have partners number from 1 to 5 and write the underlined homograph in each sentence. Then have one partner identify and name the type of context clue given for the homograph. The other partner states the meaning of the homograph. Have partners write each other's answers and then alternate tasks.

Check & Reteach**OBJECTIVE:** Relate Words: Homographs ✓

Monitor partners' written answers to check if students are able to use different types of context clues to determine the appropriate meanings of the homographs.

If students have difficulty determining the meanings of the homographs, model with *tied* in sentence 1: *"Each team had five runs" is an example of a context clue. It shows one way that a score can be tied. So in this sentence, tied means "equal in points."*

Writing

3 Write About Proverbs

Introduce the activity: *Now you will write a paragraph that explains the meaning of a proverb. Have students choose “Not everything that is higher in stature is higher in value” or “The drowning man is not troubled by rain.”* Remind students to include specific details from the text to support their explanations. Model the process with the proverb “It is better to be free and happy with just one crust of bread than to bow as a servant in order to get more.”

| Think Aloud | Write |
|---|---|
| <i>I will introduce the proverb.</i> | The proverb “It is better to be free and happy with just one crust of bread than to bow as a servant in order to get more” presents an important truth about life. |
| <i>I will explain how the story illustrates the proverb.</i> | In the story, at first Ahmed thought a palace and fine clothes were the most important things in life. Later, however, he learned that his brother was happy because he was free and respected himself. |
| <i>I will explain the proverb and show how I can apply it to my own life.</i> | The proverb means that freedom is more valuable than wealth. When I make decisions in my life, I should always think about what I value most. |

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

See **Differentiate**


Academic Talk

4 Discuss Proverbs

Post the questions and explain: *Now you will discuss these three questions:*

- What does each proverb mean?
- What life lesson does each proverb teach?
- Why might some people consider these proverbs cultural treasures worth protecting?

Have students discuss these ideas in small groups.



WRAP-UP Form four groups. Have all members of all groups stand. Ask each group in turn to quote and explain a proverb. When a group is not able to quote another proverb, its members sit down. The last group standing wins.

Differentiate

EL English Learner

ISSUE Students lack the language skills to express their understanding of English proverbs.

STRATEGY Provide sentence frames.

- At first, the character _____ feels _____.
- Later, the character learns _____.
- This story shows that the proverb means _____.

AL Above Level

ISSUE Students meet the minimum requirements of the assignment.

STRATEGY Encourage students to write about specific situations in which their proverbs apply. These could be situations from their own lives or fictional situations.

OBJECTIVES

Thematic Connection: Protecting Culture

- ✓ **Relate Words: Homographs**
- Compare Ideas in Texts

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM8.1

Mark-Up Reading: Practice Masters PM8.29–PM8.31

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 8.33

Comparison Chart: eVisual 8.34

Power Writing

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

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

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Refer to Details and Examples When Explaining Text | CC.4.Rlit.1 |
| Compare Treatments of Similar Themes, Topics, and Patterns of Events | CC.4.Rlit.9 |
| Refer to Details and Examples When Explaining Text | CC.4.Rinf.1 |
| Determine Meanings of Academic and Domain-Specific Words | CC.4.Rinf.4 |
| Integrate Information from Two Texts | CC.4.Rinf.9 |
| Apply Phonics and Word Analysis Skills | CC.4.Rfou.3 |
| Use Letter-Sound Correspondences to Read Multisyllabic Words | CC.4.Rfou.3.a |

Writing

Draw Evidence from Texts CC.4.W.9

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
Understand Word Relationships CC.4.L.5

WARM-UP

Model a sentence that uses a set of homographs: *I can eat an entire can of peaches*. Challenge students to come up with their own sentences.

Vocabulary Practice

1 Homographs ✓

Ask volunteers to give examples of different types of context clues (definition, restatement, example, contrast, and part of speech). Display **eVisual 8.33**.



Vocabulary Strategy Practice

America's cultural treasures range from serious things to comic ones. Among the serious things, I would list our flag and the values this banner stands for. Abraham Lincoln's famous speech "The Gettysburg Address" is another treasure of a serious kind. Among the comic treasures, I would list our tall tales about larger-than-life heroes, such as Davy Crockett and Pecos Bill.

address *noun* 1. place where someone lives or works 2. formal speech

flag *noun* pennant or banner *verb* to tire

kind *noun* type *adjective* friendly

range *verb* to cover an area between limits *noun* chain or row, especially of mountains

stand *verb* 1. to be upright 2. to represent something

[NGReach.com](https://www.ngreach.com) Vocabulary Strategy: eVisual 8.33



INTERACTIVE WHITEBOARD TIP: Students circle the context clue for each underlined homograph.

Explain: *You will use context clues to determine meanings of homographs in the passage*. Have partners write each underlined homograph. Then have one partner identify and name the type of context clue. The other partner states the meaning of the homograph. Have partners write each other's answers and switch tasks.

Check & Reteach

OBJECTIVE: Relate Words: Homographs ✓

Review partners' answers to check if students are able to identify context clues and use them to determine the meanings of homographs in specific sentences.

If students have difficulty using context clues, model the thinking: *One example context clue for range is "from serious things to comic ones." It shows that range in this sentence means "to cover the area between serious treasures and comic treasures."*

Name _____ Date _____

Mark-Up Reading


The Two Brothers

retold by Arman Khan

Once there were two brothers, Ahmed and Ali. Ahmed became a servant of the **sultan**. He lived in the palace and wore a silken robe tied with a glittering belt. He obeyed the orders of those at court day and night. Ali was a laborer who lived in a simple home. **Ahmed visited Ali to show his poor brother how well he had done by becoming a servant.**

Dressed beautifully, Ahmed strode grandly to where Ali sat in a patched robe. "Why don't you do what I've done?" said Ahmed. "You will live in the palace and wear fine clothes."

"I'd rather wear a patched robe," Ali replied, "than dress in



gleaming silk and run silly errands for sneering people! I value my self-respect."

Ahmed returned to the palace, but **his life there never felt as grand again.**

To this day, Iranian people say, "It is better to be free with just a crust of bread than to bow as a servant to get more."

In Other Words
sultan a ruler in an Arabic country

| What Ahmed thinks at first | What Ahmed thinks at the end | What the proverb means |
|---|--|---|
| Living in a palace and wearing fine clothes is more important than anything else. | Maybe living in a palace and wearing fine clothes is not as important as freedom and self-respect. | A poor, but free life is better than life in a palace serving other people all day. |

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PM8.29 Unit 8 | Saving a Piece of the World

Name _____ Date _____

Mark-Up Reading


The Short Prince

retold by Arman Khan

There was once a prince named Hassan who was very short and very plain. By contrast, his brothers were tall and handsome. One day all of these princes stood in a row in front of their father the king. As the king's eyes moved along the line of his sons, he smiled at what he saw until he reached Prince Hassan. Hassan knew he didn't look much like a prince and sadly watched **his father's smile vanish.**

Suddenly an idea occurred to Prince Hassan. He first reminded his father of an old but respected law: "Although the elephant is much larger than the sheep, we eat lamb, but not elephant."

When he saw **his father's frown replaced by a smile at his son's**



wisdom, Prince Hassan added, "I'd rather be known for my wits than my size. Better to be small and clever than tall and stupid."

To this day, Afghani people still say, "Not everything that is higher in stature is higher in value."

| What Hassan's father thinks at first | What Hassan's father thinks at the end | What the proverb means |
|--|--|--|
| Hassan does not look like a prince because he is not tall and handsome enough. | Hassan's wisdom is more important than how he looks. | It is more important to be thoughtful and wise than to be tall and handsome. |

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PM8.30 Unit 8 | Saving a Piece of the World

Review and Integrate Ideas

2 Identify Ideas in Texts

Remind students that they have learned to identify the topic and theme of a selection. Ask volunteers for definitions of *topic* and *theme*. (The topic is the subject a selection is about. The theme is the main message the author wants the reader to remember about the topic.) Introduce the activity: *You will identify the topics and themes of selections you have read. Then you will discuss what the topics and themes show about ideas that people treasure and protect.*

Model identifying the topic and theme of "The Two Brothers" from **Practice Master PM8.29**: *The topic of this story is two brothers with different values. A proverb that ends the story: "It is better to be free and happy with just one crust of bread than to bow as a servant in order to get more" is a clue to the theme. The theme is that an experience can reveal what you value most.*

Expand the thinking: *What do the topic and theme of "The Two Brothers" show about what a culture treasures?* (Possible response: The topic and theme show that the culture values freedom and self-respect more than wealth.)

Then have partners identify the themes and topics of the other two stories on **Practice Masters PM8.30–PM8.31** and discuss what these ideas show about what cultures value.



Daily Language Arts

Daily Spelling and Word Work

Test page T549i

Daily Grammar

Point out the example of future tense in the second paragraph on **Practice Master PM8.29**. Then use page T549l to review the future progressive and the future tense.

Daily Writing Skills

Point out the support for the opinion in the third paragraph on **Practice Master PM8.31**. Use page T549n to review how to support opinions in writing.

3 Compare Ideas in Texts

Introduce the activity: *You will now compare how the ideas in the selections you have read show what things people treasure and protect.* Display **eVisual 8.34**.



Comparison Chart

| Selection | Topic | Theme | What People Treasure and Protect |
|----------------------------|---|---|---|
| "The Two Brothers" | Brothers have different values. | An experience can reveal what you value most. | People treasure freedom and self-respect. |
| "The Short Prince" | A father learns to value wisdom more than stature. | An experience can reveal what you value most. | People treasure wisdom. |
| "The Terrified Servant" | A servant learns that drowning is worse than seasickness. | An experience can reveal what you value most. | People treasure their lives. |
| "The Key Holders of Kabul" | People protect ancient Afghan art during war. | People will risk their lives to save what they value. | People treasure their history and art. |
| "The Librarian of Basra" | A librarian protects books during a war. | People will risk their lives to save what they value. | People treasure books and learning. |

NGReach.com Comparison Chart: eVisual 8.34



INTERACTIVE WHITEBOARD TIP:
Have students complete the chart.

Model the process by reviewing how to identify the topic and theme of "The Two Brothers." Have students recreate and complete the chart.

Differentiate

Special Needs

ISSUE Students feel so strongly about their treasure that they cannot focus sufficiently enough to write effectively.

STRATEGY Adjust the assignment to allow students to write about a selection about which they have less intense opinions.

Above Level

ISSUE Students fail to support their statements with evidence from the texts.

STRATEGY Offer prompts such as:

- *Identify an important event in the story.*
- *Why is that event important?*
- *How did that event show you that the object, experience, or saying is worth protecting?*

Check & Reteach

OBJECTIVE: Compare Ideas in Texts

Review charts to check if students can show how the ideas illustrate what people treasure.

If students have difficulty, model with "The Short Prince": *The prince's words taught his father that wisdom is more important than a person's height. This shows that people treasure wisdom.*

Writing

4 Write About Treasures

Introduce the activity: *Now you will write about how an idea in one of the selections impressed you. Explain why an object, experience, or saying in the story is a treasure worth protecting.* Allow time for students to write. Have students share their explanations and then add them to their Weekly Writing folders.

See **Differentiate**

Academic Talk

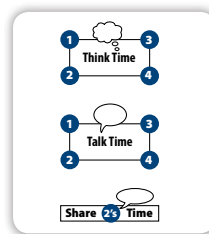
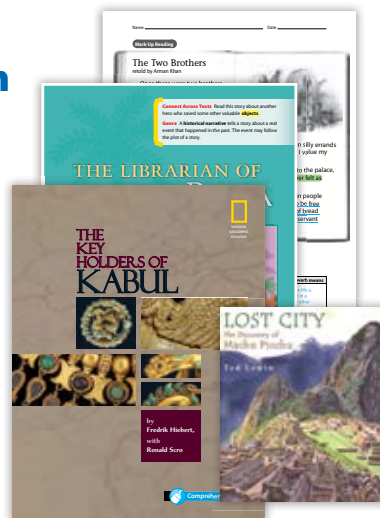
5 Relate Readings to the Big Question

Have students recall the unit’s Big Question: What’s worth protecting? Remind students to review the selections and their writing assignments to plan for a discussion about people’s efforts to protect their cultures. Elaborate: *Think about how what you have read relates to the question.*

Model a response to the question based on “The Key Holders of Kabul”: *The destruction of the giant statues in Bamiyan was awful! I think about how I would feel if something happened to the Statue of Liberty. Well-known art and statues are worth protecting.*

Use **Numbered Heads** to have students continue discussion about how the readings relate to the Big Question.

- Form groups of four.
- Have students number off within each group.
- Provide discussion prompts. Possibilities:
 - *How do families help shape people’s ideas about what is worth protecting?*
 - *How do communities or cultures help shape people’s ideas about what is worth protecting?*
 - *Which kinds of things might people consider cultural treasures?*
- Have students think individually about each question.
- Have groups discuss the questions so that any member can report to the class.
- Call a number and have those students from each group report for the group.



Numbered Heads Together

Best Practices

Link to Experience As students talk, link the Big Question to students’ family histories and cultural heritages. For example: *What books, objects, or sayings does your family value? Are they different from ideas expressed in these selections? How are they the same?*


WRAP-UP

Have students imagine that they will organize a community Hall of Fame. Explain: *The Hall of Fame would be a place where things the community treasure would be displayed and honored.* Have small groups decide which three local cultural treasures they would put in the Hall of Fame. Explain that treasures can include artworks, sayings, stories, songs, sports, or any other treasured example. Have each group present its candidates to the class, supporting their choices with details and examples.

Week 4 Writing Project

OBJECTIVES

Thematic Connection: Protecting Culture

 Write a Literary Response: Ideas

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master 8.40

TECHNOLOGY ONLY

Writing Trait: Ideas: eVisual 8.29

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

| | |
|---|------------|
| Write Opinions on Texts | CC.4.W.1 |
| Introduce the Topic, State an Opinion, and Create a Structure | CC.4.W.1.a |
| Provide Reasons | CC.4.W.1.b |
| Link Opinions and Reasons | CC.4.W.1.c |
| Provide a Concluding Statement or Section | CC.4.W.1.d |
| 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 Skills

| | |
|--------------------------------|------------|
| Use Knowledge of Language | CC.4.L.3 |
| Demonstrate Command of Grammar | CC.4.L.1 |
| Use Progressive Verb Forms | CC.4.L.1.b |
| Use Knowledge of Conventions | CC.4.L.3 |

Study a Model

Read the Literary Response Anthology page 560

Read aloud the prompt on **Student eEdition** page 560. Have students read the model silently or in pairs. Explain that regardless of the genre of the work that has been read, a literary response consists of a summary of the work, the reader's opinions about the work, and reasons that support the opinions.

Review the Trait: Ideas

Remind students that if readers are to understand a writer's ideas, those ideas must be clearly developed. Explain that the ideas in a literary response are mostly opinions and should be supported. Display and read aloud **eVisual 8.29**. Then review the model: *How does Rajit give support for his opinions?* (Possible responses: by giving details from the text, by explaining how the text led to thoughts about the importance of books)



Writing Trait: Ideas

Literary responses center around ideas that

- are opinions
- reflect the content of the writing being reviewed
- are supported by reasons

 NGReach.com

Ideas: eVisual 8.29



INTERACTIVE WHITEBOARD TIP: Place a checkmark next to each point as you read it.

Prewrite

Choose a Topic Anthology page 561

Have students reread the prompt. Then ask questions, such as *What is your role?* to unpack the prompt and begin completing a RAFT.

Role: Critical reader

Audience: Classmates

Form: Literary response

Have students read step 1 on **Anthology** page 561. Then have partners use the Language Frames as they talk about which piece of literature they will write a response to. Have each student choose a piece of literature and complete a RAFT.

Gather Information Anthology page 561

Ask a volunteer to read step 2. Have students review their selections, looking for details that might have led them to form their opinion of the piece.

Get Organized Anthology page 561

Have a volunteer read step 3. Give students time to organize their responses. Explain: *Use the T-chart to list what you liked or did not like about the literature you are reviewing.*

Writing Project

Write as a Reader

Write a Literary Response

Write a response to a story or an article in this unit. Then discuss it with others in your class.



Study a Model


In a literary response, you give your opinion, or personal feelings, about a story or article. You support your opinion with reasons and details.

“The Librarian of Basra”
by Jeanette Winter
Reviewed by Rajit Shah

“The Librarian of Basra” is the true story of Alia, who took risks to protect the library’s books during the war in Iraq. **I liked this account for its message, but more details would have made it even better.**

Before I read the account, I did not think of books as treasures. To Alia, though, books were more precious “than mountains of gold.” So she and her neighbors risked their lives to smuggle 30,000 books out of the library and hide them.

This account **made me think about all the ideas and information that books contain.** What would happen if they all disappeared? I suddenly understood why Alia thought books were so precious.



Rajit begins with a short **summary** of the literature.

He clearly states his **opinion**.

He gives **reasons** that support his opinion.

He uses **details** from the story to develop ideas.

560

Prewrite

1. Choose a Topic With a partner, review and talk about the literature in this unit. Choose a story or article to write about.

Language Frames

Tell Your Ideas

- I think this story was _____ because _____.
- My favorite part of this story was _____.
- Some things I didn’t like were _____.

Respond to Ideas

- What are your reasons for saying _____?
- I disagree with you about _____ because _____.
- What do you mean by _____?

2. Gather Information What reasons will you give to support your opinion? Reread the literature. Look for details that will help you explain your reasons.

3. Get Organized Use a T-Chart to help you organize your thoughts.

T-Chart

| What I Liked | What I Didn’t Like |
|--|---|
| The line “books are more precious to her than mountains of gold” | Not enough detail about the war or why she had to hide the books |
| How Alia took matters into her own hands | Unexciting description—for example, when the soldiers came to Anis’s restaurant |

Draft

Use your chart to write your draft. State your opinion and reasons clearly. Use details from the selection to develop your ideas.

561

Anthology
pages 560–561

Draft

Write Ideas

Invite a volunteer to read the instructions aloud.

Provide students with some guidelines for developing opinions about the work they will review:

- *You do not have to agree with the writer to have an opinion about the work. You may want to give reasons you liked the work and reasons you did not.*
- *Your review should focus on the content of the piece, but you can also recount your personal experiences. These experiences help explain and support your opinion. Note how Rajit did that in his review of “The Librarian of Baghdad.”*

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students do not understand why they need to support their opinions or how to do so.

STRATEGY Relate literary responses to real-world responses to events. Point out that people’s opinions about what happens around them are usually formed because of their beliefs and life experiences. Explain that how people respond to what they read also relates to these things. Help students think of why they responded to a certain piece in the way they did by asking questions: *Do you believe that what the author says about _____ is true? Why or why not? What life experiences did you think of when you read about _____?* Explain that the students’ responses to the questions are their reasons for their opinions.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T549i–T549j

Daily Grammar ✓

Point out the past-tense verb *risked* on page 560. Demonstrate how to turn it into future tense (*will risk*) and future progressive tense (*will be risking*). Use pages T549k–T549l to teach the future tense and future progressive tense.

Daily Writing Skills ✓

Use **Anthology** page 560 to point out how the writer supports an opinion with ideas and personal experience. Then use pages T549m–T549n to practice supporting opinions.

Revise

Read, Retell, Respond **Anthology** page 562

Read aloud step 1 on **Anthology** page 562. Have each partner read the other partner's essay. Have the readers give feedback using the Language Frames. Model feedback: *I understand that you really liked how Alia risked her life for books. But can you explain why that mattered to you personally?*

Make Changes **Anthology** page 562

Guide students through the instructions and sample changes on **Anthology** page 562. Then explain how students should review their own literary responses. Give them some questions to ask: *Are my opinions supported by reasons? Do I explain why I liked or did not like the work?*

Write the following line and model how to improve it to create a strong introduction:

I liked this account's message in spite of the details.

Explain: *The opinion is clear, but what is wrong with the details is not clear. Is something missing, or has the writer failed to provide needed information?* Have the class discuss how the writer expressed his opinion clearly in the opening of the model: *I liked this account for its message, but more details would have made it even better.*

Have students use Revising Marks to improve their drafts. Remind them to focus on supporting their ideas with reasons.

See **Differentiate**

Edit and Proofread

Check the Literary Response **Anthology** page 563

Read the instructions on **Anthology** page 563 aloud. Point out the Spelling Tip on the page. Then have students edit their literary responses, focusing on using the future tense and the Week 4 spelling words.

Differentiate

BL Below Level

ISSUE Students have difficulty organizing their ideas to support an opinion.

STRATEGY Have students review their T-charts. Ask: *Which of the reasons listed is the most important to you?* Have students list their likes and dislikes in order of significance to them personally, and then use this list to organize their essays.

EL English Learners

ISSUE Students do not feel confident writing opinions in English.

STRATEGY Allow students to write their opinions in their first language and then use an online translator to translate it into English. Suggest that students review their opinions and reasons with a proficient English speaker to verify that the opinions have been expressed as the writer intends.

Writing Project, continued

Revise

1. Read, Retell, Respond Read your draft aloud to a partner. Your partner listens and then restates your ideas. Next, talk about ways to improve your writing.

| Language Frames | |
|---|---|
| <p>Retell</p> <ul style="list-style-type: none"> Your opinion about the story was _____. Your main reasons for your opinion were _____. Some details you used to develop your ideas were _____. | <p>Make Suggestions</p> <ul style="list-style-type: none"> I don't understand why you said _____. Could you explain it differently? You didn't include many details from the story. Maybe you could add _____. |

2. Make Changes Think about your draft and your partner's suggestions. Then use the Revising Marks on page 585 to mark your changes.

- Did you state your opinion clearly? If not, try rewording it

for its message, but more details would have made it even better.

I liked this account, but it could have been better.

- Use details from the selection to develop your ideas.

more precious than mountains of gold.

To Alia, though, books were very important.

Edit and Proofread

Work with a partner to edit and proofread your literary response. Pay special attention to irregular verbs. Use the marks on page 585 to show your changes.

Spelling Tip

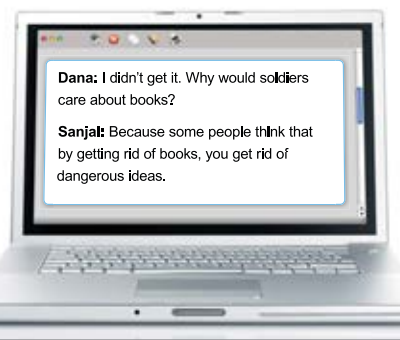
Remember that irregular verbs form the past tense with special spellings: bring/brought

Publish

1. On Your Own Make a final copy of your literary response. Post it on a class blog, or share it with someone who has read the same selection.

| Presentation Tips | |
|---|---|
| If you are the speaker... | If you are the listener... |
| Speak clearly. Pause slightly before sentences and phrases from the literature. | Be ready to summarize the writer's response to the literature. |
| Be ready to respond to questions about your opinion and reasons. | Think about whether the writer's opinion is supported by details. |

2. With a Group Form a Reader's Circle to discuss the selections you read. Be sure to share both positive and negative opinions. You can also share your opinions in an online discussion group.



Publish and Present

On Your Own Anthology page 563

Have students write final drafts of their literary responses. Pair students who have reviewed the same piece, if possible. Have the partners discuss how they agree or disagree about the piece, and what could make each literary response stronger. Students may also post their responses to a class blog.

Use the **Writing Rubric** to assess each student's literary response. Then have students add their literary responses to their Weekly Writing folders.

With a Group Anthology page 563

Model how to read a literary response using the Model and the Presentation Tips. Remind speakers: *You may need to respond to questions about your opinions and reasons. Review the original material and your review to help prepare.*

Arrange for students to share their literary responses in a Reader's Circle. Students can also post their pieces or share their opinions in an online discussion group.

Writing Rubric

| Score Point | Ideas | Organization | Voice | Word Choice | Fluency | Conventions | Presentation |
|-------------|--|---|---|---|---|---|---|
| 4 | The writing has a clear focus and reader interested. Details are accurate and showing in depth knowledge of the topic. | The writing has a clear structure and purpose. The writer's ideas are organized logically and smoothly and purpose. | The writing has a clear 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 have appropriate transitions. When read aloud, the writing has a clear and effective meaning. | The writing has a clear structure and purpose. The writer's ideas are organized logically and smoothly and purpose. | The text is presented in an orderly way, making it easy to read and understand the message. The writing is appropriate for the purpose and audience and is easy to read. |
| 3 | Most of the writing has a clear focus and reader interested. Details are accurate and showing in depth knowledge of the topic. | Most of the writing has a clear structure and purpose. The writer's ideas are organized logically and smoothly and purpose. | Most of the writing has a clear 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 have appropriate transitions. When read aloud, the writing has a clear and effective meaning. | Most of the writing has a clear structure and purpose. The writer's ideas are organized logically and smoothly and purpose. | Most of the text is presented in an orderly way, making it easy to read and understand the message. The writing is appropriate for the purpose and audience and is easy to read. |
| 2 | The writing has a clear focus and reader interested. Details are accurate and showing in depth knowledge of the topic. | The writing has a clear structure and purpose. The writer's ideas are organized logically and smoothly and purpose. | The writing has a clear 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 have appropriate transitions. When read aloud, the writing has a clear and effective meaning. | Most of the writing has a clear structure and purpose. The writer's ideas are organized logically and smoothly and purpose. | Most of the text is presented in an orderly way, making it easy to read and understand the message. The writing is appropriate for the purpose and audience and is easy to read. |
| 1 | The writing does not have a clear focus and reader interested. Details are inaccurate and showing in depth knowledge of the topic. | The writing does not have a clear structure and purpose. The writer's ideas are not organized logically and smoothly and purpose. | The writing does not have a clear 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 have no appropriate transitions. When read aloud, the writing does not have a clear and effective meaning. | The writing does not have a clear structure and purpose. The writer's ideas are not organized logically and smoothly and purpose. | The text is not presented in an orderly way, making it difficult to read and understand the message. The writing is not appropriate for the purpose and audience and is not easy to read. |

Week 4 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Explain Text Structure: Goal and Outcome
- ✓ Choose Reading Strategies; Identify Persuasive Techniques; Distinguish Facts and Opinions to Comprehend Literature
- ✓ Determine Main Idea
- ✓ Compare Treatments of Similar Topics

ASSESSMENTS

Reading Comprehension Test

Homes Up High

Imagine you could climb a ladder to a forest house! Almost a thousand years ago, some Native American children did just that. They were part of a group of people in the American Southwest who built their homes on cliffs. Living on a cliff must have been pretty scary!

These cliff homes, or dwellings, were amazing. There were both small rooms and large villages with more than 100 rooms.

Life on the cliffs must have been difficult. The farms were on top of the cliffs, so people had to climb up and down for food and water. On the other hand, the cliffs provided protection from the weather and other dangers.

The cliff people left their homes after many years. Scientists have ideas about why they left but are not certain. In the 1800s, explorers discovered the ruins. Unfortunately they were not always respectful or careful. Some of them damaged or took things from the ruins.

In 1906, President Roosevelt signed a law that made the cliffs a United States national park. Workers now preserve the dwellings and keep the area safe. They also study the ruins to learn more about the people from long ago. Today the cliff dwellings are a very interesting place to visit.

The best part of our nation is its national parks. It is not dirty or cluttered or polluted or noisy. Find out more about our national parks at www.nps.gov.

Grade 4 Assessment AB.23 Unit 8 | Learning a Piece of the World

Reading Comprehension Test

Which statement is an opinion about the cliff dwellings?

Which statement presents an opinion as a fact?

Which statement uses language that appeals to the reader's emotions?

Grade 4 Assessment AB.24 Unit 8 | Learning a Piece of the World

Reading Strategy Assessment

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

Grade 4 Assessment SG8.30 Unit 8 | Learning a Piece of the World

Reading Comprehension Unit Test
A8.23–A8.29

Reading Strategy Assessment
SG8.30–SG8.31

Fluency

- ✓ Expression
- ✓ Accuracy and Rate

Oral Reading Assessment

Read the passage aloud to a measuring tape. Measure out 1 foot (12 inches). This is the length of the California condor, the largest flying bird in North America.

Tens of thousands of years ago, there were many condors in North America, including the Atlantic coast. By the 1800s, though, condors were only found in the mountain ranges of the Pacific coast. As cities and farmland replaced the wild spaces that were the condor's home, their numbers went down quickly.

There were other reasons condors died, besides the loss of habitat. Many hunters and farmers damaged condors, and pesticides and poisons made survival for the condors difficult. By the 1930s, there were fewer than 30 wild condors left in all of North America! They were in great danger of becoming extinct. Not knowing what to do, biologists in 1947 captured all the wild condors that were left. They took the condors to zoos, to protect them, and began breeding them there.

Workers' condors don't lay many eggs in the wild. They lay one every two years. Slowly, though, the condor population increased. Now there are about 300 living California condors. Most of them still live in zoos and animal parks.

In 1992, biologists started releasing some condors back into the wild. It's still a dangerous world out there. About 40% of released condors die prematurely from hitting power lines and other causes. Today, there are over 120 condors living in the wild in California and Arizona. Some pairs are even nesting in the wild and laying eggs. The condors are trying to make a comeback from the brink of extinction. Biologists are cautiously hopeful. Keep your fingers crossed.

Grade 4 Assessment AB.1 Unit 8 | Learning a Piece of the World

Oral Reading Assessment

Grade 4 Assessment AB.2 Unit 8 | Learning a Piece of the World

Oral Reading Assessment

Grade 4 Assessment AB.3 Unit 8 | Learning a Piece of the World

Oral Reading Assessment
A8.1–A8.3

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

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Explain Idioms
- ✓ Relate Words: Homographs
- ✓ Spell Multisyllabic Words: suddenly, visible, reappear
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test

What does **visible** mean in this sentence?

What does **reappear** mean in this sentence?

What does **suddenly** mean in this sentence?

Grade 4 Assessment AB.30 Unit 8 | Learning a Piece of the World

Vocabulary Test

My cousin is _____ spending time with friends.

Many people considered the firefighter _____.

Authors can _____ history through books.

Grade 4 Assessment AB.31 Unit 8 | Learning a Piece of the World

Spelling Words

Words with **sh** in the syllable:

- contribute
- earnestly
- effectively
- generosity
- harmony
- invisible
- literature
- nevertheless
- opportunity
- recovery
- reputation
- tremendous
- undoubtedly
- universal

Watch-Out Words:

- cent
- cent
- cent
- cent

Grade 4 Assessment AB.32 Unit 8 | Learning a Piece of the World

Vocabulary Unit Test
A8.30–A8.31

Spelling Pretest/Spelling Test
T549i

Grammar and Writing

- ✓ Use Past-Tense Verbs
- ✓ Use Past-Tense and Present-Progressive Verb Forms
- ✓ Use Helping Verbs
- ✓ Use the Future Progressive
- ✓ Use the Future Tense
- ✓ Support Opinions

Writing, Revising, and Editing Test

Many people around the world _____ to speak more than one language. That's a good thing! Unfortunately, during the last century some people have stopped speaking their native language. Most experts believe that at least half of all languages _____ in the next hundred years.

In the past, many Native Americans in the southern United States _____ a language called Apache. As English-speaking pioneers _____ west, Native Americans were forced to learn and speak only English.

Some people are concerned that the Apache language will be lost forever. Scientists _____ recorded their native Apache speakers to study the language. Also, some of the last Apache speakers _____ to teach the language to young people.

Grade 4 Assessment AB.32 Unit 8 | Learning a Piece of the World

Writing, Revising, and Editing Test

Choose the answer that goes in Blank 1.

Choose the answer that goes in Blank 2.

Grade 4 Assessment AB.33 Unit 8 | Learning a Piece of the World

Writing Rubric

| Grade | Topic | Content | Organization | Style | Conventions |
|-------|---------|--|--|--|---|
| 4 | Writing | Writes a clear, focused response to the prompt. Includes relevant details and examples. Shows some understanding of the topic. | Organizes ideas in a logical order. Uses simple transitions. | Uses a variety of sentence structures. Shows some understanding of punctuation and capitalization. | Shows some understanding of spelling and grammar rules. |
| 4 | Writing | Writes a clear, focused response to the prompt. Includes relevant details and examples. Shows some understanding of the topic. | Organizes ideas in a logical order. Uses simple transitions. | Uses a variety of sentence structures. Shows some understanding of punctuation and capitalization. | Shows some understanding of spelling and grammar rules. |
| 4 | Writing | Writes a clear, focused response to the prompt. Includes relevant details and examples. Shows some understanding of the topic. | Organizes ideas in a logical order. Uses simple transitions. | Uses a variety of sentence structures. Shows some understanding of punctuation and capitalization. | Shows some understanding of spelling and grammar rules. |

Grade 4 Assessment AB.40 Unit 8 | Learning a Piece of the World

Writing, Revising, and Editing Unit Test
A8.32–A8.35

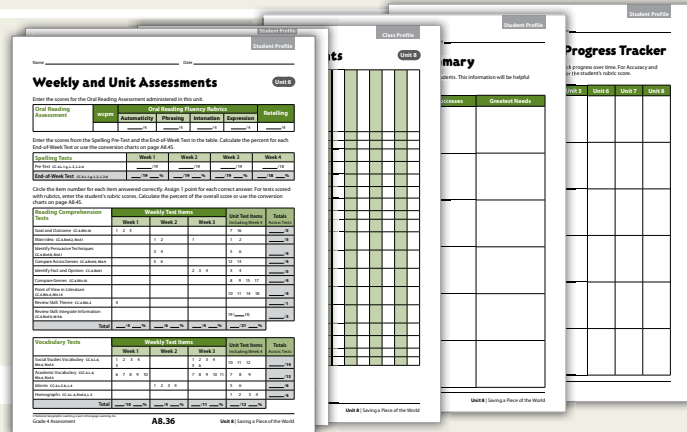
Writing Rubric
A8.40



ExamView®

Reteach and Practice

REPORTS



RESOURCES AND ROUTINES

Reading

RETEACH

Analyze Genres: Reteaching Master RT8.10

Choose Reading Strategy: Reteaching Master RT8.11

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

PRINT & ONLINE Report Forms

Student Profile: Weekly and Unit Assessments A8.36–A8.37

Class Profile: Weekly and Unit Assessments A8.38

Student Profile: Strengths and Needs A8.39

Student Profile: Oral Reading Progress Tracker A1.3

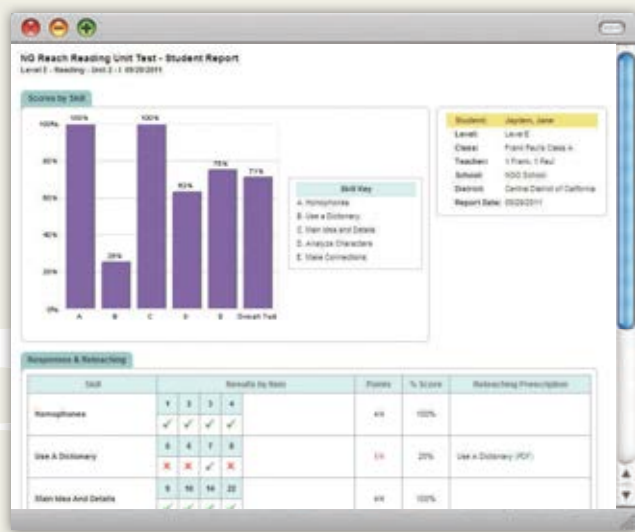
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach 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

Daily Spelling Practice, pages T549i–T549j

Grammar and Writing

RETEACH

Verbs: Anthology Handbook, pages 604–608

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Ideas: Reteaching Master RT8.12


ADDITIONAL PRACTICE

More Grammar Practice PM8.31

Daily Writing Skills Practice, pages T549m–T549n

See Weeks 1–3 for additional practice resources.

Unit 8 Wrap-Up




BIG Question What's worth protecting?

Talk Together

In this unit, you found lots of answers to the **Big Question**. Now make a concept map to discuss the **Big Question** with the class.

Concept Map



Write a Persuasive Essay

Choose one thing that's worth protecting. Write a persuasive essay about it. Include details to support your ideas.

564

Anthology
pages 564–565

OBJECTIVES

Thematic Connection: Preserving Cultures and Species

Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM8.1

COMMON CORE STANDARDS

Writing

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

Speaking and Listening

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

Unit 8 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Write a Letter

What social cause do you care about? What organization would you like to help by volunteering? Write a letter to an organization to learn more. Include all of the parts of a letter.

Do It!

Make an Ad

Design an ad that asks people to support a cause. Share your ad with the class. Talk about how the words and pictures make the meaning clear.



Talk About It!

Share a Superhero Fantasy

Imagine that you are a superhero. Tell a partner what you would do as a superhero to protect something important.

I would protect all the animals in the ocean!

Do It!

Have a Debate

Talk with classmates about an issue that you think is important to the lives of people today. Then have a debate about it. Discuss different ways to solve the issue.



565

Academic Talk

1 Talk Together Anthology page 564

Display the Big Question. Read aloud the first paragraph on page 564. Have students revisit their **Practice Master PM8.1** to remind them of their answers to the Big Question. Encourage students to think about past class discussions, the selections in the unit, and the books they read during Small Group Reading. Encourage elaboration: *What do you value most in the world? What would you do to protect it? Give examples.*

Writing

2 Write a Persuasive Essay Anthology page 564

Read aloud the instructions. Remind students that a persuasive essay gives an opinion and tries to get readers to agree with the writer. Before they begin writing, help students form their opinions by asking them to think about why their choice is worth protecting. Students should clearly state their reasoning in their essays.

Have students write independently.

Unit Projects

3 Share Your Ideas Anthology page 565

Read aloud the project options. Have students who have chosen the Talk About It and Do It group projects form small groups and gather in designated areas. Have the other students work independently at their desks.

Write It!



MATERIALS

print and online resources about service organizations

Plan

Have students search for a service organization that appeals to them. Review the parts of a business letter. Review appropriate language for business letters. (formal language)

Write a Letter

Encourage students to state in the body of the letter why they are interested in the organization and what they would like to know. Remind them to thank the person for paying attention to their request.

| | |
|---|-----------|
| Write Informative/Explanatory Text to Examine a Topic and to Convey Ideas and Information | CC.4.W.2 |
| Write Over Shorter Time for Specific Tasks and Purposes | CC.4.W.10 |

Do It!



MATERIALS

magazines, newspapers, colored pencils, markers

Plan

Encourage students to study different print ads and discuss the effectiveness of various features of the ads (images, colors, fonts, words). Ask: *What are some of the words used to get people's attention?* Make a list of these words as they are suggested by students.

Make an Ad

In their advertisements, encourage students to use persuasive language and include images that appeal to feelings and beliefs.

Students may choose to display their ads or present them to the class.

| | |
|---|-----------|
| Write Over Shorter Time for Specific Tasks and Purposes | CC.4.W.10 |
|---|-----------|

Talk About It!



Plan

Briefly review the elements of fantasy, such as imaginary characters and "What if...?" scenarios. Instruct students to create a problem-solution chart to plan how a superhero could solve a problem, such as the need to protect something important. Provide an example:

| <u>Problem</u> | <u>Solution</u> |
|--------------------------------------|--|
| Thieves want to steal the Mona Lisa. | I will use my powers of invisibility to hide in the museum and ambush the thieves. |

Share a Superhero Fantasy

Have students work in pairs. Have them take turns telling their superhero fantasy and listening to their partners.

| | |
|------------------------------|----------|
| Demonstrate Command of Usage | CC.4.L.1 |
| Use Conversational Words | CC.4.L.6 |

Do It!



Plan

Brainstorm to choose topics. Ask: *What issues are important to the lives of people today?* Explain the roles and rules for having a debate: respect others; take turns; listen; don't interrupt; let others have their own opinions even when you disagree.

Organize students into groups with opposing positions. Have groups work together to draft arguments, including opinions and reasons and evidence. Ask: *How could this issue be solved or corrected? Why do you feel this way?*

Have a Debate

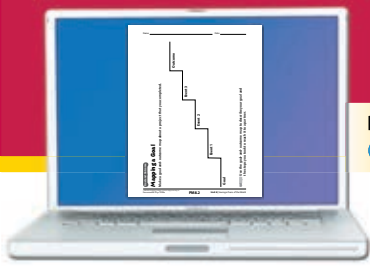
Allow class time for student debates. Remind students about the rules of discussion as they debate their issues.

| | |
|---|-------------|
| Come to Discussions Prepared | CC.4.SL.1.a |
| Follow Rules for Discussions and Carry Out Assigned Roles | CC.4.SL.1.b |
| Use Academic and Domain-Specific Words | CC.4.L.6 |

Unit 8 Reflection

| Successful Teaching Moments | Adjustments for Next Year |
|-----------------------------|---------------------------|
| | |

| Additional Notes or Resources |
|-------------------------------|
| |



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| | Day 3: Grammar Game | PM8.3 |
| | Day 4: Grammar and Writing | PM8.4 |
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NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level E | Unit 8

Dear Family Member,

“What’s worth protecting?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about things that are worth preserving. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members about what they think is worth protecting. What living things, places, objects, or even ideas would they like to save? Ask them to share ideas about how to save what they value most. Try to use New Words in your interviews.
2. Work together to write notes about your interviews on the lines below. Try to include some of the New Words in your notes.
3. Remind your student to bring the completed notes to class.

What We’re Reading

“Buffalo Music”

by Tracey E. Fern

In this story, a woman rescues wild buffalo.

“Saving Bison from Extinction”

by Dorothy Young

This report traces the history of bison in the United States.

“The Key Holders of Kabul”

by Fredrik Hiebert, with Ronald Scro

In this personal narrative, Explorer Fredrik Hiebert tells how brave museum workers saved Afghani treasures.

“The Librarian of Basra”

by Jeanette Winter

In this historical narrative, the author tells how an Iraqi librarian protected her library’s books during war time.

And more!

COPY READY



New Words

Weeks 1 and 2

heritage

president

value

hero

protect

volunteer

mission

responsible

motive

service

Weeks 3 and 4

ancient

object

record

civilization

official

risk

courage

principle

site

empire

project

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



NATIONAL GEOGRAPHIC Reach



BOLETÍN DE NOTICIAS

Nivel E | Unidad 8

Estimado miembro de la familia,

“¿Qué cosas vale la pena proteger?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de las cosas que vale la pena preservar. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, entrevisten a miembros de la familia acerca de las cosas que vale la pena proteger. ¿Cuáles son los seres vivos, lugares, objetos o incluso ideas, que les gustaría salvar? Pídanles que compartan las ideas que tienen para salvar lo que más valoran. Intenten usar las Nuevas Palabras en sus entrevistas.
2. En las líneas que aparecen más abajo, tomen notas de las entrevistas. Intenten incluir algunas de las Nuevas Palabras en sus notas.
3. Recuerde a su estudiante traer las notas completas a clase.

Qué estamos leyendo

“Buffalo Music”

por Tracey E. Fern

En esta historia, una mujer rescata búfalos salvajes.

“Saving Bison from Extinction”

por Dorothy Young

Esta informe reseña la historia del bisonte en Estados Unidos.

“The Key Holders of Kabul”

por Fredrik Hiebert, con Ronald Scro

En esta narración personal, el explorador Fredrik Hiebert cuenta cómo unos valientes empleados de un museo salvaron tesoros afganos.

“The Librarian of Basra”

por Jeanette Winter

En esta narración histórica, la autora nos cuenta cómo una bibliotecaria traquí protegió los libros de su biblioteca durante la guerra.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

heritage

herencia

hero

héroe

mission

misión

motive

motivo

president

presidente

protect

proteger

responsible

responsable

service

servicio

value

valorar

volunteer

voluntario

Semanas 3 y 4

ancient

antiguo

civilization

civilización

courage

valentía

empire

imperio

object

objeto

official

oficial

principle

principio

project

proyecto

record

registro

risk

riesgo

site

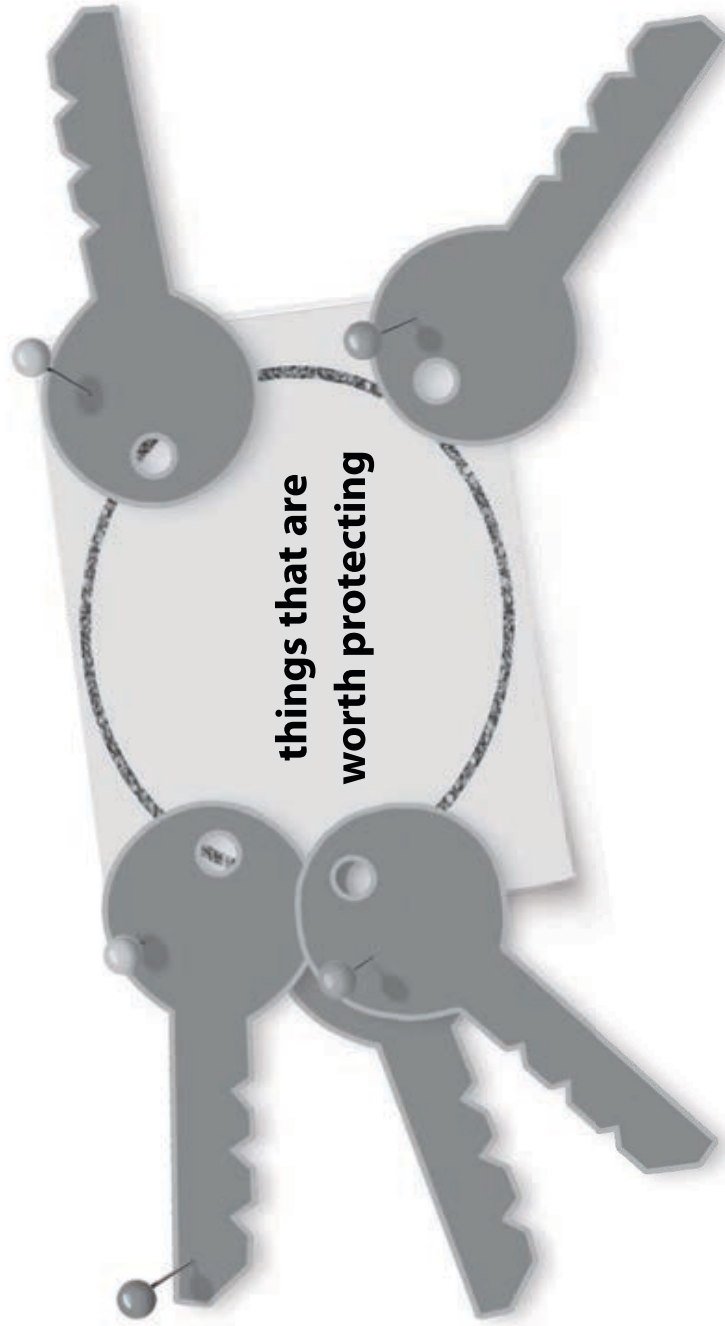
sitio

COPY READY

Aprenda y juegue con palabras. NGReach.com

Saving a Piece of the World

Make a concept map with the answers to the Big Question: What's worth protecting?

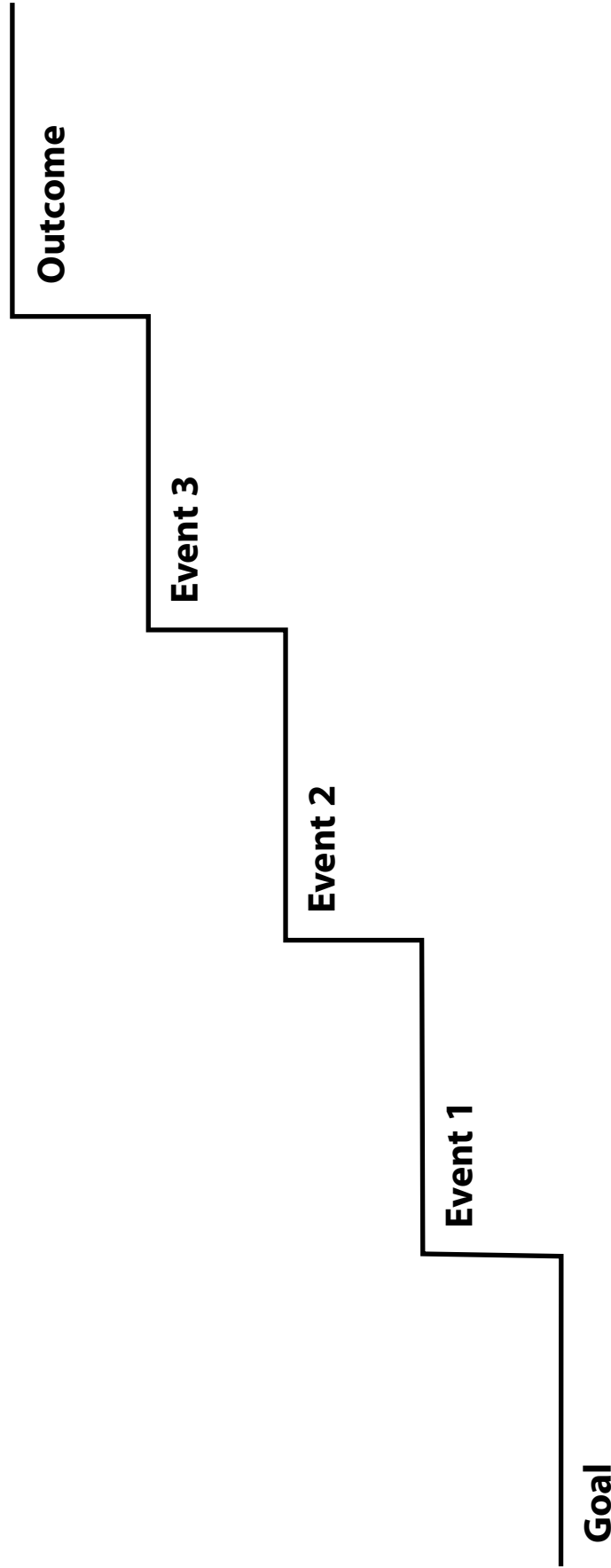


COPY READY

Goal and Outcome

Mapping a Goal

Make a goal-and-outcome map about a project that you completed.



Use the goal-and-outcome map to describe your goal and the steps you took to reach it to a partner.

Grammar: Game

Put It in the Past!

Directions:

1. With your partner, cut 8 index cards in half and write numbers 1 through 16 on separate pieces. Shuffle the cards and stack them face down.
2. Take turns drawing a card. Look for the verb in the grid whose number matches the number on your card. Write the past tense of the verb in the correct square on the grid.
3. Have your partner check the spelling. If it is correct, keep the card. If not, correct the spelling, but set the card aside.
4. The game ends when all the cards have been drawn. The player with more cards at the end of the game wins.

| | | | |
|---------------------|----------------------|----------------------|----------------------|
| 1. call _____ | 2. hope _____ | 3. live _____ | 4. change _____ |
| 5. work _____ | 6. use _____ | 7. value _____ | 8. protect _____ |
| 9. reclaim _____ | 10. need _____ | 11. remodel _____ | 12. inspire _____ |
| 13. plant _____ | 14. whistle _____ | 15. dream _____ | 16. restore _____ |

COPY READY

Grammar: Grammar and Writing

Edit and Proofread

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

- regular past tense verbs
- irregular past tense verbs

Editing and Proofreading Marks

| | |
|-----|---------------|
| ^ | Add. |
| ~ | Take out. |
| ○ ^ | Move to here. |
| ^, | Add comma. |
| ⊙ | Add period. |

Last year, the vacant lot next to my apartment building ^{was} ~~is~~ really a mess. Weeds grewed as high as cornstalks. Trash littered the ground. The fence was coverd with graffiti.

One day I decideed to do something about it. I gatherd my friends and suggested that we clean up the place. "We can get rid of the trash, plant flowers, and paint the fence," I say.

Everyone loveed the idea. We hurried to gather materials—trash bags, garden tools, seeds, paintbrushes and paint. We lugged everything to the lot and got going. We worked hard, but all of us enjoyd transforming the lot into a pretty place.

Test-Taking Strategy Practice

Skip and Return to Questions

Read each question about “Buffalo Music.” Choose the best answer.

Sample

- 1** How do you know that Charlie supported Molly’s goal even though he told her raising the two calves wouldn’t change anything?
- Ⓐ Charlie just shook his head at Molly.
 - Ⓑ Charlie was tired of having wild critters in the dugout.
 - Ⓒ Charlie didn’t waste his breath arguing with Molly.
 - Charlie would start the dugout fire every time a new orphan showed up.

- 2** Where did Billie get the orphaned calves?

- Ⓐ The neighbors rescued them.
- Ⓑ He found them under a tree.
- Ⓒ The hunters gave them to him.
- Ⓓ He bought them.

- 3** What motivates Molly to take care of the buffalo?

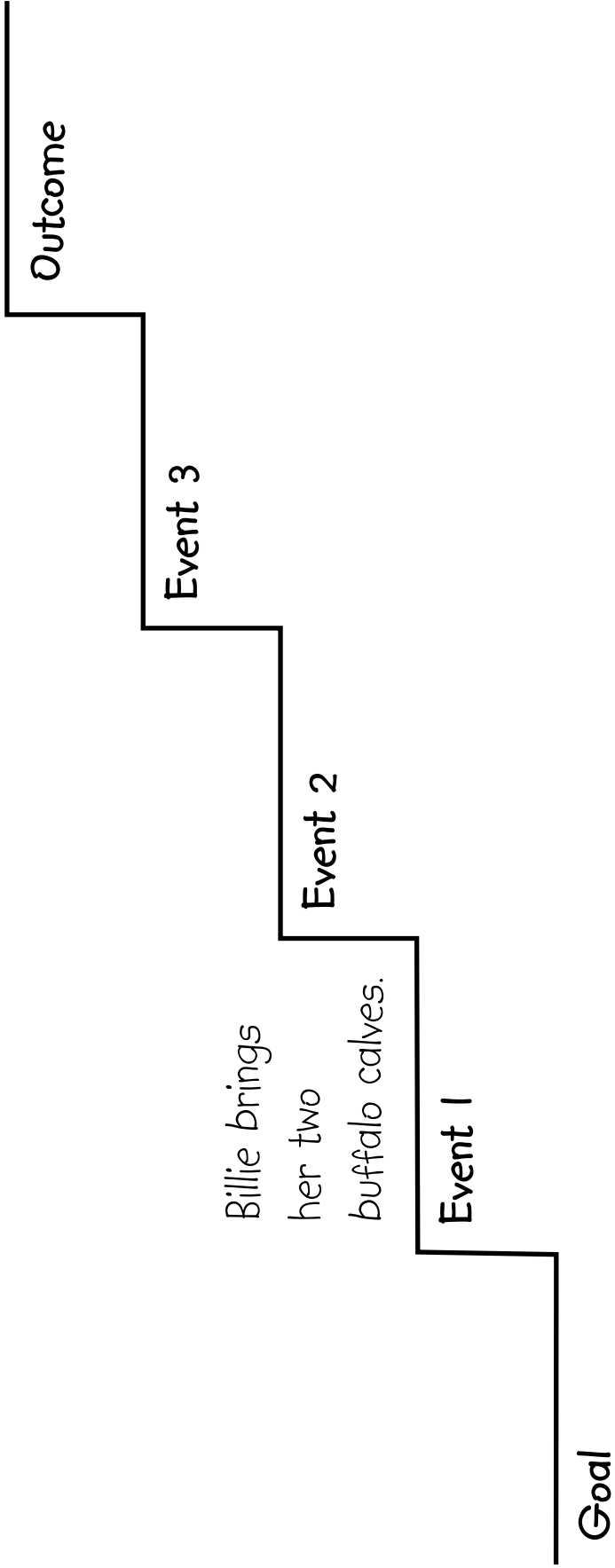
- Ⓐ She misses the sound of them.
- Ⓑ She wants them for meat.
- Ⓒ Charlie keeps bringing them home.
- Ⓓ She wants them to live in Yellowstone.

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

Goal and Outcome Map

“Buffalo Music”

Make a goal-and-outcome map for “Buffalo Music.”



Use the goal-and-outcome map to retell the story to a partner.

Fluency Practice

"Buffalo Music"

Use this passage to practice reading with proper intonation.

That summer, the heat fell as heavy as an angry fist. 11

The trails were deep with dust. The grass cracked like glass 22

underfoot. And everywhere, as far as the eye could see, the 33

bleached bones of the buffalo glistened white in the sun. 43

Within six seasons, the hunters were gone. So was the 53

buffalo music. 55

Oh, those were lonely, silent days! I was sure the only 66

song left in the canyon was the old whistle of the north wind. 79

From "Buffalo Music," page 502

COPY READY

Intonation

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

Accuracy and Rate Formula

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

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

Grammar: Reteach

Trip to the Moon**Grammar Rules: Verbs**

The **past tense** form of a regular verb ends with *-ed*.

- For verbs that end in silent *e*, drop the *e* before adding *-ed*.
- For verbs that end in one vowel + one consonant, double the final consonant before adding *-ed*.
- For verbs that end in a consonant and *y*, change *y* to *i* before adding *-ed*.

The rocket blasted into the sky.

We hoped to land on the moon

We travelled a long way.

Valeria cried with happiness when we landed.

The **irregular past tense** does not add *-ed*.

I took pictures.

Circle the past-tense verb of the underlined present-tense verb.

The surface of the moon is (was, ised) dusty. Ted try (tryd, tried) to put moon rocks in his bag. We enjoyed the view of Earth. I dig (dug, digged) a hole. Valeria unroll (unroled, unrolled) the flag. Ted place (placied, placed) the flag in the hole. The flag show (showed, showd) that we had been there.

 Pick two past-tense verbs from above and write new sentences. Read them to a partner.

Grammar: Game

From Present to Past

Directions:

1. With your group, write each word below on a separate card. Shuffle the cards and stack them face down.
2. Take turns turning over the top card.
3. Spell the past tense of the verb on your card and use it in a sentence. If your group agrees that you are correct, keep the card. If the group is not sure, check the word in a dictionary. If you were wrong, replace the card in the stack.
4. The game ends when all the cards have been taken. The player with the most cards wins.

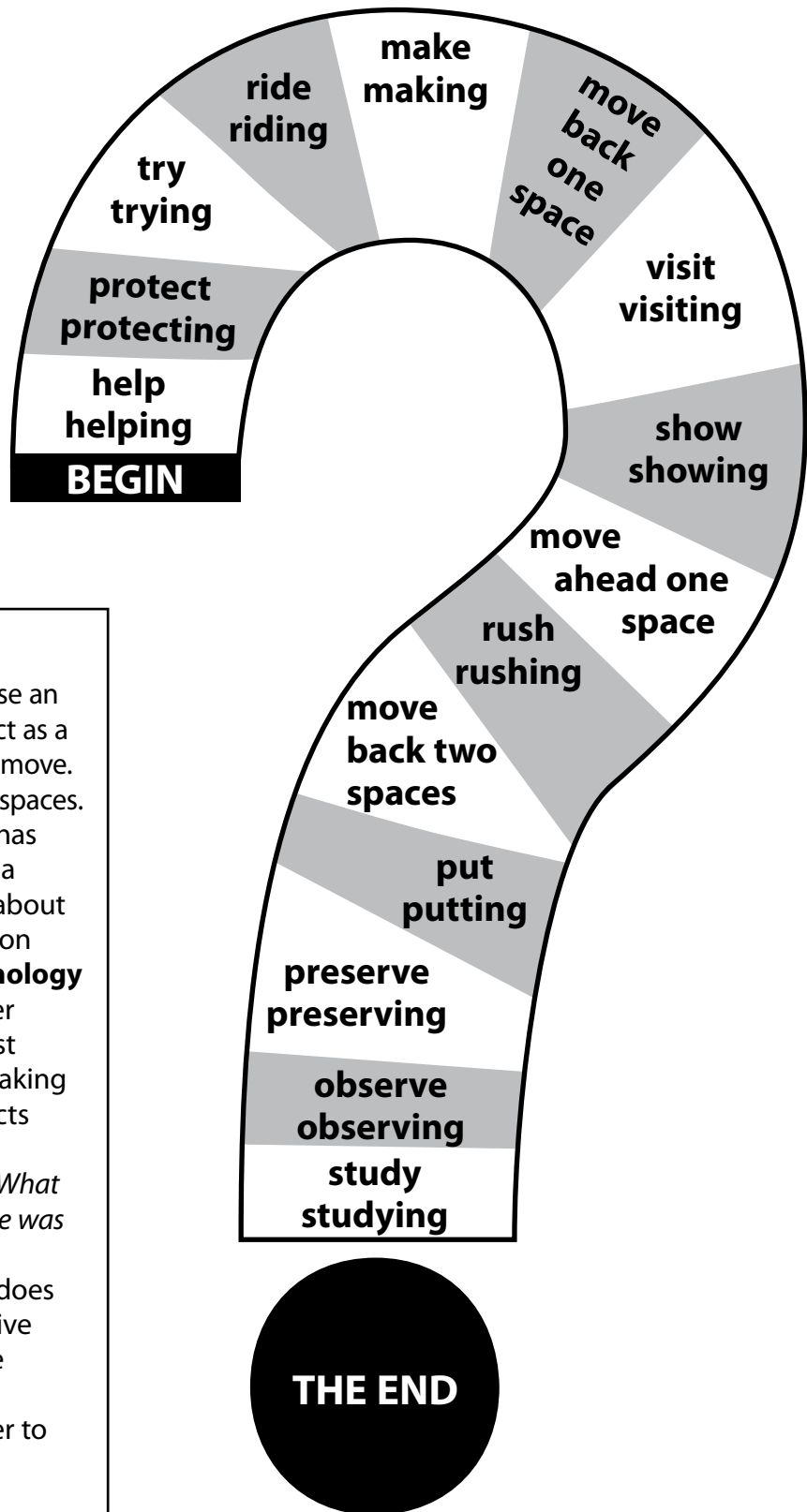
| | | | |
|------|--------|-------|-------|
| make | do | ride | go |
| say | become | be | begin |
| buy | come | write | win |
| take | have | tell | grow |

COPY READY

Grammar: Game

What Was Happening?

COPY READY



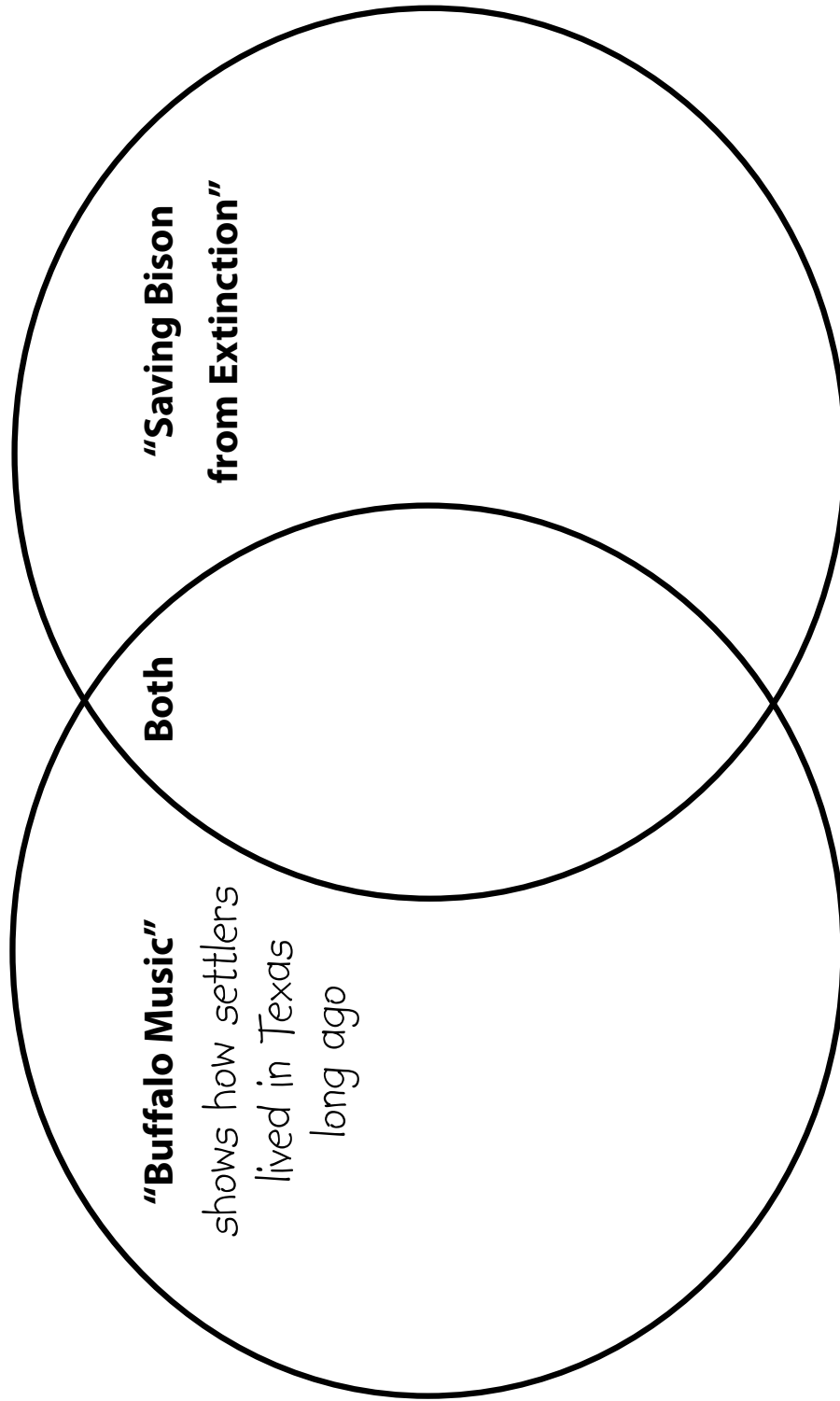
Directions:

1. Play with a small group. Use an eraser or other small object as a game piece. Flip a coin to move. Heads = 1 space, Tails = 2 spaces.
2. If the space you land on has a verb form, use it to ask a question. Ask questions about the photos in "Saving Bison from Extinction" on **Anthology** pages 517–523. The player to your right uses the past progressive to answer, making sure the verbs and subjects agree.
For example: **Question:** *What was he riding?* **Answer:** *He was riding a horse.*
3. If the space you land on does not have a past-progressive form of a verb, follow the directions on the space.
4. Take turns. The first player to reach THE END wins.

Venn Diagram

Compare Fiction and Nonfiction

Make a Venn Diagram to compare ideas in "Buffalo Music" and "Saving Bison from Extinction."



COPY READY


Grammar: Practice

In the Past**Grammar Rules Past Tense**

- Add **-ed** to form the past tense of most verbs.
- Drop the final **e** and add **-ed** to verbs like *live* (**lived**).
- Double the final consonant and add **-ed** to verbs like *hop* (**hopped**).
- Change the **y** to **i** and add **-ed** to verbs like *cry* (**cried**).
- Learn the special past-tense forms of irregular verbs like *come* (**came**) and *have* (**had**).

Write the past tense form of the verb to complete each sentence.

Samuel Walking Coyote was a Native American who _____ to
(help)
protect the bison. One day, several orphaned calves _____ into
(walk)
his camp. Walking Coyote _____ the orphaned calves. Soon,
(raise)
his small herd _____. He _____ his herd to people who
(grow) (sell)
_____ to let the bison roam free. William Hornaday _____
(plan) (try)
to protect the bison, too. Hornaday _____ a small group of
(bring)
bison to the Bronx Zoo. He _____ the bison from becoming
(saved)
extinct by forming the American Bison Society.

 **With your partner, write a paragraph to tell how bison were almost hunted to extinction. Use past tense verbs in your sentences.**

REACH CONSERVATION SOCIETY

Endangered Species Conservation News How Can I Help?

Conservation News

- ▼ **Protecting Asian Elephants**
 - Cambodia's Last Elephants?
 - Vathana Enters the Scene
 - Low-Cost Plans Bring Success

Protecting Asian Elephants

by Charles Smolar

Cambodia's Last Elephants?

Elephants are an important part of Cambodian culture. But recently, conflicts between humans and elephants have caused Cambodia's elephant population to **plummet**. National Geographic explorer Tuy Sereivathana (known as Vathana) works to protect the few elephants that remain.

Vathana Enters the Scene

Human-elephant conflicts were usually about food. Hungry elephants started eating the farmer's crops. Farmers killed elephants to protect their crops. Since 2003, Vathana has managed a team to help humans and elephants get along. His team has earned the trust of the farmers.

Low-Cost Plans Bring Success

Vathana's team taught farmers to raise special crops that they can pick before the elephants even notice that they are ripe. Noisemakers and fireworks scare the elephants away from farms. These low-cost ideas work! Since 2005, no elephants have died as a result of human-elephant conflicts.

▲ Vathana works to save Cambodia's elephants.

COPY READY

In Other Words

plummet decrease rapidly

The main idea of the article is: _____

http://www.ngreach.com

REACH CONSERVATION SOCIETY

Endangered Species
Conservation News
How Can I Help?

Conservation News

- ▼ **Saving Sonoran Pronghorns**
- Race Against Extinction
- Preserving Pronghorn Habitat
- A Complex Response
- Hope for the Future

Saving Sonoran Pronghorns

by Scott Whitman


Race Against Extinction

One of the fastest land animals in North America, Sonoran pronghorns can move like greased lightning, reaching speeds of 60 miles per hour. However, even these speed demons might not be able to outrun the threat of extinction. The population of Sonoran pronghorns' has dropped drastically in recent years and the United States government has listed them as an endangered species. Wildlife biologist Mike Coffeen is on a mission to save Sonoran pronghorns.

Coffeen's help is coming just in time. Today fewer than 100 Sonoran pronghorns live in the wild—just a drop in the bucket compared to the millions that once roamed the West.

Preserving Pronghorn Habitat

New highways and construction projects mean the pronghorns have less space to run and fewer plants to eat. To address this problem, Coffeen and his team have been working tirelessly around the clock to recreate the pronghorns' disappearing habitat on an animal refuge in Arizona.



▲ The Sonoran pronghorn has been listed as an endangered species since 1967.

REACH CONSERVATION SOCIETY

Endangered Species Conservation News How Can I Help?

Conservation News


- ▼ Saving Sonoran Pronghorns
- Race Against Extinction
- Preserving Pronghorn Habitat
- A Complex Response
- Hope for the Future

Saving Sonoran Pronghorns

A Complex Response

Coffeen’s work on this pronghorn refuge shows a complex response to the animals’ needs. By bringing in plenty of water and taking care of the plants that the pronghorns eat, Mike and his team keep the pronghorns happy and healthy. However, Coffeen has to be careful not to treat the pronghorns like pets. If he does, they might not be able to survive in the wild again!

Another challenge to the pronghorns is the fences that they must cross when they migrate. Since pronghorns are great runners but not very good jumpers, fences are nearly impossible for them to cross. Coffeen hopes that, over time, all the old fences will be replaced with new fences that pronghorns can pass under.



▲ Fences make migration difficult for Sonoran pronghorns.

Hope for the Future

Although progress is slow, Mike is hopeful that the pronghorn herd will continue to grow. Perhaps we will never see 35 million pronghorns again, but we can definitely protect the ones alive today!

The main idea of the article is: _____

Grammar: Grammar and Writing

Edit and Proofread

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

- regular past-tense verbs
- irregular past-tense verbs
- past-progressive verb forms

Editing and Proofreading Marks

| | |
|-----|---------------|
| ^ | Add. |
| ↷ | Take out. |
| ⤴ ^ | Move to here. |
| ^, | Add comma. |
| Ⓜ | Add period. |

COPY READY

“The crows destroyed the nest again,” Soraya tell Carla with a sigh.
 She staring sadly at the shattered nest on the ground.

“The doves don’t stand a chance,” Carla replied.

As they talking, the girls pickd up the twigs and leaves scattered on the patio. They gathered the broken eggs, too. “How can we prevent the crows from doing this again?” Soraya askd.

They were think hard when a great idea popped into Carla’s mind. “Let’s get one of those wooden owls,” she suggestead.

The next day, they buyed the owl and tieded it in the doves’ tree. From that day on, the crows staid away.

Grammar: Reteach

The Class Play


Grammar Rules: Verbs

| | |
|---|---|
| <p>The past tense form of a regular verb ends with <i>-ed</i>.</p> | <p>Mrs. Juarez <u>talked</u> about the class play.</p> |
| <p>The irregular past tense does not add <i>-ed</i>.</p> | <p>She <u>wrote</u> about the play.</p> |
| <p>A past-progressive verb tells about an action that happened over a period of time in the past. Use <i>was</i> or <i>were</i> and add <i>-ing</i>.</p> | <p>I <u>was</u> <u>wondering</u> if I should try out.</p> |

COPY READY

Circle the correct past tense verb to complete each sentence.

1. Angela (wanted/was wanting) the lead role.
2. Eddie (singed/sang) a song to try out.
3. We (were reading/readed) the script.
4. Mrs. Juarez (listened/listen) to me recite my lines.
5. I (getted/got) the part!

 **With a partner, discuss a class event. Take turns using past-tense verbs to describe it.**

Name _____ Date _____

Analyze a Message

Make a fact-and-opinion chart about an ad, poster, or flyer you have seen.

| Facts | Opinions |
|-------|----------|
| | |

COPY READY

Grammar: Game

Guess Where!

Think of a place where you would like to be. Write clues about the place. Use the present progressive. Have your partner guess the place.

Example: Kids are whizzing down slides. They are playing on swings. Families are eating at picnic tables. Where am I?

Answer: You were at _____ .

Now think of a place where you were. Write clues about the place. Use the past progressive. Have your partner guess the place.

Example: Students were studying. My friend was using a computer. I was checking out a book. Where was I?

Answer: You were at _____ .

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:

- helping verbs
- helping verbs with progressive verb forms

Editing and Proofreading Marks

| | |
|-----|-----------------|
| ^ | Add. |
| ~ | Take out. |
| ⌊ ^ | Move to here. |
| / | Make lowercase. |
| ≡ | Capitalize. |

COPY READY

Right now I ^{am} walking down Ramos Street. It is the oldest street in our town. A few years ago, some people talking about putting a parking lot there. Other people said no. "We save must Ramos Street!" they cried. "We save an important part of our heritage if we could rescue Ramos Street."

It take did a lot of money to buy the old buildings and save the street. Local citizens collecting money for months. "Will we reach our goal!" they declared, and they finally did.

Today Ramos Street is help the community. Tourists come can to Ramos Street and have a wonderful time. Should you come, too!

Test-Taking Strategy Practice

Revise and Edit

Revise and edit the summaries of "The Key Holders of Kabul."

Sample

1 (1) I read an article called "The Key Holders of Kabul." (2) It were about the key holders of the National Museum in Kabul, Afghanistan. (3) It is there responsibility to protect valuable objects. (4) The objects was more valuable than gold.

(1) I read an article called "The Key Holders of Kabul." (2) It was about the key holders of the National Museum in Kabul, Afghanistan. (3) It is their responsibility to protect valuable objects. (4) The objects were more valuable than gold.

2 (1) Fredrik Hiebert work with a Russian archaeologist. (2) He learn about priceless artifacts from Afghanistan. (3) Fredrik want to see them but they lost during a war. (4) He founded out 20 years later they were hidden. (5) Fredrik is invited to watch the opening of the boxes. (6) Everyone happy? (7) When they saw the treasures.

 Tell a partner how you used the strategy to revise.


Fact-and-Opinion Chart

“The Key Holders of Kabul”

Complete a fact-and-opinion chart about “The Key Holders of Kabul.”

COPY READY

| Facts | Opinions |
|----------------------------------|---|
| In 1987, I went to Central Asia. | After hearing Sarianidi’s story, I knew the objects he had found were remarkable. |

 Use your fact-and-opinion chart to analyze the personal narrative for your partner.

Fluency Practice

“The Key Holders of Kabul”

Use this passage to practice reading with appropriate phrasing.

In 1979, the Soviet Union invaded Afghanistan. Sarianidi wanted 9
 to protect the treasures he had uncovered. Secretly, he moved them 20
 to the National Museum in Kabul. 26

The fight against the Soviets became a civil war. Within two years, 38
 a museum in another Afghan city was robbed. Workers at the National 50
 Museum did not want their treasures to be lost, too. 60

In 1988, the museum key holders in Kabul packed and labeled 71
 their most valuable objects. They hid them in a vault in the presidential 84
 palace in Kabul. The key holders kept their secret well. The Afghan 96
 people and the rest of the world believed the artifacts had disappeared. 108

From “The Key Holders of Kabul,” page 541

COPY READY

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.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

Grammar: Reteach

My Trip to Visit Grandma**Grammar Rules: Verbs****Helping verbs** help verbs show

- ability (*can*)
- possibility (*could, may, might*)
- opinion (*must, should*)
- permission (*may, must*)
- present, future, or past (*will/would, do/does/did, have/has/had*).

I can take a plane.I may sit by the window.I should have a good time!I will go to the beach.We have enjoyed the ocean.**Present-progressive** uses helping verbs *am, is, or are*.**Past-progressive** uses the helping verbs *was or were*.The plane is flying high.I was reading a book.**Underline the helping verb. Circle the verb it helps.**

1. Grandma must meet me at the airport.
2. I was waving to her.
3. She will take me to her house.
4. We may walk on the beach.
5. I do enjoy visiting Grandma!

 **With a partner, talk about a past trip. Take turns using helping verbs to describe it.**

Grammar: Game

Imagine This!

1. Play in groups of 3 to 5. One student is the referee. The others are players.
2. Each group has nine Language Builder Picture Cards that show people working to preserve cultural or natural treasures.
3. Taking turns, each player draws a card from the deck. The player then uses future progressive verbs to tell what one or more of the people in the picture will be doing in the future.
4. If the player uses the future progressive correctly, he or she keeps the card. If not, the card goes back on the deck. The referee decides.
5. Play until all of the cards have been used. Then, if time allows, play again!



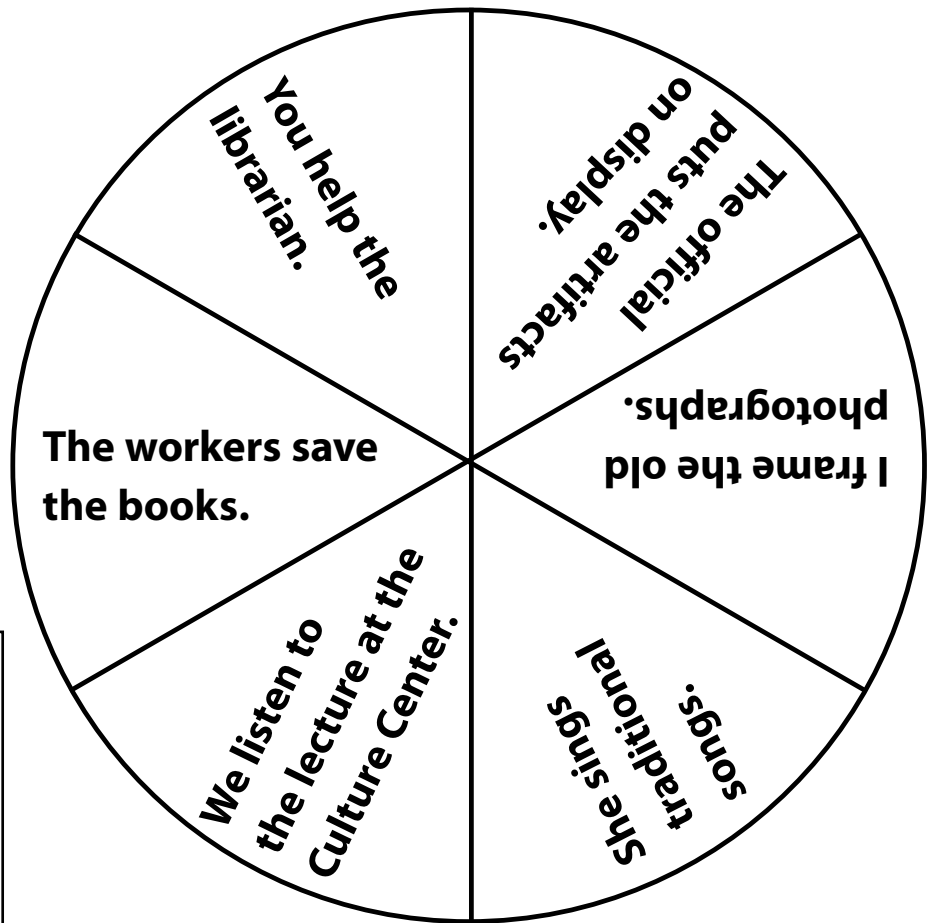
Grammar: Game

Think of the Future!

Directions:

1. Take turns with your partner spinning the paper clip.
2. Read aloud the sentence the paper clip points to. Then repeat the sentence, but change it to the future tense.
3. Use *am going to*, *is going to*, *are going to*, or *will* before the main verb. Drop final -s from the main verb, if necessary.
4. Play until you have changed all the sentences.

COPY READY



Make a Spinner

1. Put a paper clip over the center of the spinner.
2. Touch the point of a pencil on the middle of the wheel and through the loop of the paper clip.
3. Spin the paper clip to make a spinner.

Comparison Chart

Compare Features

Make a comparison chart to compare features of an informational text and a literary text.

| | "The Key Holders of Kabul" | "The Librarian of Basra" |
|--------------------------|----------------------------|--------------------------|
| genre | personal narrative | |
| real or fiction? | real | |
| text features | photographs | |
| point of view | | |
| author's purpose | | |
| how you know the purpose | | |

COPY READY

Grammar Practice

A Library in Your Future**Grammar Rules Future Tense**

1. Use the helping verb **will** along with a main verb.

*Our library **will** move to a bigger building.*

2. Use **am going to**, **is going to**, or **are going to** with a main verb.

*I **am going to** like the new building.*

*It **is going to** have room for more books.*

*Officials **are going to** offer more programs.*

Complete each sentence with the future tense. Use the main verb in parentheses.

1. The library _____ *will extend* _____ its hours.
(extend)
2. It _____ early on Saturdays.
(open)
3. Two teachers _____ there after school.
(work)
4. They _____ students with their homework.
(help)
5. The librarian _____ a movie section.
(offer)
6. You _____ movies just like you do books!
(borrow)

 **Talk with a partner about the larger library. What else will people be able to do there?**

Mark-Up Reading

The Two Brothers

retold by Arman Khan

Once there were two brothers, Ahmed and Ali. Ahmed became a servant of the **sultan**. He lived in the palace and wore a silken robe tied with a glittering belt. He obeyed the orders of those at court day and night. Ali was a laborer who lived in a simple home. Ahmed visited Ali to show his poor brother how well he had done by becoming a servant.

Dressed beautifully, Ahmed strode grandly to where Ali sat in a patched robe. "Why don't you do what I've done?" said Ahmed. "You will live in the palace and wear fine clothes."

"I'd rather wear a patched robe," Ali replied, "than dress in



gleaming silk and run silly errands for sneering people! I value my self-respect."

Ahmed returned to the palace, but his life there never felt as grand again.

To this day, Iranian people say, "It is better to be free with just a crust of bread than to bow as a servant to get more."

COPY READY

In Other Words

sultan a ruler in an Arabic country

Proverb Chart

| What Ahmed thinks at first | What Ahmed thinks at the end | What the proverb means |
|----------------------------|------------------------------|------------------------|
| | | |

Mark-Up Reading

COPY READY

The Short Prince

retold by Arman Khan

There was once a prince named Hassan who was very short and very plain. By contrast, his brothers were tall and handsome. One day all of these princes stood in a row in front of their father the king. As the king's eyes moved along the line of his sons, he smiled at what he saw until he reached Prince Hassan. Hassan knew he didn't look much like a prince and sadly watched his father's smile vanish.

Suddenly an idea occurred to Prince Hassan. He first reminded his father of an old but respected law: "Although the elephant is much larger than the sheep, we eat lamb, but not elephant."

When he saw his father's frown replaced by a smile at his son's



wisdom, Prince Hassan added, "I'd rather be known for my wits than my size. Better to be small and clever than tall and stupid."

To this day, Afghani people still say, "Not everything that is higher in stature is higher in value."

Proverb Chart

| What Hassan's father thinks at first | What Hassan's father thinks at the end | What the proverb means |
|--------------------------------------|--|------------------------|
| | | |

Mark-Up Reading

The Terrified Servant

retold by Arman Khan

A king's servant once sailed on a small boat with his master. The servant had never been at sea before and was frightened by the motion of the boat. He became so terrified that he started to moan and tremble. When no one else could calm him, a wise man offered to solve the problem by throwing the servant overboard. The king agreed.

The servant sank below the waves several times and surfaced, sputtering and gasping. Finally, those on the boat grabbed him by the hair and dragged him aboard. At once, the servant sat down and remained calm for the rest of the voyage.

The king later asked his servant why the motion of the boat no longer frightened him. He said, "Once I met the bigger fear of drowning, my lord, I conquered my smaller fear of the boat."

In Iran today, people still say, "The drowning man is not troubled by rain."



COPY READY

Proverb Chart

| What the servant thinks at first | What the servant thinks at the end | What the proverb means |
|----------------------------------|------------------------------------|------------------------|
| | | |

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:

- the future progressive
- the future tense

Editing and Proofreading Marks

| | |
|-----|---------------|
| ^ | Add. |
| ~ | Take out. |
| ○ ^ | Move to here. |
| ^, | Add comma. |
| ⊙ | Add period. |

COPY READY

visiting
 ^

“This summer we will be ~~visit~~ ^{visiting} Mesa Verde National Park,” Dad said to my sister, Ann, and me. “We are go to see many archaeological sites. You is going to love the cliff dwellings!”

“When we go?” my sister and I asked eagerly.

“We take our vacation the last week in July,” Mom said.

“The cliff dwellings are really old!” I exclaimed. “I are going to bring my camera!”

“We also will seeing how the people lived then,” Dad added. “We learn will a lot about an ancient culture that existed close to where we live.”

Grammar: Reteach

I'm Moving!

Grammar Rules: Future

The **future tense** of a verb tells about an event that will happen in the future.

- Use *will* before the main verb.
- Or use *am/is/are + going to* before the main verb.

I will move tomorrow.

We are going to move tomorrow.


The **future progressive** tells about an action that will happen over time in the future.

Use *will + be + -ing* for the main verb.

I will be attending a new school.

Circle the future tense verb in each sentence.

1. I will pack all of my clothes tonight.
2. Mom will drive to the new house tomorrow.
3. We are going to need a moving truck.
4. I am going to decorate my room next week.
5. I will be meeting new friends soon.

 With a partner, talk about what you are doing next weekend. Take turns using future-tense verbs to tell about your plans.

Name _____ Date _____

Unit Concept Map
Saving a Piece of the World
 Make a concept map with the answers to the Big Question: What's worth protecting?

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PM8.1 **Unit 8 | Saving a Piece of the World**

Name _____ Date _____

Goal and Outcome
Mapping a Goal
 Make a goal-and-outcome map about a project that you completed.

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PM8.2 **Unit 8 | Saving a Piece of the World**

Use the goal-and-outcome map to describe your goal and the steps you took to reach it to a partner.

Name _____ Date _____

Grammar: Game

Put It in the Past!

Directions:

- With your partner, cut 8 index cards in half and write numbers 1 through 16 on separate pieces. Shuffle the cards and stack them face down.
- Take turns drawing a card. Look for the verb in the grid whose number matches the number on your card. Write the past tense of the verb in the correct square on the grid.
- Have your partner check the spelling. If it is correct, keep the card. If not, correct the spelling, but set the card aside.
- The game ends when all the cards have been drawn. The player with more cards at the end of the game wins.

| | | | |
|------------|-------------|-------------|-------------|
| 1. call | 2. hope | 3. live | 4. change |
| _____ | _____ | _____ | _____ |
| 5. work | 6. use | 7. value | 8. protect |
| _____ | _____ | _____ | _____ |
| 9. reclaim | 10. need | 11. remodel | 12. inspire |
| _____ | _____ | _____ | _____ |
| 13. plant | 14. whistle | 15. dream | 16. restore |
| _____ | _____ | _____ | _____ |

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PM8.3 **Unit 8 | Saving a Piece of the World**

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- regular past tense verbs
- irregular past tense verbs

| | |
|-----|---------------|
| ^ | Add. |
| ↗ | Take out. |
| ○ ^ | Move to here. |
| ^ | Add comma. |
| ⊙ | Add period. |

Last year, the vacant lot next to my apartment building ^{was} really a mess. Weeds ^{grew} ~~grows~~ as high as cornstalks. Trash littered the ground. The fence was covered ^{with} graffiti.

One day I decided ^{to} do something about it. I gathered ^e my friends and suggested that we clean up the place. "We can get rid of the trash, plant flowers, and paint the fence," I ^{said} ~~say~~.

Everyone loved ^e the idea. We hurried ^{to} to gather materials—trash bags, garden tools, seeds, paintbrushes and paint. We lugged ^g everything to the lot and got going. We worked hard, but all of us enjoyed ^e transforming the lot into a pretty place.

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PM8.4 **Unit 8 | Saving a Piece of the World**

Name _____ Date _____

Test-Taking Strategy Practice

Skip and Return to Questions

Read each question about "Buffalo Music." Choose the best answer.

Sample

1 How do you know that Charlie supported Molly's goal even though he told her raising the two calves wouldn't change anything?

A Charlie just shook his head at Molly.

B Charlie was tired of having wild critters in the dugout.

C Charlie didn't waste his breath arguing with Molly.

D Charlie would start the dugout fire every time a new orphan showed up.

2 Where did Billie get the orphaned calves?

A The neighbors rescued them.

B He found them under a tree.

C The hunters gave them to him.

D He bought them.

3 What motivates Molly to take care of the buffalo?

A She misses the sound of them.

B She wants them for meat.

C Charlie keeps bringing them home.

D She wants them to live in Yellowstone.

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

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Name _____ Date _____

Fluency Practice

"Buffalo Music"

Use this passage to practice reading with proper intonation.

That summer, the heat fell as heavy as an angry fist. 11

The trails were deep with dust. The grass cracked like glass 22

underfoot. And everywhere, as far as the eye could see, the 33

bleached bones of the buffalo glistened white in the sun. 43

Within six seasons, the hunters were gone. So was the 53

buffalo music. 55

Oh, those were lonely, silent days! I was sure the only 66

song left in the canyon was the old whistle of the north wind. 79

From "Buffalo Music," page 502

Intonation

1 Does not change pitch. 3 Changes pitch to match some of the content.

2 Changes pitch, but does not match content. 4 Changes pitch to match all of the content.

Accuracy and Rate Formula

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

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

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Name _____ Date _____

Goal and Outcome Map

"Buffalo Music"

Make a goal-and-outcome map for "Buffalo Music."

Goal

Molly wants to bring buffalo and their music back to the canyon.

Event 1

Billie brings her two buffalo calves.

Event 2

Molly ends up raising many buffalo and has a herd of one hundred.

Event 3

Molly sends four of her herd to help rebuild the national herd.

Outcome

I think Molly reaches her goal because she helped to protect the buffalo.

Use the goal-and-outcome map to retell the story to a partner.

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Name _____ Date _____

Grammar: Reteach

Trip to the Moon

Grammar Rules: Verbs

| | |
|--|--|
| <p>The past tense form of a regular verb ends with -ed.</p> <ul style="list-style-type: none"> For verbs that end in silent <i>e</i>, drop the <i>e</i> before adding -ed. For verbs that end in one vowel + one consonant, double the final consonant before adding -ed. For verbs that end in a consonant and <i>y</i>, change <i>y</i> to <i>i</i> before adding -ed. | <p>The rocket <u>blasted</u> into the sky.</p> <p>We <u>hoped</u> to land on the moon.</p> <p>We <u>travelled</u> a long way.</p> <p>Valeria <u>cried</u> with happiness when we landed.</p> |
| <p>The irregular past tense does not add -ed.</p> | <p>I <u>took</u> pictures.</p> |

Circle the past-tense verb of the underlined present-tense verb.

The surface of the moon is (was) ised) dusty. Ted try (tryd, tried) to put moon rocks in his bag. We enjoyed the view of Earth. I dig (dug, digged) a hole. Valeria unroll (unroled, unrolled) the flag. Ted place (placied, placed) the flag in the hole. The flag show (showed, showed) that we had been there.

Pick two past-tense verbs from above and write new sentences. Read them to a partner.

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Grammar: Game

From Present to Past

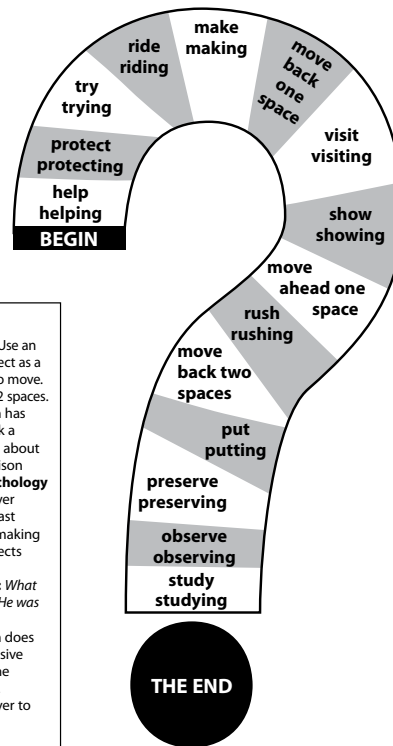
Directions:

1. With your group, write each word below on a separate card. Shuffle the cards and stack them face down.
2. Take turns turning over the top card.
3. Spell the past tense of the verb on your card and use it in a sentence. If your group agrees that you are correct, keep the card. If the group is not sure, check the word in a dictionary. If you were wrong, replace the card in the stack.
4. The game ends when all the cards have been taken. The player with the most cards wins.

| | | | |
|------|--------|-------|-------|
| make | do | ride | go |
| say | become | be | begin |
| buy | come | write | win |
| take | have | tell | grow |

Grammar: Game

What Was Happening?



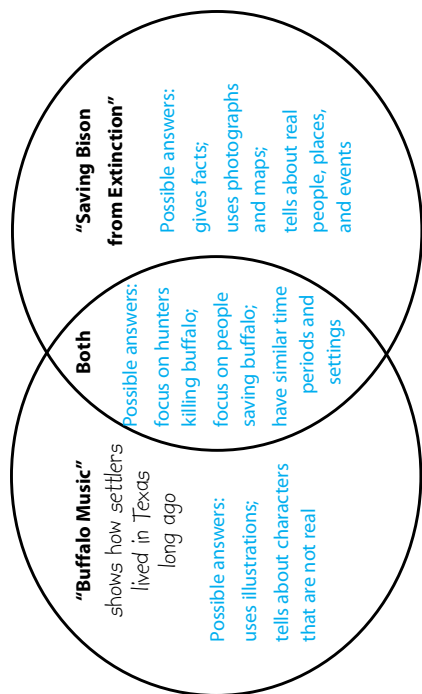
Directions:

1. Play with a small group. Use an eraser or other small object as a game piece. Flip a coin to move. Heads = 1 space, Tails = 2 spaces.
2. If the space you land on has a verb form, use it to ask a question. Ask questions about the photos in "Saving Bison from Extinction" on *Anthology* pages 517–523. The player to your right uses the past progressive to answer, making sure the verbs and subjects agree. For example: **Question:** *What was he riding?* **Answer:** *He was riding a horse.*
3. If the space you land on does not have a past-progressive form of a verb, follow the directions on the space.
4. Take turns. The first player to reach THE END wins.

Venn Diagram

Compare Fiction and Nonfiction

Make a Venn Diagram to compare ideas in "Buffalo Music" and "Saving Bison from Extinction."



Grammar: Practice

In the Past

Grammar Rules Past Tense

- Add **-ed** to form the past tense of most verbs.
- Drop the final **e** and add **-ed** to verbs like *live* (**lived**).
- Double the final consonant and add **-ed** to verbs like *hop* (**hopped**).
- Change the **y** to **i** and add **-ed** to verbs like *cry* (**cried**).
- Learn the special past-tense forms of irregular verbs like *come* (**came**) and *have* (**had**).


Write the past tense form of the verb to complete each sentence.

Samuel Walking Coyote was a Native American who helped to protect the bison. One day, several orphaned calves walked his camp. Walking Coyote raised the orphaned calves. Soon, his small herd grew. He sold his herd to people who planned to let the bison roam free. William Hornaday tried to protect the bison, too. Hornaday brought a small group of bison to the Bronx Zoo. He saved the bison from becoming extinct by forming the American Bison Society.

With your partner, write a paragraph to tell how bison were almost hunted to extinction. Use past tense verbs in your sentences.

Name _____ Date _____

Mark-Up Reading




REACH CONSERVATION SOCIETY
Endangered Species | Conservation News | How Can I Help?

Conservation News
▼ **Protecting Asian Elephants**
Cambodia's Last Elephants?
Vathana Enters the Scene
Low-Cost Plans Bring Success

Protecting Asian Elephants
by Charles Smolar

Cambodia's Last Elephants?
Elephants are an important part of Cambodian culture. But recently, conflicts between humans and elephants have caused Cambodia's elephant population to **plummet**. National Geographic explorer **Tuy Sereivathana** (known as Vathana) works to protect the few elephants that remain.

Vathana Enters the Scene
Human-elephant conflicts were usually about food. Hungry elephants started eating the farmer's crops. Farmers killed elephants to protect their crops. Since 2003, Vathana has managed a team to help humans and elephants get along. His team has earned the trust of the farmers.



▲ Vathana works to save Cambodia's elephants.

Low-Cost Plans Bring Success
Vathana's team taught farmers to raise special crops that they can pick before the elephants even notice that they are ripe. Noisemakers and fireworks scare the elephants away from farms. These low-cost ideas work! **Since 2005, no elephants have died as a result of human-elephant conflicts.**

In Other Words
plummet decrease rapidly

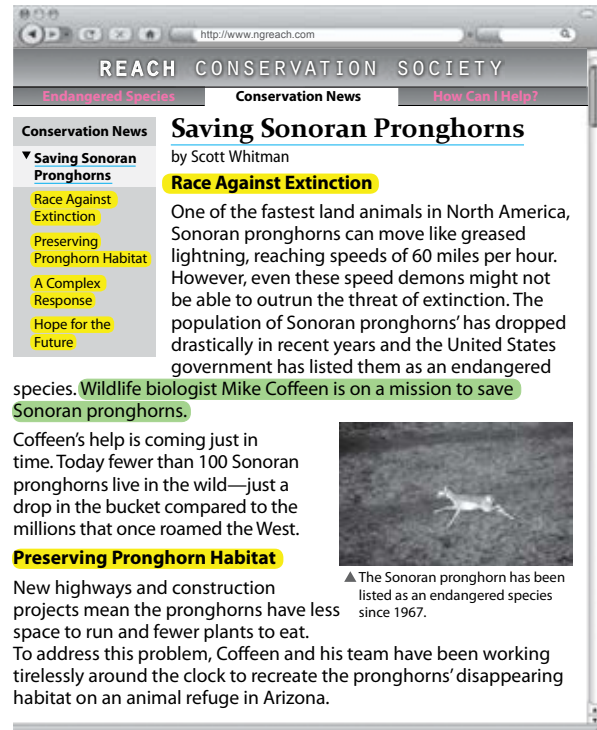
The main idea of the article is: Wildlife biologist Mike Coffeen is making progress toward saving Sonoran pronghorns.

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PM8.13 Unit 8 | Saving a Piece of the World

Name _____ Date _____

Mark-Up Reading




REACH CONSERVATION SOCIETY
Endangered Species | Conservation News | How Can I Help?

Conservation News
▼ **Saving Sonoran Pronghorns**
Race Against Extinction
Preserving Pronghorn Habitat
A Complex Response
Hope for the Future

Saving Sonoran Pronghorns
by Scott Whitman

Race Against Extinction
One of the fastest land animals in North America, Sonoran pronghorns can move like greased lightning, reaching speeds of 60 miles per hour. However, even these speed demons might not be able to outrun the threat of extinction. The population of Sonoran pronghorns' has dropped drastically in recent years and the United States government has listed them as an endangered species. **Wildlife biologist Mike Coffeen is on a mission to save Sonoran pronghorns.**



▲ The Sonoran pronghorn has been listed as an endangered species since 1967.

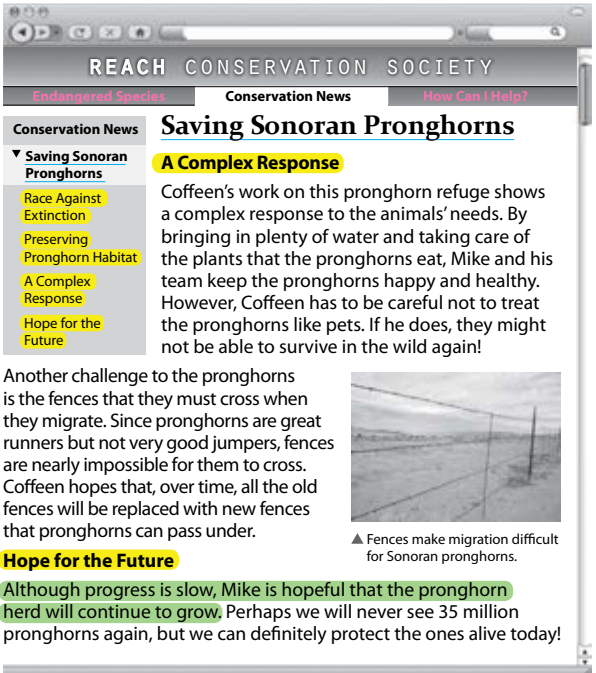
Preserving Pronghorn Habitat
New highways and construction projects mean the pronghorns have less space to run and fewer plants to eat. To address this problem, Coffeen and his team have been working tirelessly around the clock to recreate the pronghorns' disappearing habitat on an animal refuge in Arizona.

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PM8.14 Unit 8 | Saving a Piece of the World

Name _____ Date _____

Mark-Up Reading




REACH CONSERVATION SOCIETY
Endangered Species | Conservation News | How Can I Help?

Conservation News
▼ **Saving Sonoran Pronghorns**
Race Against Extinction
Preserving Pronghorn Habitat
A Complex Response
Hope for the Future

Saving Sonoran Pronghorns
A Complex Response
Coffeen's work on this pronghorn refuge shows a complex response to the animals' needs. By bringing in plenty of water and taking care of the plants that the pronghorns eat, Mike and his team keep the pronghorns happy and healthy. However, Coffeen has to be careful not to treat the pronghorns like pets. If he does, they might not be able to survive in the wild again!

Another challenge to the pronghorns is the fences that they must cross when they migrate. Since pronghorns are great runners but not very good jumpers, fences are nearly impossible for them to cross. Coffeen hopes that, over time, all the old fences will be replaced with new fences that pronghorns can pass under.



▲ Fences make migration difficult for Sonoran pronghorns.

Hope for the Future
Although progress is slow, Mike is hopeful that the pronghorn herd will continue to grow. Perhaps we will never see 35 million pronghorns again, but we can definitely protect the ones alive today!

The main idea of the article is: Wildlife biologist Mike Coffeen is making progress toward saving Sonoran pronghorns.

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PM8.15 Unit 8 | Saving a Piece of the World

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- regular past-tense verbs
- irregular past-tense verbs
- past-progressive verb forms

Editing and Proofreading Marks

| | |
|-----|---------------|
| ^ | Add. |
| ↘ | Take out. |
| ○ ^ | Move to here. |
| ^ | Add comma. |
| ⊙ | Add period. |

"The crows ^{was} ~~destroyed~~ the nest again," Soraya ^{told} ~~tell~~ Carla with a sigh. She ^{was} ~~staring~~ sadly at the shattered nest on the ground.

"The doves don't stand a chance," Carla ^{were} ~~replied~~.

As they ^{were} ~~pickd~~ up the twigs and leaves scattered on the patio. They gathered the broken eggs, too. "How can we prevent the crows from doing this again?" Soraya ^e ~~askd~~.

They were ^{thinking} ~~think~~ hard when a great idea ^p ~~poped~~ into Carla's mind.

"Let's get one of those wooden owls," she ^{bought} ~~suggested~~.

The next day, they ^{bought} ~~buyed~~ the owl and ^y ~~tiend~~ it in the doves' tree. From that day on, the crows ^y ~~staid~~ away.

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PM8.16 Unit 8 | Saving a Piece of the World

Grammar: Reteach


The Class Play

Grammar Rules: Verbs

| | |
|---|---|
| The past tense form of a regular verb ends with <i>-ed</i> . | Mrs. Juarez <u>talked</u> about the class play. |
| The irregular past tense does not add <i>-ed</i> . | She <u>wrote</u> about the play. |
| A past-progressive verb tells about an action that happened over a period of time in the past. Use <i>was</i> or <i>were</i> and add <i>-ing</i> . | I <u>was wondering</u> if I should try out. |

Circle the correct past tense verb to complete each sentence.

1. Angela (wanted/was wanting) the lead role.
2. Eddie (singed/sang) a song to try out.
3. We (were reading/readed) the script.
4. Mrs. Juarez (listened/listen) to me recite my lines.
5. I (getted/got) the part!

 With a partner, discuss a class event. Take turns using past-tense verbs to describe it.

Fact-and-Opinion Chart

Analyze a Message

Make a fact-and-opinion chart about an ad, poster, or flyer you have seen.

| Facts | Opinions |
|----------------------|----------------------|
| Responses will vary. | Responses will vary. |

Grammar: Game

Guess Where!

Think of a place where you would like to be. Write clues about the place. Use the present progressive. Have your partner guess the place.

Example: Kids are whizzing down slides. They are playing on swings. Families are eating at picnic tables. Where am I?

Answer: You were at _____.

Now think of a place where you were. Write clues about the place. Use the past progressive. Have your partner guess the place.

Example: Students were studying. My friend was using a computer. I was checking out a book. Where was I?

Answer: You were at _____.

Grammar: Grammar and Writing

Edit and Proofread

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

- helping verbs
- helping verbs with progressive verb forms

Editing and Proofreading Marks

| | |
|-----|-----------------|
| ^ | Add. |
| ↗ | Take out. |
| ○ ^ | Move to here. |
| / | Make lowercase. |
| ≡ | Capitalize. |

Right now I ^{am} walking down Ramos Street. It is the oldest street in our town. A few years ago, some people ^{were} talking about putting a parking lot there. Other people said no. "We ^{save} must Ramos Street!" they cried. "We ^{would} save an important part of our heritage if we could rescue Ramos Street."

It ^{take} did a lot of money to buy the old buildings and save the street. Local citizens ^{were} collecting money for months. "Will ^{we} reach our goal!" they declared, and they finally did.

Today Ramos Street is ^{helping} help the community. Tourists ^{come} can to Ramos Street and have a wonderful time. ^{Should} you come, too!

Name _____ Date _____

Test-Taking Strategy Practice

Revise and Edit

Revise and edit the summaries of "The Key Holders of Kabul."

Sample

1 (1) I read an article called "The Key Holders of Kabul." (2) It were about the key holders of the National Museum in Kabul, Afghanistan. (3) It is there responsibility to protect valuable objects. (4) The objects was more valuable than gold.

(1) I read an article called "The Key Holders of Kabul." (2) It was about the key holders of the National Museum in Kabul, Afghanistan. (3) It is their responsibility to protect valuable objects. (4) The objects were more valuable than gold.

2 (1) Fredrik Hiebert work with a Russian archaeologist. (2) He learn about priceless artifacts from Afghanistan. (3) Fredrik want to see them but they lost during a war. (4) He founded out 20 years later they were hidden. (5) Fredrik is invited to watch the opening of the boxes. (6) Everyone happy? (7) When they saw the treasures.

(1) Fredrik Hiebert worked with a Russian archaeologist. (2) He learned about priceless artifacts from Afghanistan. (3) Fredrik wanted to see them but, they were lost during a war. (4) He found out 20 years later they were hidden, not lost. (5) Fredrik was invited to watch the opening of the boxes. (6, 7) Everyone was happy when they saw the treasures.

Tell a partner how you used the strategy to revise.

Name _____ Date _____

Fact-and-Opinion Chart

"The Key Holders of Kabul"

Complete a fact-and-opinion chart about "The Key Holders of Kabul."

| Facts | Opinions |
|---|---|
| <p>In 1987, I went to Central Asia.</p> <p>Possible responses: A civil war broke out in Afghanistan. In 2003, I traveled to Kabul. Key holders had hidden art from the museum. In 1978, Sarianidi discovered over 20,000 artifacts at Tillya Tepe. Key holders hid valuable objects in the presidential vault. In 2003, the boxes from the vault were opened.</p> | <p>After hearing Sarianidi's story, I knew the objects he had found were remarkable.</p> <p>Possible responses: The key holders are Afghan heroes. The artifacts are beautifully artistic. The destruction of the two giant statues was a terrible act.</p> |

Use your fact-and-opinion chart to analyze the personal narrative for your partner.

Name _____ Date _____

Fluency Practice

"The Key Holders of Kabul"

Use this passage to practice reading with appropriate phrasing.

In 1979, the Soviet Union invaded Afghanistan. Sarianidi wanted to protect the treasures he had uncovered. Secretly, he moved them to the National Museum in Kabul.

The fight against the Soviets became a civil war. Within two years, a museum in another Afghan city was robbed. Workers at the National Museum did not want their treasures to be lost, too.

In 1988, the museum key holders in Kabul packed and labeled their most valuable objects. They hid them in a vault in the presidential palace in Kabul. The key holders kept their secret well. The Afghan people and the rest of the world believed the artifacts had disappeared.

From "The Key Holders of Kabul," page 541

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.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

Name _____ Date _____

Grammar: Reteach

My Trip to Visit Grandma

Grammar Rules: Verbs

Helping verbs help verbs show

- ability (*can*)
- possibility (*could, may, might*)
- opinion (*must, should*)
- permission (*may, must*)
- present, future, or past (*will/would, do/does/did, have/has/had*).

I can take a plane.
I may sit by the window.
I should have a good time!
I will go to the beach.
We have enjoyed the ocean.

Present-progressive uses helping verbs *am, is, or are*.

The plane is flying high.

Past-progressive uses the helping verbs *was or were*.

I was reading a book.

Underline the helping verb. Circle the verb it helps.

- Grandma must meet me at the airport.
- I was waving to her.
- She will take me to her house.
- We may walk on the beach.
- I do enjoy visiting Grandma!

With a partner, talk about a past trip. Take turns using helping verbs to describe it.

Grammar: Game

Imagine This!

1. Play in groups of 3 to 5. One student is the referee. The others are players.
2. Each group has nine Language Builder Picture Cards that show people working to preserve cultural or natural treasures.
3. Taking turns, each player draws a card from the deck. The player then uses future progressive verbs to tell what one or more of the people in the picture will be doing in the future.
4. If the player uses the future progressive correctly, he or she keeps the card. If not, the card goes back on the deck. The referee decides.
5. Play until all of the cards have been used. Then, if time allows, play again!



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PM8.25

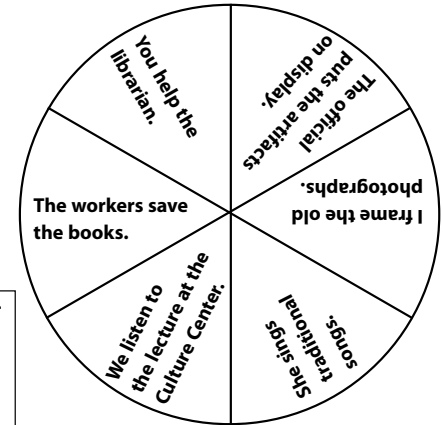
Unit 8 | Saving a Piece of the World

Grammar: Game

Think of the Future!

Directions:

1. Take turns with your partner spinning the paper clip.
2. Read aloud the sentence the paper clip points to. Then repeat the sentence, but change it to the future tense.
3. Use *am going to*, *is going to*, *are going to*, or *will* before the main verb. Drop final -s from the main verb, if necessary.
4. Play until you have changed all the sentences.



Make a Spinner

1. Put a paper clip over the center of the spinner.
2. Touch the point of a pencil on the middle of the wheel and through the loop of the paper clip.
3. Spin the paper clip to make a spinner.

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PM8.26

Unit 8 | Saving a Piece of the World

Comparison Chart

Compare Features

Make a comparison chart to compare features of an informational text and a literary text.

| | "The Key Holders of Kabul" | "The Librarian of Basra" |
|--------------------------|---|---|
| genre | personal narrative | historical narrative |
| real or fiction? | real | real |
| text features | photographs | illustrations |
| point of view | first person | third person |
| author's purpose | Possible answer: to explain the goal of the key holders of Kabul and how they met that goal | Possible answer: to explain the goal of the librarian of Basra and how she met that goal |
| how you know the purpose | Possible answer: The selection title narrows the topic. All facts and details tell about the key holders. | Possible answer: The selection title narrows the topic. All facts and details tell about the librarian. |

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PM8.27

Unit 8 | Saving a Piece of the World

Grammar Practice

A Library in Your Future

Grammar Rules Future Tense

1. Use the helping verb **will** along with a main verb.
Our library will move to a bigger building.
2. Use **am going to**, **is going to**, or **are going to** with a main verb.
I am going to like the new building.
It is going to have room for more books.
Officials are going to offer more programs.

Complete each sentence with the future tense. Use the main verb in parentheses.

1. The library will extend its hours.
(extend)
2. It is going to open early on Saturdays.
(open)
3. Two teachers are going to work there after school.
(work)
4. They will help students with their homework.
(help)
5. The librarian is going to offer a movie section.
(offer)
6. You will borrow movies just like you do books!
(borrow)

Talk with a partner about the larger library. What else will people be able to do there?

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PM8.28

Unit 8 | Saving a Piece of the World

Name _____ Date _____

Mark-Up Reading

The Two Brothers

retold by Arman Khan


Once there were two brothers, Ahmed and Ali. Ahmed became a servant of the **sultan**. He lived in the palace and wore a silken robe tied with a glittering belt. He obeyed the orders of those at court day and night. Ali was a laborer who lived in a simple home. **Ahmed visited Ali to show his poor brother how well he had done by becoming a servant.**

Dressed beautifully, Ahmed strode grandly to where Ali sat in a patched robe. "Why don't you do what I've done?" said Ahmed. "You will live in the palace and wear fine clothes."

"I'd rather wear a patched robe," Ali replied, "than dress in gleaming silk and run silly errands for sneering people! I value my self-respect."

Ahmed returned to the palace, but **his life there never felt as grand again.**

To this day, Iranian people say, **"It is better to be free with just a crust of bread than to bow as a servant to get more."**



In Other Words
sultan a ruler in an Arabic country

Proverb Chart

| What Ahmed thinks at first | What Ahmed thinks at the end | What the proverb means |
|---|--|---|
| Living in a palace and wearing fine clothes is more important than anything else. | Maybe living in a palace and wearing fine clothes is not as important as freedom and self-respect. | A poor, but free life is better than life in a palace serving other people all day. |

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Name _____ Date _____

Mark-Up Reading

The Short Prince


retold by Arman Khan

There was once a prince named Hassan who was very short and very plain. By contrast, his brothers were tall and handsome. One day all of these princes stood in a row in front of their father the king. As the king's eyes moved along the line of his sons, he smiled at what he saw until he reached Prince Hassan. Hassan knew he didn't look much like a prince and sadly watched **his father's smile vanish.**

Suddenly an idea occurred to Prince Hassan. He first reminded his father of an old but respected law: "Although the elephant is much larger than the sheep, we eat lamb, but not elephant."

When he saw **his father's frown replaced by a smile at his son's wisdom**, Prince Hassan added, "I'd rather be known for my wits than my size. Better to be small and clever than tall and stupid."

To this day, Afghani people still say, "Not everything that is higher in stature is higher in value."



Proverb Chart

| What Hassan's father thinks at first | What Hassan's father thinks at the end | What the proverb means |
|--|--|--|
| Hassan does not look like a prince because he is not tall and handsome enough. | Hassan's wisdom is more important than how he looks. | It is more important to be thoughtful and wise than to be tall and handsome. |

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Name _____ Date _____

Mark-Up Reading

The Terrified Servant


retold by Arman Khan

A king's servant once sailed on a small boat with his master. The servant had never been at sea before and was frightened by the motion of the boat. He became so terrified that **he started to moan and tremble**. When no one else could calm him, a wise man offered to solve the problem by throwing the servant overboard. The king agreed.

The servant sank below the waves several times and surfaced, sputtering and gasping. Finally, those on the boat grabbed him by the hair and dragged him aboard. **At once, the servant sat down and remained calm for the rest of the voyage.**

The king later asked his servant why the motion of the boat no longer frightened him. He said, "Once I met the bigger fear of drowning, my lord, I conquered my smaller fear of the boat."

In Iran today, people still say, **"The drowning man is not troubled by rain."**



Proverb Chart

| What the servant thinks at first | What the servant thinks at the end | What the proverb means |
|--|--|---|
| I will die from the terrifying motion of the boat. | I should fear drowning more than the motion of the boat. | A bigger fear can help you forget a smaller fear. |

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Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- the future progressive
- the future tense

Editing and Proofreading Marks

| | |
|-----|---------------|
| ^ | Add. |
| ↗ | Take out. |
| ○ ^ | Move to here. |
| ^ | Add comma. |
| ⊙ | Add period. |

visiting
 ^
 "This summer we will be visit Mesa Verde National Park," Dad said to my sister, Ann, and me. "We are go to see many archaeological sites. You is going to love the cliff dwellings!"

are
 ^
 "When we go?" my sister and I asked eagerly.

will
 ^
 "We take our vacation the last week in July," Mom said.

am
 ^
 "The cliff dwellings are really old!" I exclaimed. "I are going to bring my camera!"

be
 ^
 "We also will seeing how the people lived then," Dad added. "We (learn) will a lot about an ancient culture that existed close to where we live."

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Grammar: Reteach

I'm Moving!

Grammar Rules: Future

The **future tense** of a verb tells about an event that will happen in the future.

- Use *will* before the main verb.
- Or use *am/is/are + going to* before the main verb.

I will move tomorrow.
We are going to move tomorrow.


The **future progressive** tells about an action that will happen over time in the future.

Use *will + be + -ing* for the main verb.

I will be attending a new school.

Circle the future tense verb in each sentence.

1. I will pack all of my clothes tonight.
2. Mom will drive to the new house tomorrow.
3. We are going to need a moving truck.
4. I am going to decorate my room next week.
5. I will be meeting new friends soon.

 With a partner, talk about what you are doing next weekend. Take turns using future-tense verbs to tell about your plans.

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 Protecting Habitats | DAY 1 | Explorer Books, Siberian Survivor BL Pioneer Edition OL Pathfinder Edition | Rene Ebersole | Mammals | SG4–SG5 |
| | DAYS 2–5 | PART 1 BL The Year of the Panda | Miriam Schlein | Mammals | SG6, SG8 |
| | | BL Crocodile Rescue | Glen Phelan | Reptiles | SG6, SG8 |
| | | PART 1 OL M.C. Higgins, the Great | Virginia Hamilton | Ecosystems | SG7, SG9 |
| | | PART 1 AL Hoot | Carl Hiaasen | Birds | SG7, SG9 |
| Week 2 Protecting Habitats | DAY 1 | Explorer Books, Passion for Parrots BL Pioneer Edition OL Pathfinder Edition | Dr. Jamie Gilardi with Rebecca L. Johnson and Cristina G. Mittermeier | Birds | SG10–SG11 |
| | DAYS 2–5 | PART 2 BL The Year of the Panda | Miriam Schlein | Mammals | SG12, SG14 |
| | | BL Mountain Adventure | Rebecca L. Johnson | Mammals | SG12, SG14 |
| | | PART 2 OL M.C. Higgins, the Great | Virginia Hamilton | Ecosystems | SG13, SG15 |
| | | PART 2 AL Hoot | Carl Hiaasen | Birds | SG13, SG15 |
| Week 3 Protecting History | DAY 1 | Explorer Books, People of the Past BL Pioneer Edition OL Pathfinder Edition | Kathy Burkett and Desmond Stills | Ancient Civilizations | SG16–SG17 |
| | DAYS 2–5 | BL Archaeology and the Ancient Past | Reyna Eisenstark | Ancient Egypt | SG18, SG20 |
| | | BL King Tut: Tales from the Tomb | Diana C. Briscoe | Ancient Egypt | SG18, SG20 |
| | | OL Johan Reinhard: Discovering Ancient Civilizations | Rebecca L. Johnson | Ancient Civilizations | SG19, SG21 |
| | | AL The Hero Schliemann: The Dreamer Who Dug for Troy | Laura Amy Schlitz | Ancient Troy | SG19, SG21 |
| Week 4 Protecting Culture | DAY 1 | Explorer Books, Mysteries of the Maya BL Pioneer Edition OL Pathfinder Edition | Brett Goff and Kenneth Garrett | Ancient Writing | SG22–SG23 |
| | DAYS 2–5 | BL Lost City: The Discovery of Machu Picchu | Ted Lewin | Ancient Incan Architecture | SG24, SG26 |
| | | BL Sequoyah: The Cherokee Man Who Gave His People Writing | James Rumford | Native American Language | SG24, SG26 |
| | | OL Threat to Ancient Egyptian Treasures | Jim Whiting | Ancient Egyptian Artifacts | SG25, SG27 |
| | | AL My Librarian Is a Camel | Margriet Ruurs | World Literature | SG25, SG27 |

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 8 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 7 Assessment Masters:

SG7.29–SG7.32

Unit 8 Practice Masters: SG8.1–SG8.28

Unit 8 Assessment Masters:

SG8.29–SG8.32

TECHNOLOGY ONLY

My Vocabulary Notebook

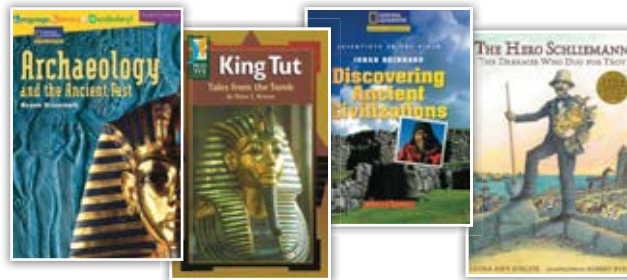
WEEK 1 Fiction



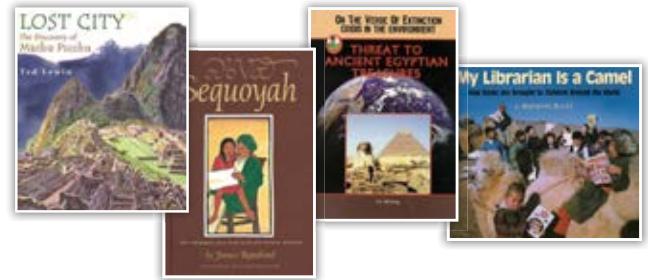
WEEK 2 Fiction



WEEK 3 Nonfiction



WEEK 4 Nonfiction



Introduce /

Assign books. Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the Unit 7 **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.

Introduce books. Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question: *What's worth protecting?*

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 things **thrive** they live very well.*
5. Relate each word to students' knowledge and experience. *My plants **thrive** when they have the right amount of light and water.* Have students work in pairs to **elaborate**.
6. Have students record each word in **My Vocabulary Notebook**.

For **Vocabulary Routine 1**, see page BP46.

Read and Integrate Ideas

Have students read independently. Circulate to observe students as they read. Ask individuals to read sections aloud. Note any miscues as they read, and encourage students to self-correct. Model by asking questions like: *Did that make sense in the sentence? You said _____. Does that sound right?*

Monitor students' understanding. As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.

Form homogeneous discussion groups. Group students who have read the same book. Distribute the Discussion Guide **Practice Master** for that book to each group member.

Monitor group discussions. Have students discuss the book they read, using the questions on the Discussion Guide. Use the build comprehension questions in the Teaching Resources to develop higher-order thinking skills. See the Discussion Guide Answer Keys on pages SG60–SG67.

Provide writing options. Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.

BEFORE READING

Name _____ Date _____

Academic Vocabulary

Story Words

The Year of the Panda

PART 1

abruptly (uh-*brup*-tlee) *adverb*
Abruptly means suddenly and without warning. The car started abruptly when we started.

connection (uh-*nek*-shuhn) *noun*
A connection is a real or emotional link between two people or things. We had a very strong connection because we are best.

glimpse (glim-*ps*) *noun*
A glimpse is a brief view of something. We only got a glimpse of the beautiful Chinese pagoda.

report (ri-*port*) *verb*
To report means to give information about something. The school report card is the annual letter.

thrive (thri-*ve*) *verb*
To thrive means to do very well. The hibiscus will thrive if you get plenty of food and water each day.

M. C. Higgins, the Great

PART 1

alter (al-*ter*) *verb*
To alter means to change. If I study, we will alter our plan for lunch.

attention (uh-*ten*-shuhn) *noun*
If you pay attention, you listen or watch something carefully. Please pay attention when you are speaking.

curve (k-*urv*) *noun*
A curve is a bend. Because of the road bend around the corner.

incredible (in-*kuh*-uh-bul) *adjective*
Incredible means amazing or unbelievable. An incredible number of people came to our school play.

outline (ah-*l*-n) *noun*
An outline forms the outer edges of a thing and shows its shape. Trace the outline of my hand on paper.

Crocodile Rescue

arrange (uh-*rang*) *verb*
To arrange means to make plans for. Be sure to arrange to meet with the school counselor.

construct (kon-*struhk*-t) *verb*
To construct means to build. Most of us were to construct the new ramp.

dangerous (d-*anj*-er-uh) *adjective*
If something is dangerous, it's likely to cause harm or injury. Swimming in the ocean is dangerous, so never swim out of the surf.

precious (pri-*sh*-oo) *adjective*
Precious means of great value or high price. Gold is precious because there are little of it.

release (ri-*l*-ys) *verb*
To release means to let go. As soon as the crocodile is healthy, we'll release it.

Hoat PART 1

assume (uh-*z*-m) *verb*
When you assume, you think something is true without checking it. Assume that you will be back on time.

figure (f-yur) *verb*
To figure means to decide or believe. My figure teacher has me practice being a figure.

intent (in-*ten*-t) *adjective*
If you are intent on doing something, you are determined to do it. Our class is intent on saving money to do charity.

investigate (in-*ves*-tuh-gei) *verb*
To investigate means to study or closely examine. The detective is investigating the case.

pause (p-*oz*) *verb*
To pause means to stop briefly. Let your partner read before you start thinking the top of the hill.

SG8.1 Unit 8 | Saving a Piece of the World

NGReach.com Practice Masters
SG8.1, SG8.8, SG8.15, SG8.22

AFTER READING

Speaking and Listening Observation Log

Grade 4 Assessment

Unit 8 | Saving a Piece of the World

SG8.29

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate actively in discussions, listening to others' ideas and expressing one's own ideas clearly.

2. Analyze a topic or issue, gathering relevant information from multiple print and digital sources, assessing the credibility of each source, and comparing what different sources say to draw a conclusion or point of view.

3. Analyze a text or an issue, identifying a central idea or issue, summarizing relevant details, and analyzing how different individuals or groups have responded to the topic or issue.

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NGReach.com Assessment Master
SG8.29

DURING CONFERENCES

Name _____ Date _____

Book Title _____ Page _____

Reading Strategy Assessment

Unit 8

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

Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

| | Reading Strategy Rubrics | | |
|---|--|---|---|
| | Plan and Monitor 4 3 2 1 | Make Connections 4 3 2 1 | Visualize 4 3 2 1 |
| 4 | When 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 read anything in the book that connects to your life? What was that, and how did it connect? Did you read anything that reminded you of something you read? What was that, and how does it connect? Did you read anything you already knew about in the world around you? What was that, and how does it connect? | How does part of the book that needs you visualize the picture in your mind? What did it help you understand and you were reading? Did there are particular words that helped you visualize? |
| 3 | Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text independently. | Makes text-to-text, 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 the helped understanding. |
| 2 | Often previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text. | Makes some type of relevant connection, but does not demonstrate how the connection helped understanding. | Describes few mental images directly related to text descriptions or pictures. |
| 1 | Sometimes previews text 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. |
| | Does not preview or make predictions. Is not aware of when to monitor comprehension or clarify meaning. | Does not make connections with the text. | Does not describe mental images related to the text. |

Grade 4 Assessment

SG8.30 Unit 8 | Saving a Piece of the World

NGReach.com Assessment Masters
SG8.30–SG8.32

Connect Across Texts 

Form heterogeneous groups. Group students who have read different books. Include at least one representative for each book read that week.

Introduce the activity. Distribute the Connect Across Texts **Practice Master** for the week. Explain to each group that they will share the books they read, talk about their themes, and discuss what the books say about 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 SG8.29** to assess students' participation in discussions.

Conduct Conferences 

Assess reading. Have each student select and read aloud from a section of the book that connects to the Big Question. Listen for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics on **Assessment Masters SG8.30** and **SG8.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG8.32**.

Assess writing. Have the student share a completed writing option. Say: *Tell me about what you wrote.* Monitor responses to gauge how well the writing relates to the book. Ask: *How did your writing help you understand the book?*

Plan intervention or acceleration. Ask the student to summarize what he or she has learned. Plan for further instruction:

- If the student needs additional support with choosing reading strategies or explaining goal and outcome, use the Assessment and Reteaching resources provided on pages RT8.1–RT8.12.
- 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

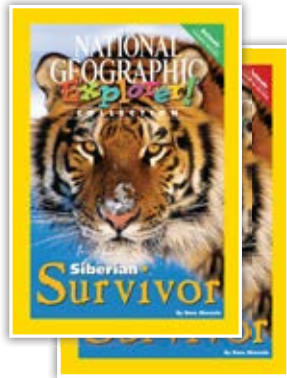
Thematic Connection: Protecting Habitats

Read and Comprehend Informational Text

Explain Text Structure: Compare and Contrast

Siberian Survivor by Rene Ebersole

Summary *Siberian Survivor* explores how Siberian tigers, the world's largest cats, have escaped extinction and discusses the five surviving species of tigers. "Siberian Survivor" by Rene Ebersole describes how biologist Howard Quigley works to save the endangered Siberian tiger. By putting radio collars on tigers, he tracks their activities to learn more about them. Illegal hunting for profit and to make medicines from their body parts has greatly reduced the Siberian tiger population. Also, the tigers' habitat—the forest—is being destroyed.



However, through the efforts of Quigley and others, the number of Siberian tigers in the wild has risen from around 50 to about 400. "Tiger Types" compares the size, diet, population, and coats of the five existing species of tigers. "Land of the Tiger" explains that all wild tigers live in Asia. A map shows the variety of habitats where they live.

Activate Prior Knowledge Display the front cover and ask: *Where have you seen tigers?* (zoos, nature shows, books) Have students tell about tigers they have seen. (Possible responses: beautiful, big, scary, rare)

Build Background Explain that there are five species of tigers alive today, including the Siberian tiger. Three other species have died out. Use the locator globe and map on page 4 to show that Siberian tigers live in a small area of Asia. Have students identify the countries where Siberian tigers lived 100 years ago and where they live today.

PROGRAM RESOURCES

PRINT ONLY

Siberian Survivor, Pioneer Edition

Siberian Survivor, 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: Compare and Contrast

Explain: *Authors use text structures to organize information. Often, authors compare and contrast information, or tell how things are alike and different.* Point out that good readers are able to explain how a text compares and contrasts information.

Read aloud the following text from page 8 of the Pioneer Edition of *Siberian Survivor* as students listen.

Tiger Types

Five species, or kinds, of tigers are still alive today. They all look similar. However, their stripes form different patterns. The species are also different sizes.

Text from Pioneer Edition

Then, think aloud to model how to describe a compare-and-contrast text structure: *In this text, the author describes how tigers are alike and different: First, the author tells how tigers are alike:*

- *All five species of tigers look similar.*

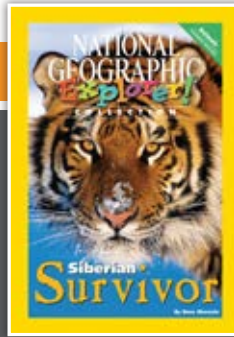
Then, she tells how tigers are different. The word however is a clue that the author is going to describe a difference.

- *Their stripes form different patterns.*
- *All five species are different sizes.*

So, the author organizes information using a compare-and-contrast text structure. Point out that the author gives more facts about tigers on pages 8–9 to further explain similarities and differences.

Have students explain how the information in the paragraph above is organized. (Possible response: The author first says that all five species look alike. So, she is comparing tigers. Then, she says their stripe patterns differ and that the tigers are different sizes. So, the author uses a text structure that compares and contrasts facts.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Mammals

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

biologist habitat poacher radio collar

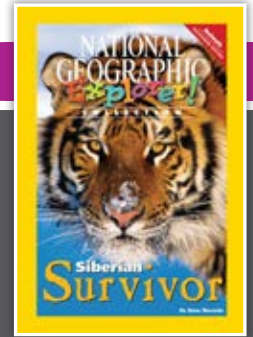
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** How do radio collars help biologists study tigers? (Radio collars, which send out beeps, tell biologists what a tiger is doing—for example, sleeping or hunting.)
- Details** Why do people hunt tigers? (People hunt tigers to make medicines or to make a lot of money.)
- Describe** Describe a tiger’s habitat. (A tiger may live in a swamp, marsh, rain forest, or forest of spruce trees. Each habitat must have a lot of space and land for hunting large animals.)
- Explain Text Structure: Compare and Contrast** How do the five kind of tigers alive today compare? (The males vary in size from 8 feet to more than 10 feet long. They weigh from just under 300 pounds to more than 600 pounds. The Siberian tiger is the biggest, and the Sumatran is the smallest.)
- Draw Conclusions** Are wild tigers surviving better today than in the past? (Yes.) Explain. (Now, there are almost 400 Siberian tigers living in the wild. Around 1900, fewer than 50 wild Siberian tigers existed. So, in the past 100 years or so, the number of tigers has risen. Also, people are trying to protect the tiger’s habitat, which helps them survive.)

OL ON LEVEL 740L



PATHFINDER EDITION

Lexile: 740L | GR: R

Content Connection: Mammals

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

biologist extinct habitat poacher radio collar

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** How do radio collars help biologists study tigers? (The collars, which send out radio signals, track the tigers’ movements. The speed of the signals tells biologists about a tiger’s habits, for example, when it is sleeping or hunting.)
- Details** Why do people hunt tigers? (People hunt tigers to get their parts to make medicines. Some people, called poachers, hunt tigers illegally to make a lot of money.)
- Make Inferences** Why is protecting tiger habitats important? (Protecting tiger habitats is important because tigers could die out if their habitats are destroyed.)
- Explain Text Structure: Compare and Contrast** How are the five living tiger species alike? (Possible response: They all live in Asia and have stripes. Most hunt other large animals.)
- Draw Conclusions** Are wild tigers surviving better today than in the past? (Yes.) Explain. (Now, there are almost 400 Siberian tigers living in the wild. Around 1900, fewer than 50 Siberian tigers existed. So, in the past 100 years or so, the number of tigers has risen. Also, people are trying to protect the tiger’s habitat, which helps them survive.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Compare and Contrast

Have partners take turns explaining the compare-and-contrast structure of the “It’s a fact!” sections about Siberian tigers on page 8 and Indochinese tigers on page 9. (Siberian tigers’ coats are thicker than the coats of other tigers, and Indochinese tigers’ stripes make them look different from other kinds of tigers. So, the author contrasts these tigers with other kinds of tigers.)

For students who cannot explain the compare-and-contrast structure of a text, reteach with the text on page 11. Say: *The author gives information about where tigers live. How does the author present the information?* Have students skim the paragraph, paying attention to the text structure. Then, have groups discuss how the author organizes information. (Possible response: All wild tigers live in Asia. However, they live in different environments. So, the author compares and contrasts where different kinds of tigers live.)

BL BELOW LEVEL 520L



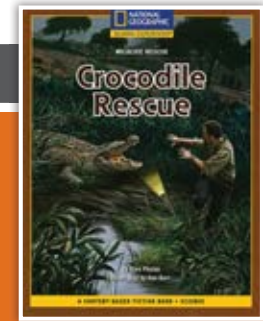
The Year of the Panda PART 1

by Miriam Schlein

Content Connection:
Mammals

Realistic Fiction | Pages: 96 | Lexile: 520L | GR: N

BL BELOW LEVEL 570L



Crocodile Rescue

by Glen Phelan

Content Connection:
Reptiles

Realistic Fiction | Pages: 48 | Lexile: 570L | GR: Q

OBJECTIVES

Thematic Connection: Protecting Habitats

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

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.3, page SG30
- Practice Master SG8.7, page SG34

TECHNOLOGY ONLY

Digital Library: Panda

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–28
- DAY 3 Read pages 29–46 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary The Chinese government offers to buy land where bamboo could grow to feed giant pandas, or daxiong mao. Lu Yi's father refuses to sell the family farm. Then, Lu Yi finds a baby panda whose mother has died, and he cares for the orphaned animal that he names Su Lin. When a research team learns about Su Lin, they invite Lu Yi to bring the panda to their rescue center, where they work to protect these endangered animals. Lu Yi impresses Dr. Di with his care of Su Lin, and he is offered a job as a student aid at the center. The reward money for the panda allows them to pay for a helper to do Lu Yi's farm chores.

Activate Prior Knowledge Ask: *When have you seen or found an injured animal? What did you do?*

Build Background Display **Digital Library** video of a giant panda eating bamboo. Say: *The giant panda is a bear that lives in China, where it is called daxiong mao (dah-shung mah-oo). They eat mostly bamboo and are in danger of dying out.*

Story Words Use **Practice Master SG8.1** to extend vocabulary.

- abruptly, page 7
- connection, page 27
- glimpse, page 10
- report, page 39
- thrive, page 26

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.4, page SG31
- Practice Master SG8.7, page SG34

TECHNOLOGY ONLY

Digital Library: Crocodile: Baby Crocodile

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–19
- DAY 3 Read pages 20–37
- DAY 4 Read pages 38–48 and discuss
- DAY 5 Connect across texts

Summary When a huge storm carries a female crocodile away from her home in the Florida Everglades, members of Wildlife Rescue are called to capture the displaced animal. But, poachers have caught the animal in a trap. Luckily, the rescue crew reaches the crocodile first, and the poachers are arrested. The team frees the crocodile and brings her to a conservation center, along with her eggs, which hatch a month later into healthy baby crocodiles. The young team members are impressed that crocodiles make such good mothers.

Activate Prior Knowledge Ask: *What are some effects on the environment that you have noticed after a big storm?* (Possible responses: broken trees, blackouts, flooding)

Build Background Display the photos of crocodiles from the **Digital Library**. Say: *Crocodiles are large reptiles that live in freshwater habitats, like rivers, lakes, and swamps. They are about seven to 15 feet long. Females lay eggs once a year in spring.*

Story Words Use **Practice Master SG8.1** to extend vocabulary.

- arrange, page 40
- construct, page 7
- dangerous, page 16
- precious, page 41
- release, page 42

OL ON LEVEL 620L

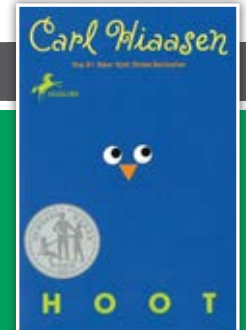


M. C. Higgins, the Great PART 1
by Virginia Hamilton

Content Connection:
Ecosystems

Realistic Fiction | Pages: 271 | Lexile: 620L | GR: X

AL ABOVE LEVEL 760L



Hoot PART 1
by Carl Hiaasen

Content Connection:
Birds

Realistic Fiction | Pages: 292 | Lexile: 760L | GR: W

COMMON CORE STANDARDS

Reading

| | |
|--------------------------------|--------------|
| Summarize | CC.4.Rlit.2 |
| Read and Comprehend Literature | CC.4.Rlit.10 |
| Describe Text Structure | CC.4.Rinf.5 |

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 SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.5, page SG32
- Practice Master SG8.7, page SG34

TECHNOLOGY ONLY

Digital Library: Strip Mining for Coal

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–50
- DAY 3 Read pages 51–105
- DAY 4 Read pages 106–139 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary M.C. Higgins wants his family to leave their home on Sarah Mountain because it is in danger of being destroyed by the spoil heaps from the nearby strip-mining operations. When “the dude” comes to record M.C.’s mother singing, her son hopes she will become a famous singer, but the stranger says her beautiful voice is not commercial. He becomes fond of a young wanderer named Lurhetta Outlaw, who helps M.C. appreciate his own family and overcome prejudices.

Activate Prior Knowledge Ask: *When have you gotten to know a stranger? What did you learn from him/her?*

Build Background Display the photo of strip mining from the **Digital Library**. Say: *Strip mining removes coal from the soil by digging, leaving behind a hill of waste materials.*

Story Words Use **Practice Master SG8.1** to extend vocabulary.

| | | |
|----------------------|--------------------|-----------------|
| alter, page 117 | attention, page 68 | curve, page 128 |
| incredible, page 132 | outline, page 30 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.6, page SG33
- Practice Master SG8.7, page SG34

TECHNOLOGY ONLY

Digital Library: Burrowing Owl

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–57
- DAY 3 Read pages 58–110
- DAY 4 Read pages 111–152 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary New to Coconut Cove, Florida, Roy Eberhardt gets involved with a mysterious young man nicknamed Mullet Fingers and his sister Beatrice. Together, they plan to stop the construction of a Mother Paula’s pancake restaurant that would destroy the habitat of small burrowing owls that live there. Roy overcomes a bully, Dana Matherson, while also exposing the dishonesty of the corporate restaurant chain and their disregard for the environment. They stop development, and Roy begins to feel at home in Florida.

Activate Prior Knowledge Ask: *What is it like to be in a new place where you do not know anyone?*

Build Background Display the photo of a burrowing owl from the **Digital Library**. Say: *Burrowing owls are 10 inches tall and live in underground burrows. Unlike other owls, they are most active during the day. They are endangered in some areas.*

Story Words Use **Practice Master SG8.1** to extend vocabulary.

| | | |
|----------------------|-----------------|----------------|
| assume, page 61 | figure, page 39 | intent, page 1 |
| investigate, page 59 | pause, page 82 | |

BL > BELOW LEVEL 520L

The Year of the Panda PART 1 by Miriam Schlein

Build Comprehension

- **Compare and Contrast** *How are Lu Yi's feelings about pandas different from some of the others in his village?* (Possible response: Lu Yi wants to care for pandas; others, like Mr. Po, find them annoying.)
- **Draw Conclusions** *Why does the Chinese government think it is important to take care of giant pandas?* (Possible response: Giant pandas are part of China's history, culture, and ecosystem.)

Writing Options

- **Email** Have students write an email to Lu Yi. Have them tell Lu Yi how they feel about what he does and why. They might also ask Lu Yi questions about baby pandas.
- **Dialogue** What would the panda Su Lin say if he could talk? Have students write a dialogue between Lu Yi and Su Lin. Review the dialogue between Lu Yi and his friend Ho Yen on pages 21–23. Have students use details from the story to make their dialogue realistic.
- **Journal Entry** Invite students to write about a time they cared for an animal and then use this information to predict how Lu Yi will feel when he leaves Su Lin at the rescue center.

BL > BELOW LEVEL 570L

Crocodile Rescue by Glen Phelan

Build Comprehension

- **Explain** *What makes it difficult for the Wildlife Rescue team to capture the crocodile?* (Possible responses: It is a dangerous animal; poachers are also looking for the crocodile.)
- **Form Generalizations** *What statement would you make about crocodile mothers? Why?* (Possible response: Crocodiles are good mothers. They are the only reptiles that protect their young.)

Writing Options

- **News Brief** Have students write a news brief describing the rescue of the crocodile, as well as the arrest of the poachers. Remind them that a good news brief answers the questions *who, what, where, when, why, and how.*
- **Speech** Have students write a speech for the mayor to give, thanking the Wildlife Rescue team for their efforts. Encourage them to include a brief summary of the most important events in their speeches.
- **Journal Entry** Invite students to describe what role they would like to play on the Wildlife Rescue team and why. Point out roles, such as writer, photographer, guide, scientist, or veterinarian.

Check & Reteach

Ask students to identify the main character's main goal in the book they read. If students have difficulty identifying goals, refer them to their goal-and-outcome map. Ask: *What does the main character want? What steps does the character take to reach this goal?*

DURING READING

Name _____ Date _____

Goal and Outcome
Goal and Outcome
Use the goal-and-outcome map to take notes about your book as you read.

| | | |
|---------|---------|---------|
| Goal | | |
| Event 1 | Event 2 | Event 3 |
| Outcome | | |

Use your goal-and-outcome map to tell a partner about the book.

For use with TE pages 556–559 **SG8.2** Unit 8 | Saving a Piece of the World

NGReach.com Practice Master SG8.2

AFTER READING

Name _____ Date _____

Discussion Guide
The Year of the Panda PART 1
Review the story words with your group. Then discuss these questions together.

Story Words
abruptly
connection
glimpse
report
thrive

1. **Explain Setting** Review Chapters 1 and 2. What details do you learn about where Lu Yi lives?
2. **Analyze Setting** Review Chapters 3 and 4. Discuss the connection between Lu Yi's family and where they live.
3. **Goal and Outcome** Use these questions and the notes in the goal-and-outcome map to talk about what Lu Yi hopes will happen.
 - **Goal** What does Lu Yi want?
 - **Event 1** How does Lu Yi find a baby panda?
 - **Event 2** What happens next?
4. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the man posting a sign on a tree in Chapter 5.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
5. **Read Question Generalize** How do the people where Lu Yi lives feel about giant pandas?

For use with TE pages 556–559 **SG8.3** Unit 8 | Saving a Piece of the World

NGReach.com Practice Master SG8.3

AFTER READING

Name _____ Date _____

Discussion Guide
Crocodile Rescue
Review the story words with your group. Then discuss these questions together.

Story Words
arrange
construct
dangerous
precious
release

1. **Compare Settings** Review Chapters 1 and 3. How does the setting change when the crocodile is swept away by the storm?
2. **Goal and Outcome** Use these questions and the notes in the goal-and-outcome map to talk about the Wildlife Rescue team's goal in the story and the outcome.
 - **Goal** What mission does the Wildlife Rescue team want to complete?
 - **Event 1** How does the storm affect the female crocodile?
 - **Event 2** Who is looking for the crocodile?
 - **Event 3** Who catches the crocodile? How?
 - **Outcome** How does the situation end for the crocodile?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the capture of the crocodile in Chapter 4.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **Read Question Generalize** Why do people want to protect crocodiles, even though they are dangerous?

For use with TE pages 556–559 **SG8.4** Unit 8 | Saving a Piece of the World

NGReach.com Practice Master SG8.4

OL ON LEVEL 620L

M. C. Higgins, the Great PART 1
by Virginia Hamilton

Build Comprehension

- **Explain** *On page 131, what does Banina mean when she warns M.C. that it is important to “live wide awake...or you quit living”?* (Possible response: She is saying it is important to be realistic.)
- **Draw Conclusions** *Why is M.C.’s pole so important to him?* (Possible responses: It makes him feel strong and in control. It shows his connection to the land, but also his desire to leave.)

Writing Options

- **Interview Questions and Answers** Have students imagine that they could interview one of the characters in the book and write a list of questions. Then, have students use clues to write answers the character might give.
- **Poem** Encourage students to write a poem that describes one character, setting, or event. Remind students to use their own words, but stay true to the story details.
- **Journal Entry** Invite students to write about the things that link them to their home, neighborhood, or region. Then, have them predict how M.C. will change by the end of the book.

AL ABOVE LEVEL 760L

Hoot PART 1
by Carl Hiaasen

Build Comprehension

- **Form Generalizations** *What is the connection between Mullet Fingers and the burrowing owls?* (Possible response: They both live in the wild. They are both small compared to the problems they face.)
- **Evaluate** *Do you think Roy was right to lie about Mullet Fingers’ name at the hospital? Why or why not?* (Possible response: Roy had no choice because this was the only way Mullet Fingers could get the treatment he needed.)

Writing Options

- **Email** How might Roy describe Florida to one of his friends back in Montana? Have students write an email that Roy might send, describing his new home and the people he meets there.
- **Character Sketch** Have students write a character sketch of Roy, one of his new friends, or another character from the novel. Remind them to include a physical description of the character, as well as details about character traits and actions.
- **Journal Entry** Invite students to write about something in their community that they believe is worth fighting to protect. Then, have them predict if Roy will achieve his goals.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide
M.C. Higgins, the Great PART 1
Review the story words with your group. Then discuss these questions together.

Story Words
after
attention
curve
incredible
outline

1. **Analyze Setting** How does the setting of Sarah’s Mountain affect M.C.?
2. **Goal and Outcome** Use these questions and the notes in the goal-and-outcome map to talk about what M.C. wants.
 - **Goal** What does M.C. hope will happen when the dude records Banina’s singing? Why does he want this to happen?
 - **Event 1** Why is the dude in the area?
 - **Event 2** Does the dude’s visit alter M.C.’s dreams? Why or why not?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the description of M.C. on his pole at the beginning of Chapter 2.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **Think Question Generalize** What would M.C. and his family lose if they moved away from Sarah’s Mountain?

For use with TE pages 556–569 **SG8.5** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide
Hoot PART 1
Review the story words with your group. Then discuss these questions together.

Story Words
assume
figure
intent
investigate
pause

1. **Compare Settings** Review pages 16 and 17. How does Roy feel about Florida when he compares it with Montana?
2. **Goal and Outcome** Use these questions and the notes in the goal-and-outcome map to talk about Roy’s main goals.
 - **Goal** What does Roy want before he meets Mullet Fingers? How does meeting this mysterious boy change his goals?
 - **Event 1** How do Roy and Mullet Fingers meet?
 - **Event 2** How do their actions affect other characters?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss Roy’s decision to protect Mullet Fingers at the hospital in Chapter 12.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **Think Question Generalize** Why does Mullet Fingers feel so strongly about the burrowing owls? How do his feelings affect Roy?

For use with TE pages 556–569 **SG8.6** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide
Connect Across Texts
Share the story words with your group. Then take notes as you listen to each summary.

| |
|---------------------------------|
| The Year of the Panda, PART 1 |
| Crocodile Rescue |
| M.C. Higgins, the Great, PART 1 |
| Hoot, PART 1 |

Compare and contrast the books you have read. Discuss these questions with your group.

1. What habitats are in danger in these books? Why?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **Think Question** What decisions do characters in these books make in order to protect something?

For use with TE pages 556–569 **SG8.7** Unit 8 | Saving a Piece of the World

OBJECTIVES

Thematic Connection: Protecting Habitats

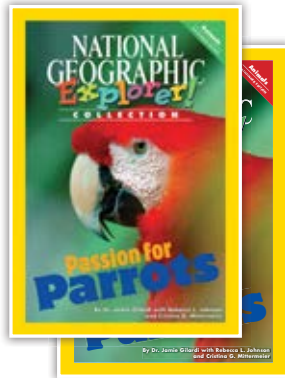
Read and Comprehend Informational Text

Explain Text Structure: Problem and Solution

Passion for Parrots

by Dr. Jamie Gilardi with Rebecca L. Johnson and Cristina G. Mittermeier

Summary *Passion for Parrots* describes efforts to protect wild parrots in Peru from the pet trade. It also features parrots from around the world and profiles the “parrot people” of Brazil. In “Parrots in Peril,” biologist Dr. Jamie Gilardi describes how he studies wild parrots near the village of Sepahua in Peru. Dr. Gilardi says that many of these birds are endangered because hunters trap them to sell as pets. Solutions to this problem include the expansion of national park boundaries and the development of ecotourism to help raise money to protect the birds. “Peek at Parrots” describes four kinds of wild parrots, including the endangered New Zealand kakapo. In “Parrot People,” photographer Cristina G. Mittermeier recounts her visit with the Kayapó people in Brazil. Parrots are an important part of their culture.



Activate Prior Knowledge Display the parrot on the front cover and read the title aloud. Ask: *Why do people like parrots so much?* (Possible responses: They are beautiful; they can “talk”; they are smart.)

Build Background Explain that more than 350 types of parrots live in the wild; millions have been trapped to sell as pets, causing some types to be endangered. However, people are working to protect these intelligent birds. Use the map on page 7 to identify where wild parrots live. Then, have volunteers point to and describe the different wild parrots in the photos.

PROGRAM RESOURCES

PRINT ONLY

Passion for Parrots, Pioneer Edition

Passion for Parrots, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson—Fantastic Feathers

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.

Mini Lesson

Explain Text Structure: Problem and Solution

Explain: *Authors use text structures to organize information. Often, authors describe a problem and then present one or more solutions to that problem.* Point out that good readers are able to explain a text structure that presents problems and solutions.

Read aloud the following text from page 5 of the Pioneer Edition of *Passion for Parrots* as students listen.

Parrots at Risk

Birds at the clay licks were easy to catch. The [parrot] hunters took as many as they could. Something had to be done!

Taking Action

[The government] made parts of the rain forest into new national parks. It made older parks bigger. The parks now included important clay licks.

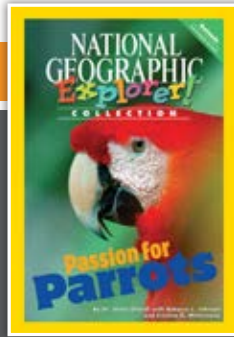
Text from Pioneer Edition

Then, think aloud to model how to describe a problem-and-solution text structure: *In the first section, the author describes a problem: Hunters took as many parrots as they could from the clay licks.* Point out that the last sentence in the section gives a clue that a problem has been stated. Then, say: *In the next section, the author states solutions to this problem:*

- *The government created new national parks.*
- *The government made older parks bigger.*

Have students explain how the information in the text above is organized. (Possible response: The author uses a text structure that states a problem: hunters are taking lots of parrots; then he gives solutions: the government created new national parks and made others bigger to protect parrots.)

BL BELOW LEVEL



PIONEER EDITION
GR: P

Content Connection: Birds

Social Studies Vocabulary

Use Wordwise on pages 6 and 11 to introduce new words:

export headdress import in captivity pet trade rain forest

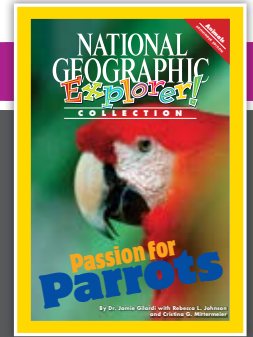
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Why do parrots eat clay? (It protects them from toxins in their food.) How did Dr. Gilardi find out? (He tested clay and food samples in a lab.)
- Explain Text Structure: Problem and Solution** What problems do parrots still face in some parts of Peru? (People still trap parrots.) How are people trying to help them? (The government has cut how many parrots trappers can take.)
- Details** Give one example of how efforts to protect parrots are working. (Possible response: Twenty years ago, there were about 12 echo parakeets, and now there are more than 300.)
- Contrast** Look at the parrots on page 7. How are they different? (Possible response: They vary in size and color.)
- Analyze** Why are the Kayapó people called “Parrot People”? (They keep parrots as pets.) How are parrots part of their culture? (The Kayapó use parrot feathers to make headdresses, which they wear at parties and to show their status. The headdresses also frighten enemies.)

OL ON LEVEL



PATHFINDER EDITION
GR: R

Content Connection: Birds

Social Studies Vocabulary

Use Wordwise on pages 6 and 11 to introduce new words:

export headdress import in captivity pet trade rain forest status

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 do parrots eat clay? (It protects them from toxins in their food.) How did Dr. Gilardi figure out the answer to this question? (He tested clay and food samples in a lab.)
- Explain Text Structure: Problem and Solution** What problems do parrots still face in some parts of Peru? (People still trap parrots.) How are people trying to help them? (The government has limited how many parrots trappers can take.)
- Evaluate** Are efforts to protect wild parrots working? (Yes.) Explain. (Possible response: Some wild parrots are making a comeback; a few countries stopped importing them.)
- Compare/Contrast** How are the many types of parrots similar? (Possible response: They have strong, curved beaks and four toes.) How are they different? (Possible response: They vary in size and color.)
- Make Inferences** How do parrots help the Kayapó people preserve their culture? (The Kayapó use parrot feathers to make headdresses, which they wear at traditional ceremonies.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Problem and Solution

Have partners explain the structure of the section “Taking Action” on page 5 about protecting clay licks outside of parks. (The author states a problem: some clay licks are not in parks; then, he states a solution: groups built lodges for tourists, whose money protects birds.)

For students who cannot explain the problem-and-solution structure of a text, reteach using the section “Parrot Art” on page 6. Say: *The author discusses saving parrots in Sepahua. How does he present the information?* Have students skim the text, paying attention to its structure. Then, have groups discuss how the author organizes information. (Possible response: The author describes a problem: Because the village is deep in the forest, tourists cannot reach it. So, there is no money from tourists to protect the parrots. Then, the author describes a solution: The people of Sepahua make beautiful cloth wall hangings. They sell these to pay for guards who protect the parrots at the Sepahua clay lick. So, the author uses a text structure that presents a problem followed by a solution.)

BL BELOW LEVEL 520L



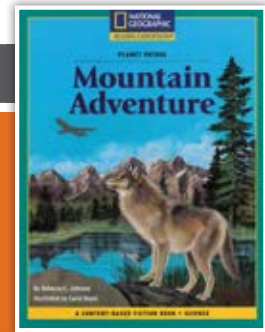
The Year of the Panda PART 2

by Miriam Schlein

Content Connection:
Mammals

Realistic Fiction | Pages: 50 | Lexile: 520L | GR: N

BL BELOW LEVEL 660L



Mountain Adventure

by Rebecca L. Johnson

Content Connection:
Mammals

Realistic Fiction | Pages: 64 | Lexile: 660L | GR: R

OBJECTIVES

Thematic Connection: Protecting Habitats

✓ Choose Reading Strategies to Comprehend Literature

- Describe Characters and Events
- Determine Theme

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.2, page SG29
- Practice Master SG8.8, page SG35
- Practice Master SG8.9, page SG36
- Practice Master SG8.10, page SG37
- Practice Master SG8.14, page SG41

TECHNOLOGY ONLY

Digital Library: Helicopter

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 47–71
- DAY 3 Read pages 72–96 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 *The Year of the Panda*, see page SG6. Remind students to complete the goal-and-outcome map. To review plot events, ask: *Why did the government want Lu Yi's family to move?* (They wanted the land for pandas.) *How did Lu Yi find Su Lin?* (He found Su Lin next to its mother, who had died.) *Why did Lu Yi bring Su Lin to the Rescue Center?* (It would not have been possible for him to care for the panda as it grew up.)

Activate Prior Knowledge Ask: *When have you had to say goodbye to someone or something you cared about? What made it easier for you?*

Build Background Display the **Digital Library** photo of a helicopter. Say: *Helicopters are used to rescue people and animals in areas that cannot be reached easily by other vehicles. Unlike airplanes, helicopters can take off and land in a small, flat area.*

Story Words Use **Practice Master SG8.8** to extend vocabulary.

- accompany, page 47
- apologize, page 58
- assistance, page 81
- occupy, page 54
- speechless, page 78

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.8, page SG35
- Practice Master SG8.9, page SG36
- Practice Master SG8.11, page SG38
- Practice Master SG8.14, page SG41

TECHNOLOGY ONLY

Digital Library: Wolves

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–19
- DAY 3 Read pages 20–50
- DAY 4 Read pages 51–64 and discuss
- DAY 5 Connect across texts

Summary Four students visit Dr. Bender in the Rocky Mountains to learn about wolves. They learn about tracking wolves, wolf behavior, and how wolves have been successfully reintroduced into the area. The interns meet Mr. Gibson, a rancher who complains that wolves have been killing his sheep. Tracks on the site suggest that the real culprit might have been Mr. Gibson's aggressive dog, Rex. The interns set up a camera and catch the dog attacking a sheep. Mr. Gibson is persuaded by this concrete evidence, and he admits that he was wrong.

Activate Prior Knowledge Ask: *When have you followed clues to solve a mystery? What were the clues? What did you find out?*

Build Background Display the **Digital Library** photos of wolves. Say: *Wolves and dogs are closely related, and they use some of the same body language to communicate. When a wolf wants to play, it wags its tail. When it is angry, it shows its teeth. Wolves also communicate through barking, howling, and marking with scents.*

Story Words Use **Practice Master SG8.8** to extend vocabulary.

- eliminate, page 12
- menace, page 36
- property, page 38
- recovery, page 15
- specific, page 22

OL ON LEVEL 620L

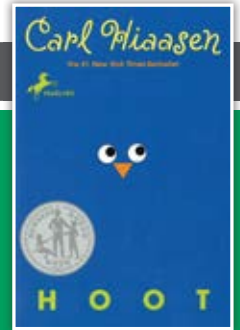


M. C. Higgins, the Great PART 2
by Virginia Hamilton

Content Connection:
Ecosystems

Realistic Fiction | Pages: 132 | Lexile: 620L | GR: X

AL ABOVE LEVEL 760L



Hoot PART 2
by Carl Hiaasen

Content Connection:
Birds

Realistic Fiction | Pages: 140 | Lexile: 760L | GR: W

COMMON CORE STANDARDS

Reading

| | |
|--------------------------------|--------------|
| Determine Theme | CC.4.Rlit.2 |
| Summarize | CC.4.Rlit.2 |
| Describe a Character | CC.4.Rlit.3 |
| Read and Comprehend Literature | CC.4.Rlit.10 |

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 SG8.2, page SG29
- Practice Master SG8.8, page SG35
- Practice Master SG8.9, page SG36
- Practice Master SG8.12, page SG39
- Practice Master SG8.14, page SG41

TECHNOLOGY ONLY

Digital Library: Underwater Tunnel

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 140–194
- DAY 3 Read pages 195–250
- DAY 4 Read pages 251–271 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *M.C. Higgins, the Great*, see page SG7. Remind students to complete the goal-and-outcome map. To review plot events, ask: *What are some things that make M.C. worry?* (He worries the spoil heap will destroy their home, and he worries about his family.) *Why does M.C. hide his friendship with Ben?* (M.C.'s father does not like the Killburns.) *How does M.C. treat Lurhetta when they meet?* (They fight, but then M.C. kisses her.)

Activate Prior Knowledge Ask: *When has meeting a new person changed your mind about something important?*

Build Background Display the underwater photo from the Digital Library. Say: *The land under a lake can form caves or tunnels, where it can be very dangerous to swim.*

Story Words Use Practice Master SG8.8 to extend vocabulary.

- | | | |
|----------------------------|---------------------------|--------------------------|
| <i>cautious</i> , page 140 | <i>comment</i> , page 184 | <i>prefer</i> , page 149 |
| <i>sympathy</i> , page 221 | <i>vision</i> , page 257 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.2, page SG29
- Practice Master SG8.8, page SG35
- Practice Master SG8.9, page SG36
- Practice Master SG8.13, page SG40
- Practice Master SG8.14, page SG41

TECHNOLOGY ONLY

Digital Library: Mullet (fish)

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 153–196
- DAY 3 Read pages 197–248
- DAY 4 Read pages 249–292 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *Hoot*, see page SG7. Remind students to complete the goal-and-outcome map. To review plot events, ask: *Who is Mullet Fingers?* (He is Beatrice's half-brother who lives on his own.) *Why is he against Mother Paula's restaurant?* (He wants to protect the habitat of burrowing owls.) *How does Roy become involved with this goal?* (He follows Mullet Fingers, and he becomes persuaded that the owls need to be protected.)

Activate Prior Knowledge Say: *News reports are part of the media. When has reading about something in the media changed your mind about an important issue?*

Build Background Display the photo of mullet from the Digital Library. Say: *Mullet are schooling fish often caught as food. They swim very rapidly near the water's surface.*

Story Words Use Practice Master SG8.8 to extend vocabulary.

- | | | |
|----------------------------|--------------------------------|----------------------------|
| <i>delicate</i> , page 157 | <i>interruption</i> , page 155 | <i>required</i> , page 204 |
| <i>response</i> , page 265 | <i>swivel</i> , page 265 | |

BL BELOW LEVEL 520L

The Year of the Panda PART 2 by Miriam Schlein

Build Comprehension

- **Character's Motivation** *Why does Dr. Di offer Lu Yi a position as a student aid at the rescue center?* (Possible responses: She sees that he respects pandas. She thinks he will help with projects at the center and may improve people's attitudes toward pandas in his home village.)
- **Explain** *How do people at the rescue center help giant pandas?* (Possible responses: They treat sick pandas and raise young pandas. They teach people about giant pandas.)

Writing Options

- **Interview Questions** Have students list five questions they would like to ask Dr. Di about her work with giant pandas at the Rescue Center. Encourage students to use a variety of question words: *who, what, where, when, why, and how.*
- **Poster** Remind students that a man posted information about giant pandas in Lu Yi's village in Chapter 5. Have them create a poster about why giant pandas are in danger. It should give details that will help people appreciate and protect the pandas.
- **Journal Entry** Invite students to review their predictions about Lu Yi's feelings at the Rescue Center and then tell what was most interesting or surprising about the story's outcome.

Check & Reteach

Ask students to identify key story elements in the book they read.

If students have difficulty describing specific elements, refer them to their story map. Ask: *Who are the most important characters? What are they like? What is the most important message, or theme, of the book? What events help you understand that theme?*

BL BELOW LEVEL 660L

Mountain Adventure by Rebecca L. Johnson

Build Comprehension

- **Identify Theme** *What does Mr. Gibson learn about jumping to conclusions?* (Possible response: Prejudice can make people jump to false conclusions. He assumes wolves killed his sheep, but it turns out his dog, Rex, was responsible.)
- **Form Opinions** *Are wolves worth protecting? Support your answer with details from the story.* (Possible responses: Yes; wolves are part of the Rocky Mountain ecosystem. They should be protected to keep this ecosystem healthy. Wolves and people can live together in this area.)

Writing Options

- **List** Have students make a list of five interesting wolf facts from the book. Encourage them to include facts about how wolves act, where they live, and how people can track them.
- **Character Sketch** Have students write a character sketch of Mr. Gibson. Explain that a good character sketch tells what a character looks like and how he/she acts. The sketch should also tell how Mr. Gibson changes at the end of the book.
- **Journal Entry** Invite students to tell whether or not reading *Mountain Adventure* changed their feelings about wolves and explain why.

DURING READING

Name _____ Date _____

Story Elements
Use the story map to take notes about your book as you read.

Use your story map to tell a partner about the book.

SG8.9 Unit 8 | Saving a Place of the World

AFTER READING

Name _____ Date _____

Discussion Guide
The Year of the Panda PART 2
Review the story words with your group. Then discuss these questions together.

Story Words
accompany
apologize
assist
occupy
speechless

1. **Compare Settings** How does the setting change when Lu Yi goes to the Rescue Center?
2. **Story Elements** Use these questions and the notes in the story map to talk about important story elements.
 - **Characters** Who does Lu Yi meet at the Rescue Center? What are they like?
 - **Theme** What message does Lu Yi learn about pandas?
 - **Plot** What events help to teach Lu Yi this lesson?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the Afterword on pages 81 and 82.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **Question Generalize** Why do giant pandas need help from people?

SG8.10 Unit 8 | Saving a Place of the World

AFTER READING

Name _____ Date _____

Discussion Guide
Mountain Adventure
Review the story words with your group. Then discuss these questions together.

Story Words
eliminate
menace
property
recovery
specific

1. **Analyze Setting** Where is the story set? How does this setting affect story events?
2. **Story Elements** Use these questions and the notes in the story map to talk about important story elements.
 - **Characters** Which characters have the strongest personalities? How would you describe them?
 - **Theme** What message do the interns learn about wolves?
 - **Plot** What events help to teach the interns this lesson?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss Leroy's article on wolf communication on page 26.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **Question Generalize** Why do some people think wolves are a menace that should not be protected? Do you agree?

SG8.11 Unit 8 | Saving a Place of the World

OL ON LEVEL 620L

M. C. Higgins, the Great PART 2
by Virginia Hamilton

Build Comprehension

- **Draw Conclusions** *The novel takes place over just a few days. Why are these days so important for M.C.?* (Possible responses: During this time, M.C. meets two strangers. The events teach him about freedom, responsibility, family, and prejudice.)
- **Character's Point of View** *How does M.C.'s point of view change by the end of the novel?* (Possible responses: He accepts that his family will not move. He becomes more responsible and urges his family to accept the Killburns.)

Writing Options

- **Letter** At the end of the novel, M.C. does not know how to find Lurhetta. What might he write to her if he knew her address? Have students write a letter telling M.C.'s feelings based on details in the story.
- **Sequel** Have students write a brief story about what happens next to M.C., Lurhetta, or Ben. Remind them to review details in the novel about the character's traits before they begin writing. Students might write about a time when M.C. and Lurhetta meet again, one or more years later.
- **Journal Entry** Invite students to review their predictions and give their opinion about the outcome of the book.

AL ABOVE LEVEL 760L

Hoot PART 2
by Carl Hiaasen

Build Comprehension

- **Draw Conclusions** *Why does Mother Paula's restaurant change their mind about building a new restaurant?* (Possible response: The restaurant does not want negative attention. People will not go there if they think the restaurant is cruel to owls.)
- **Form Generalizations** *What does the story suggest about how a few people can make important changes?* (If three students can work together to overcome a large corporation, it is possible for other individuals to make a difference.)

Writing Options

- **News Brief** Have students write an article that might appear in a school or local newspaper about the main events in *Hoot*. Remind them that a good news article answers the questions *who, what, where, when, why, and how*.
- **Book Review** Have students write a review of *Hoot*. Point out that a good review tells enough of the plot to give readers an idea of the book without giving away too many surprises. It should also tell who would be most likely to enjoy the book.
- **Journal Entry** Invite students to review their predictions about Roy, give their opinion about why he did or did not achieve his goal, and tell what he could have done differently.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

M. C. Higgins, the Great PART 2

Review the story words with your group. Then discuss these questions together.

| |
|-------------|
| Story Words |
| cautious |
| comment |
| prefer |
| sympathy |
| vision |

1. **Compare Settings** How is the Killburn's home different from where M.C. and his family live? How is it the same?
2. **Story Elements** Use these questions and the notes in the story map to talk about important story elements.
 - **Characters** Which characters have the greatest effect on M.C.? Why?
 - **Theme** What does M.C. learn because of meeting the dude and Lurhetta?
 - **Plot** What events help to teach these lessons?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the end of the book.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **Think/Question Generalize** By the end of the book, what does M.C. realize he wants to protect? What does he want to change?

For use with TE pages SG2-2G15. **SG8.12** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide

Hoot PART 2

Review the story words with your group. Then discuss these questions together.

| |
|--------------|
| Story Words |
| delicate |
| interruption |
| required |
| response |
| swivel |

1. **Analyze Setting** How do Roy's feelings about Florida change? Why?
2. **Story Elements** Use these questions and the notes in the story map to talk about important story elements.
 - **Characters** Which characters help Roy? Which characters try to prevent Roy from reaching his goals?
 - **Theme** What message can you learn from the success of Mullet Finger's plan to stop Mother Paula's restaurant?
 - **Plot** What events support that message?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the last scene, when Roy tries to catch a mullet with his hands.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **Think/Question Generalize** Why is it important to protect even very small animals, like burrowing owls?

For use with TE pages SG2-2G15. **SG8.13** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

| |
|----------------------------------|
| The Year of the Panda, PART 2 |
| Mountain Adventure |
| M. C. Higgins, the Great, PART 2 |
| Hoot, PART 2 |

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do characters protect in these books?
2. Which reading strategy was most helpful to you as you read this book? Why?
3. **Think/Question** How did reading this book make you think about what is worth protecting?

For use with TE pages SG2-2G15. **SG8.14** Unit 8 | Saving a Piece of the World

OBJECTIVES

Thematic Connection: Protecting History

Read and Comprehend Informational Text

Explain How the Main Idea Is Supported by Details

People of the Past

by Kathy Burkett and Desmond Stills

Summary *People of the Past* describes the ancient cliff dwellings at Mesa Verde, centuries-old spearpoints from Virginia, and tree rings. The book also explains what these things reveal about the past. “Life on the Edge” explores how people lived in cliff houses at Mesa Verde, Colorado, more than 700 years ago. Scientists think these people may have moved from the tops of mesas down to the cliffs for protection or to preserve farmland. Around A.D. 1300, the people left, perhaps because of drought. In “Digging History,” Kid Explorer Desmond Stills describes his adventure exploring historic Cactus Hill, Virginia, with archeologist Jim McAvoy. McAvoy has found 18,000-year-old spearpoints—the oldest ever found in the Americas. “Recorded in the Rings” and a follow-up activity explain how scientists study tree rings to learn about trees and weather patterns of long ago.



Activate Prior Knowledge Display the front cover, pointing out that the buildings are ancient cliff houses. Ask: *Why might people live in houses on cliffs?* (Possible responses: for protection; could be the only space available)

Build Background Point out that people have been living in North America for thousands of years. Explain that about 800 years ago, some people built homes on the steep cliffs of Mesa Verde, Colorado. About 100 years later, they left. Show the pictures on pages 4–5. Have students describe what the illustrations show about life in Mesa Verde.

PROGRAM RESOURCES

PRINT ONLY

People of the Past, Pioneer Edition

People of the Past, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain How the Main Idea Is Supported by Details 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

Explain How the Main Idea Is Supported by Details

Explain: *Authors provide details, such as facts and examples, to support main ideas or to show they are true.* Point out that good readers can explain how details support a main idea in the text.

Read aloud the following text from page 4 of the Pioneer Edition of *People of the Past* as students listen.

Life In Mesa Verde

Life in the cliffs was not easy. People had to climb down steep walls. They carved holes for their fingers and feet. Falling was always a risk.

Text from Pioneer Edition

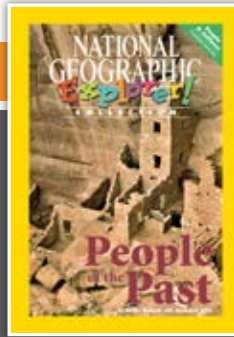
Then, think aloud to model how the main idea is supported by details: *The main idea, stated in the first sentence of this paragraph, is that life in the cliffs was not easy. The sentences that follow the first sentence give details that support, or explain, this main idea.*

The supporting details are:

- *People had to climb down steep cliff walls.*
- *They had to carve holes in the rock walls of the cliffs to make places to put their fingers and feet.*
- *They were always in danger of falling.*

Have students explain how the details identified above support the main idea in the paragraph. (Possible response: The details tell why living in the cliffs was not easy. The first detail explains that people had to climb down the steep walls of the cliffs. The second detail explains that they had to carve holes in the rocks for their fingers and toes in order to climb up and down. The third detail explains that people were always in danger of falling and getting hurt.)

BL BELOW LEVEL 520L



PIONEER EDITION

Lexile: 520L | GR: P

Content Connection: Ancient Civilizations

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

ancestor cliff crop Four Corners kiva mesa

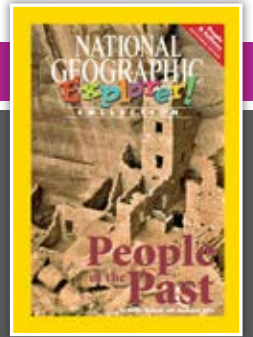
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What is Mesa Verde? (Mesa Verde is a park in Colorado with ancient houses carved into cliffs. People think the ancestors of the Pueblo Indians lived there.)
- Details** What do cliff homes tell about the people who lived in them? (Remains in the houses show that people grew crops, such as corn, beans, and squash. They hunted animals, such as deer and rabbit, using bows and arrows.)
- Evaluate** What is special about the spearpoints at Cactus Hill? (They were made about 18,000 years ago and are the oldest spearheads ever found in the Americas.)
- Explain** Why was the area of Cactus Hill dangerous 18,000 years ago? (Large animals, such as wolves and bears, lived there. These animals could be dangerous to the people living near Cactus Hill.)
- Explain How Main Idea Is Supported by Details** What can tree rings tell about the past? (Tree rings can tell how old a piece of wood is and when a piece of wood used in the cliff homes was cut down. They can also tell what the weather was like long ago.)

OL ON LEVEL 740L



PATHFINDER EDITION

Lexile: 740L | GR: Q

Content Connection: Ancient Civilizations

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

archaeologist artifact cliff kiva mesa pollen sandstone yucca

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What is Mesa Verde? (Mesa Verde is a group of ancient cliff dwellings in Colorado, where the ancestral Puebloans lived long ago.)
- Explain** What are kivas? (They are underground rooms with a spirit hole in the floor.) Why are they important to the Pueblo? (The ancestral Puebloans used kivas for religious ceremonies. They also gathered there to tell stories and talk. Today, Pueblo Indians use kivas for the same purposes.)
- Evaluate** What is special about the spearpoints at Cactus Hill? (They were made about 18,000 years ago and are the oldest spearheads ever found in the Americas.)
- Explain** Why was the area of Cactus Hill dangerous 18,000 years ago? (Large animals, such as wolves, cave bears, and sabertooths, lived there. These animals could pose a danger to the people living near Cactus Hill.)
- Explain How the Main Idea Is Supported by Details** What can tree rings tell about the past? (They can tell how old a piece of wood is and show weather patterns of long ago.)

Check & Reteach

OBJECTIVE: Explain How the Main Idea Is Supported by Details

Have partners use the section “A Big Change” on page 8 to explain how details support the main idea that something big happened during the Ice Age. (The details say that the climate changed, Earth got warmer, and the Cactus Hill people disappeared.)

For students who cannot explain how the main idea of a text is supported by details, reteach with the section “How Did People Get to America?” on page 9. Say: *The main idea is that people got to the Americas by walking. How do details support, or explain, this important idea?* Have students skim the text. Make a class list to record details. (Asia and North America were connected; people left Asia about 30,000 years ago; people spread across the Americas.) Guide students to explain how the details support the main idea. (Possible response: The details say that Asia and the Americas were connected, and people started to walk from Asia about 30,000 years ago.)

BL BELOW LEVEL 550L



Archaeology and the Ancient Past

by Reyna Eisenstark

Content Connection:
Ancient Egypt

Expository Nonfiction | Pages: 36 | Lexile: 550L | GR: T

BL BELOW LEVEL 630L



King Tut: Tales from the Tomb

by Diana C. Briscoe

Content Connection:
Ancient Egypt

Expository Nonfiction | Pages: 48 | Lexile: 630L | GR: W

OBJECTIVES

Thematic Connection: Protecting History

Choose Reading Strategies to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.15, page SG42

Practice Master SG8.16, page SG43

Practice Master SG8.17, page SG44

Practice Master SG8.21, page SG48

TECHNOLOGY ONLY

Digital Library: Museum

SUGGESTED PACING

DAY 2 Introduce and read pages 1–23

DAY 3 Read pages 24–36 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Archaeologists study clues people left behind to find out more about the past. They also read primary and secondary sources and visit museums, where they can learn from artifacts found by others. Museums help protect artifacts and teach visitors about the past. Howard Carter’s discovery of King Tut’s tomb is one example of an archaeologist at work. His reading had told him about King Tut, but no one knew where King Tut was buried. In 1922, Carter’s long search finally led him to the tomb, where he found many precious artifacts. Carter spent ten years carefully studying all of the clues he found.

Activate Prior Knowledge Ask: *What artifacts have you seen in a museum? What did you learn about them?*

Build Background Display the **Digital Library** photo of artifacts in a museum. Say: *Some art or history museums have large collections of artifacts, which are objects made by people long ago. Visitors learn about the past by studying these objects.*

Story Words Use **Practice Master SG8.15** to extend vocabulary.

clue, page 4

gather, page 8

haul, page 27

honor, page 23

source, page 13

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.15, page SG42

Practice Master SG8.16, page SG43

Practice Master SG8.18, page SG45

Practice Master SG8.21, page SG48

TECHNOLOGY ONLY

Digital Library: Archaeologists

SUGGESTED PACING

DAY 2 Introduce and read pages 1–11

DAY 3 Read pages 12–35

DAY 4 Read pages 36–48 and discuss

DAY 5 Connect across texts

Summary Archaeologist Howard Carter discovered King Tut’s tomb in 1922. The artifacts he found there helped us learn more about this king of ancient Egypt. King Tut became pharaoh when he was nine, and he died when he was 17. A sliver of bone in his brain may show that he was killed by a blow to the head. After he died, his body was made into a mummy. His organs were removed and placed in salt-filled jars. Ancient Egyptians believed that the soul had to pass two tests in the afterlife. Then, it could live forever or return to Earth. Archaeologists learned these facts by studying ancient writing called hieroglyphs.

Activate Prior Knowledge Ask: *What are some ways you have learned about history?*

Build Background Display the photo of archaeologists from the **Digital Library**. Say: *Archaeologists study the past by looking at old buildings and objects from the past, called artifacts. They may look underground for artifacts that have been buried for many years.*

Story Words Use **Practice Master SG8.15** to extend vocabulary.

labor, page 5

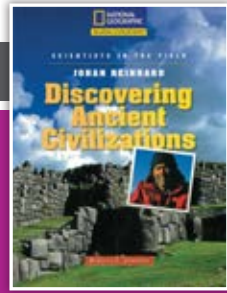
natural, page 38

normal, page 17

organize, page 14

unexpectedly, page 26

OL ON LEVEL 730L

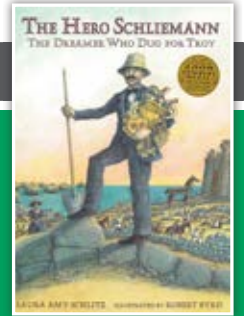


Johan Reinhard
by Rebecca L. Johnson

Content Connection:
Ancient Civilizations

Expository Nonfiction | Pages: 32 | Lexile: 730L | GR: T

AL ABOVE LEVEL 910L



The Hero Schliemann
by Laura Amy Schlitz

Content Connection:
Ancient Troy

Biography | Pages: 72 | Lexile: 910L | GR: U

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.4.Rinf.2
Summarize CC.4.Rinf.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 SG8.15, page SG42
Practice Master SG8.16, page SG43
Practice Master SG8.19, page SG46
Practice Master SG8.21, page SG48

TECHNOLOGY ONLY

Digital Library: Andes Mountains

SUGGESTED PACING

DAY 2 Introduce and read pages 1–11
DAY 3 Read pages 12–21
DAY 4 Read pages 22–32 and discuss
DAY 5 Connect across texts

Summary Johan Reinhard spent years traveling, studying, and training before he discovered the Ice Maiden and several other frozen mummies in the Andes, the highest archaeological site in the world. To prepare for his career, Reinhard studied anthropology, learned several languages, and developed skills like scuba diving and mountain climbing. Scientists investigate the mummies' appearances and scan their insides with CAT scans and DNA analysis to learn more about them.

Activate Prior Knowledge Ask: *When have you trained or practiced very hard to achieve a goal?*

Build Background Display the photo of the Andes from the **Digital Library**. Say: *The Andes Mountains run about 4,300 miles along the western coast of South America.*

Story Words Use **Practice Master SG8.15** to extend vocabulary.

ancestor, page 10 attend, page 8 improve, page 26
locate, page 14 normal, page 25

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.15, page SG42
Practice Master SG8.16, page SG43
Practice Master SG8.20, page SG47
Practice Master SG8.21, page SG48

TECHNOLOGY ONLY

Digital Library: Map of Turkey

SUGGESTED PACING

DAY 2 Introduce and read pages 1–23
DAY 3 Read pages 24–51
DAY 4 Read pages 52–72 and discuss
DAY 5 Connect across texts

Summary Heinrich Schliemann was a complicated dreamer who often exaggerated the truth, but also made some genuine discoveries. He overcame an unhappy childhood to become a rich merchant in 19th-century Germany, but he wanted to be an archaeologist. Inspired by the epics of Homer, Schliemann searched for ancient Troy. When he found the city in Turkey, his methods were careless. He destroyed as much history as he preserved, broke promises, and stole artifacts, but did contribute to our understanding of the ancient world.

Activate Prior Knowledge Ask: *Do you think that exaggerating the truth and lying are the same thing? Why or why not?*

Build Background Display the map of Turkey from the **Digital Library**. Say: *Troy was an ancient city located in modern-day Turkey. For many years, experts did not know whether or not Troy really existed because all evidence of the city was buried and lost.*

Story Words Use **Practice Master SG8.15** to extend vocabulary.

accurate, page 33 belief, page 34 method, page 50
reveal, page 59 vanish, page 54

BL > BELOW LEVEL 550L

Archaeology and the Ancient Past

by Reyna Eisenstark

Build Comprehension

- **Draw Conclusions** *What skills does an archaeologist need to be successful?* (Possible responses: patience, knowledge about the past and science, gentle hands to treat artifacts with care)
- **Make Comparisons** *How are archaeologists like detectives?* (Possible response: They both follow clues. Detectives solve mysteries; archaeologists unlock mysteries about the past.)

Writing Options

- **List** Have students list four artifacts shown in this book and write a sentence for each artifact that tells what the artifact reveals about the past.
- **Job Description** What does an archaeologist do? Have students write a job description to answer the question. They can include details from the book as they describe activities an archaeologist does at work. Remind them to include both physical tasks (searching for artifacts) and mental activities (reading primary and secondary sources).
- **Journal Entry** Invite students to write about a museum they have visited, telling what they learned about the past there.

BL > BELOW LEVEL 630L

King Tut: Tales from the Tomb

by Diana C. Briscoe

Build Comprehension

- **Explain** *Why do we know so little about King Tut's life and death?* (Possible responses: All we know is based on clues from his tomb and from ancient writings. We do not have a lot of sources from his time that describe his life and death.)
- **Make Generalizations** *What do ancient Egyptian tales of the afterlife tell about ancient Egyptians?* (Possible response: Ancient Egyptians believed in 43 sins, so they felt that people should live without sinning. They also valued telling the truth.)

Writing Options

- **Character Sketch** Have students write a description of King Tut, based on facts reported in this book. Remind them to include details about how he lived and died, as well as what happened to his body after his death.
- **Photo Description** Point out that archaeologists study artifacts carefully for clues about the past. Have students write a careful description of one artifact pictured in the book. Encourage students to use precise language to describe the artifact and then guess what the artifact shows about the past.
- **Journal Entry** Invite students to describe which "tale from the tomb" they found most interesting and explain why.

Check & Reteach

Ask students to identify interesting facts in the book they read.

If students have difficulty identifying facts, refer them to their fact chart. Ask: *What details in the book are facts that you can prove are true? What sources can you use to prove they are true? Some possible sources are books, experts, photographs, and the Internet.*

DURING READING

Name _____ Date _____

Fact Chart
Facts
Use the fact chart to take notes about your book as you read.

| Fact | How Can the Fact Be Proven? |
|------|-----------------------------|
| | |
| | |
| | |

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

For use with TE pages SG16–SG21 **SG8.16** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide
Archaeology and the Ancient Past
Review the story words with your group. Then discuss these questions together.

Story Words
clue
gather
haul
honor
source

1. **Analyze Text Features** Review photographs and captions in Chapter 1. How do these features help you understand the text?
2. **Identify Facts** Use these questions and the notes in the fact chart to tell about archeology.
 - **Fact** How have pyramids helped archeologists learn about the past?
 - **How Can the Fact Be Proven?** Describe a source you could use to prove that your answer is correct.
 - **Fact** Tell three facts about the discovery of King Tut's tomb.
 - **How Can the Fact Be Proven?** Describe two sources that can prove those facts.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. Tell which strategy you used to read it, why you chose this strategy, and how it helped you understand what you read.
4. **Write Question** **Generalize** How do archeologists help protect history?

For use with TE pages SG16–SG21 **SG8.17** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide
King Tut: Tales from the Tomb
Review the story words with your group. Then discuss these questions together.

Story Words
labor
natural
normal
organize
unexpectedly

1. **Analyze Text Features** Review the time line on pages 42 and 43. How does this feature help you understand facts in the book?
2. **Identify Facts** Use these questions and the notes in the fact chart to tell about King Tut.
 - **Fact** How was King Tut's tomb discovered?
 - **How Can the Fact Be Proven?** Describe a source you could use to prove that your answer is correct.
 - **Fact** Tell three things that archeologists know about King Tut's life and death.
 - **How Can the Fact Be Proven?** Describe sources that prove those facts.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. Tell which strategy you used to read it, why you chose this strategy, and how it helped you understand what you read.
4. **Write Question** **Generalize** Why is it important to protect artifacts from King Tut's tomb?

For use with TE pages SG16–SG21 **SG8.18** Unit 8 | Saving a Piece of the World

OL ON LEVEL 730L

Johan Reinhard
by Rebecca L. Johnson

Build Comprehension

- **Evaluate** *What qualities make Johan Reinhard a good anthropologist?* (Possible response: He is very interested in his field. He has many skills, including the ability to speak languages, scuba dive, climb mountains, and explore caves.)
- **Goal and Outcome** *What was the outcome of Reinhard's expedition to the Andes? Was his trip a success?* (The trip was successful because the team discovered several mummies and many artifacts; they learned many facts about ancient people, adding greatly to what we know about the Inca.)

Writing Options

- **Interview Questions and Answers** Have students write at least five questions they would like to ask Johan Reinhard about his career and his discoveries. Then, encourage them to suggest how Reinhard might answer each question.
- **Job Description** Suppose Reinhard was looking for a student assistant on his next expedition. What qualities would the student need to have? Invite students to write a job description that tells what the job might require.
- **Journal Entry** Ask students to tell whether or not they would like to be a professional anthropologist like Johan Reinhard.

AL ABOVE LEVEL 910L

The Hero Schliemann
by Laura Amy Schlitz

Build Comprehension

- **Explain** *Why do modern archaeologists say that "Troy was sacked twice, once by the Greeks and once by Heinrich Schliemann"?* (Possible response: Schliemann's hasty and sloppy digging destroyed many valuable artifacts and a lot of information about ancient Troy that can never be recovered.)
- **Form Opinions** *Does Schliemann deserve to be respected? Why or why not?* (Possible response: We can respect his energy, passion, and dedication without respecting all of his methods and actions, including smuggling artifacts and lying.)

Writing Options

- **Opinion Statement** Schliemann is not everyone's idea of a true hero. Have students write a statement that tells whether or not they think he deserves the inscription about his tomb: "To the Hero Schliemann."
- **Speech** Would Heinrich Schliemann agree with the story of his life told in this biography? Encourage students to write a speech for Schliemann in which he defends his actions and explains his choices.
- **Journal Entry** Invite students to write about how reading this biography made them think about trusting historical figures.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.21** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Johan Reinhard: Discovering Ancient Civilizations

Review the story words with your group. Then discuss these questions together.

| |
|-------------|
| Story Words |
| ancestor |
| attend |
| improve |
| locate |
| normal |

- Analyze Text Features** Review the glossary on page 31. How can you use this feature to help you review the text?
- Identify Facts** Use these questions and the notes in the fact chart to tell about Johan Reinhard.
 - **Fact** How did Reinhard prepare to become an anthropologist?
 - **How Can the Fact Be Proven?** Describe a source you could use to prove that your answer is correct.
 - **Fact** Tell three facts about the discovery of the Ice Maiden.
 - **How Can the Fact Be Proven?** Describe two sources that can prove those facts.
- Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. You might talk about how lab tests give information about mummies (Chapter 3). Tell which strategy you used to read, why you chose this strategy, and how it helped you understand what you read.
- Question Generalize** How do anthropologists help to protect history?

For use with TE pages SG8-5G21. **SG8.19** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide

The Hero Schliemann: The Dreamer Who Dug for Troy

Review the story words with your group. Then discuss these questions together.

| |
|-------------|
| Story Words |
| accurate |
| belief |
| method |
| reveal |
| vanish |

- Analyze Text Features** Review the time lines on pages 20–21 and 28–29. How do these features help you understand the text?
- Identify Facts** Use these questions and the notes in the fact chart to tell about Heinrich Schliemann.
 - **Fact** How did Schliemann become rich?
 - **How Can the Fact Be Proven?** Describe a source you could use to prove that your answer is correct.
 - **Fact** Tell two facts about Schliemann's life. Remember that his own tales were not always accurate.
 - **How Can the Fact Be Proven?** Describe two sources that can prove those facts.
- Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. You might talk about the information about Homer on page 27. Tell which strategy you used to read it, why you chose this strategy, and how it helped you understand what you read.
- Question Generalize** Did Schliemann do more to protect or hurt history? Why?

For use with TE pages SG8-5G21. **SG8.20** Unit 8 | Saving a Piece of the World

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.

| |
|---|
| Archeology and the Ancient Past |
| King Tut: Tales from the Tomb |
| Johan Reinhard: Discovering Ancient Civilizations |
| The Hero Schliemann: The Dreamer Who Dug for Troy |

Compare and contrast the books you have read. Discuss these questions with your group.

- How do these books help you understand ways that people can protect or harm the study of the past?
- Which reading strategies would help someone better understand the book? Why?
- Question** Did these books change your mind about what's worth protecting? Why or why not?

For use with TE pages SG8-5G21. **SG8.21** Unit 8 | Saving a Piece of the World

OBJECTIVES

Thematic Connection: Protecting Culture

Read and Comprehend Informational Text

Comprehend Quantitative Information

Mysteries of the Maya

by Brent Goff and Kenneth Garrett

Summary *Mysteries of the Maya* explores how scientists learned to read ancient Maya writing. It also looks at what we know about Maya civilization. In “Cracking the Code,” author Brent Goff explains that the Maya thrived in Central America between 250 C.E. and 900 C.E. In 1839, explorers found the ruins of 44 Maya cities. A breakthrough in Maya studies took place when scholars found a book that matched Maya glyphs to Spanish letters. Another major advance occurred in 1980. David Stuart, just 15, discovered that words can be read in different ways. The writing tells a lot about Maya life, but it does not explain why the people left their cities after 900 C.E. In “Where Did They Go?” photographer Kenneth Garrett describes several ancient Maya cities, including San Bartolo, which has a pyramid with murals, and Copán, a town where 20,000 people lived. Garrett knows that Maya culture lives on today through this ancient people’s descendants.



Activate Prior Knowledge Trace the Maya pyramid on the front cover and ask: *What can we learn about the past from ancient buildings?* (Possible responses: how people lived; how they built things)

Build Background Explain that about 170 years ago, explorers found ruins of ancient Maya cities. They also found writing, which took years to figure out. Use the locator globe and map on page 4 to show where the Maya lived. Have students identify all Maya cities on the map.

PROGRAM RESOURCES

PRINT ONLY

Mysteries of the Maya, Pioneer Edition

Mysteries of the Maya, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Interpret Information Presented Visually,
Orally, or Quantitatively

CC.4.Rinf.7

Read and Comprehend Informational Text

CC.4.Rinf.10

Language

Acquire and Use Domain-Specific Words

CC.4.L.6

Mini Lesson

Comprehend Quantitative Information

Explain: *Often, historical texts present information in a quantitative way as way to show the order of events. Such information may appear as dates in a time line.* Point out that good readers know how to interpret quantitative information presented in texts.

Read aloud the following text from pages 3 and 4 of the Pioneer Edition of *Mysteries of the Maya* as students listen.

Maya Mystery

In 1839, two explorers . . . went to the jungles of Central America. There, they found the ruins of 44 Maya cities.

Digging for Clues

The clues tell a lot. They show that Maya cities thrived from 250 C.E. to 900 C.E.

Text from Pioneer Edition

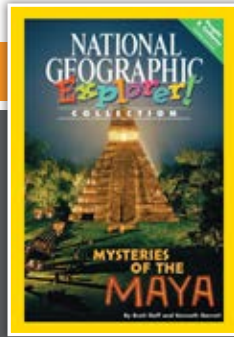
Then, think aloud to model how to comprehend quantitative information: *The first section tells about an event that happened long after the event discussed in the second section. I will use the time line on page 4 to help me understand the order of these events:*

- *The dates when Maya civilization thrived (250–900) is the first entry on the time line. This event happens first.*
- *The date when explorers found the ruins (1839) is the fourth entry. This event happens later.*

So, the time line helps me understand the order of the two events.

Have students practice comprehending quantitative information with the last two entries of the time line. (David Stuart made his discovery 100 years *after* scholars discover the Maya calendar.) Have students tell how this adds to what they know about Maya writing. (Possible response: It took scholars a long time to make a new discovery.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Ancient Writing

Social Studies Vocabulary

Use Wordwise on pages 7 and 11 to introduce new words:

hieroglyph mural palace quest reveal scholar

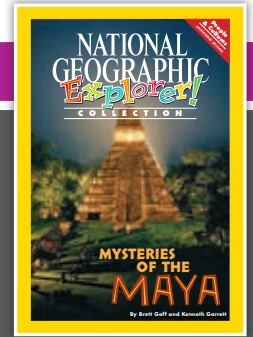
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Evaluate** Why are David Stuart's discoveries important? (Possible response: His discoveries led to a better understanding of Maya writing.)
- Comprehend Quantitative Information** Look at the time line. What event took place in the 1500s? (Spanish began their conquest.) How does this event help you understand Maya civilization? (Possible response: The Maya civilization never thrived again after the conquest.)
- Make Inferences** Where did the Maya go? Explain how the author answers the question. (The author says the Maya speak Mayan and follow old customs. They didn't really go anywhere.)
- Compare** How does Maya civilization compare with the civilization of ancient Egypt? (Possible response: Both civilizations wrote with hieroglyphs.)
- Synthesize** How have David Stuart and Kenneth Garrett helped solve the mysteries of the Maya? (David Stuart has helped people understand Maya writing. Kenneth Garrett has helped save Maya ruins and Maya culture today by taking photos to share with the world.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Ancient Writing

Social Studies Vocabulary

Use Wordwise on pages 7 and 11 to introduce new words:

decipher drought hieroglyph intrigue mural
palace quest reveal scholar tomb

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.

- Evaluate** Why is David Stuart's work so important? (Possible response: His discoveries led to deciphering the Maya code.)
- Comprehend Quantitative Information** Look at the time line. What event took place in the 1500s? (Spanish began their conquest.) How does this event help you understand Maya history? (Possible response: The Maya civilization never thrived again after the conquest.)
- Paraphrase** How does the author explain where the Maya went? (He says that the ancient Maya are gone, but their descendants live on. So, they didn't really go anywhere.)
- Compare** How does Maya civilization compare with the civilization of ancient Egypt? (Possible response: Both civilizations wrote with hieroglyphs that were later deciphered by scholars.)
- Synthesize** How have David Stuart and Kenneth Garrett helped to save a piece of the world? (David Stuart has helped save Maya writing, and Kenneth Garrett has helped save Maya ruins and modern Maya culture by taking photos to share.)

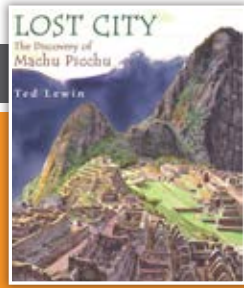
Check & Reteach

OBJECTIVE: Comprehend Quantitative Information

Have partners take turns using the information from the time line on page 4 to explain key events that occurred after 1839. (A book was found that matched Maya glyphs to Spanish letters; the Maya numbers and calendar are discovered; Stuart reads Maya words.)

For students who cannot comprehend quantitative information, reteach with text on pages 4–5 and the time line. Remind students that the text says the Rosetta Stone was a key to reading Egyptian hieroglyphics (page 4), and people thought an old book might be the key to reading Maya writing (page 5). Have students find information about these events in the time line. Say: *The time line lists these events. When did they take place?* (1799, 1862) *What discovery took place between these two events?* (Explorers find Maya ruins in 1839.) Have students explain how the information adds to their understanding. (It tells me the order of the events and the years they took place.)

BL BELOW LEVEL 670L

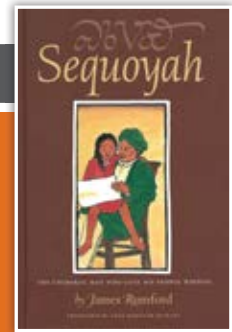


Lost City
by Ted Lewin

Content Connection:
Ancient Incan Architecture

Narrative Nonfiction | Pages: 48 | Lexile: 670L | GR: P

BL BELOW LEVEL 700L



Sequoyah
by James Rumford

Content Connection:
Native American Language

Biography | Pages: 32 | Lexile: 700L | GR: Q

OBJECTIVES

Thematic Connection: Protecting Culture

Choose Reading Strategies to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.22, page SG49

Practice Master SG8.23, page SG50

Practice Master SG8.24, page SG51

Practice Master SG8.28, page SG55

TECHNOLOGY ONLY

Digital Library: Map of Machu Picchu

SUGGESTED PACING

DAY 2 Introduce and read pages 1–19

DAY 3 Read pages 20–48 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary In 1911, Professor Hiram Bingham journeys to the wilds of Peru in search of the lost city of Vilcabamba. His adventure takes him through jungles filled with poisonous snakes and high into the Andes. Finally, a young Quechua boy leads Bingham to an even more remarkable discovery. Instead of Vilcabamba, Bingham arrives at Machu Picchu, a vast, ruined city unknown to the outside world. Built by master Inca craftsmen, this forgotten city had been hidden by more than 500 years of jungle growth.

Activate Prior Knowledge Say: *Describe a time when you saw something amazing for the first time. How did you feel?*

Build Background Display the map of Machu Picchu from the **Digital Library**. Say: *Machu Picchu was a city built in the Andes Mountains in what is today Peru. Inca craftsmen built the city around 1450, at the height of the Inca empire. The city was abandoned about 100 years later and almost entirely forgotten.*

Story Words Use **Practice Master SG8.22** to extend vocabulary.

curiosity, page 21

discouraged, page 21

distance, page 17

tangled, page 24

venture, page 21

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.22, page SG49

Practice Master SG8.23, page SG50

Practice Master SG8.25, page SG52

Practice Master SG8.28, page SG55

TECHNOLOGY ONLY

Digital Library: Cherokee

SUGGESTED PACING

DAY 2 Introduce and read pages 1–13

DAY 3 Read pages 14–23

DAY 4 Read pages 24–32 and discuss

DAY 5 Connect across texts

Summary Sequoyah is a Cherokee metalworker who wants to create a way for his people to write down their language. Others jeer at him and even burn down his cabin, but he only becomes more determined. At last, he invents 84 symbols—each one representing a syllable. These symbols can be used to write down the Cherokee language. Soon, his writing system becomes popular and helps to preserve the culture he loves even when the Cherokee are forced from their lands.

Activate Prior Knowledge Ask: *What are some types of writing that help you record important ideas?* (Possible responses: letters, emails, class notes, journal entries, essays, stories)

Build Background Display the photo of a Cherokee from the **Digital Library**. Say: *The Cherokee are a Native American people. They lived mainly in what is today Georgia, the Carolinas, and Tennessee. Many were forced from their land in the 1800s.*

Story Words Use **Practice Master SG8.22** to extend vocabulary.

bravely, page 6

capture, page 7

different, page 19

jeer, page 17

publish, page 25

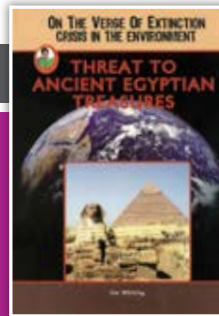
OL ON LEVEL 860L

Threat to Ancient Egyptian Treasures

by Jim Whiting

Content Connection:
Ancient Egyptian Artifacts

Expository Nonfiction | Pages: 32 | Lexile: 860L | GR: T



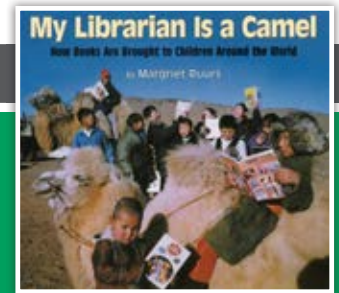
AL ABOVE LEVEL 890L

My Librarian Is a Camel

by Margriet Ruurs

Content Connection:
World Literature

Expository Nonfiction | Pages: 32 | Lexile: 890L | GR: U



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.4.Rinf.2
Summarize CC.4.Rinf.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 SG8.22, page SG49
- Practice Master SG8.23, page SG50
- Practice Master SG8.26, page SG53
- Practice Master SG8.28, page SG55

TECHNOLOGY ONLY

Digital Library: Map of Egypt

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–9
- DAY 3 Read pages 10–21
- DAY 4 Read pages 22–32 and discuss
- DAY 5 Connect across texts

Summary Many ancient Egyptian monuments are in danger of being damaged. Nearby building increases erosion caused by water, which collects near tombs and other sites. Farmers cause harm when they flood their fields to help crops grow. Fragile stones are harmed by tourism when visitors' breath condenses and forms destructive salt on walls. Transportation generates harmful pollution. Today, many groups work together to help save these ancient treasures.

Activate Prior Knowledge Ask: *Where have you seen an ancient artifact? What steps were taken to keep it safe?*

Build Background Display the map of Egypt from the **Digital Library**. Point out that in both ancient Egypt and modern Egypt, most people live near the Nile River.

Story Words Use **Practice Master SG8.22** to extend vocabulary.

- damage, page 16
- organize, page 26
- endure, page 21
- participate, page 25
- impressive, page 12

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.22, page SG49
- Practice Master SG8.23, page SG50
- Practice Master SG8.27, page SG54
- Practice Master SG8.28, page SG55

TECHNOLOGY ONLY

Digital Library: Library

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–23
- DAY 4 Read pages 24–32 and discuss
- DAY 5 Connect across texts

Summary Unusual mobile libraries bring books to children in remote areas around the world. Trucks, buses, or vans carry books to remote areas of Australia, Azerbaijan, Pakistan, and Papua New Guinea. Library boats set sail in Finland and Indonesia. Even animals help carry books—camels in Kenya and Mongolia, donkeys in Peru and Zimbabwe, and elephants in Thailand. In some small northern Canadian communities, books arrive in the mail. No matter how the books arrive, readers are eagerly waiting for them.

Activate Prior Knowledge Ask: *What is your school or local library like? How do you find books to read?*

Build Background Display the photo of the library from the **Digital Library**. Say: *Most libraries are buildings or rooms. Some areas are so remote, or far away, that they do not have libraries to visit. Instead, mobile libraries come to readers.*

Story Words Use **Practice Master SG8.22** to extend vocabulary.

- committed, page 24
- promote, page 12
- inspire, page 5
- variety, page 8
- mobile, page 13

BL BELOW LEVEL 670L

Lost City by Ted Lewin

Build Comprehension

- **Analyze Motivation** *Why does the boy guide Bingham to the lost city?* (Possible responses: He had a dream that prepared him to meet Bingham; he wanted to share the beautiful lost city with the outsider.)
- **Goal and Outcome** *How was the outcome of Bingham's journey different from his goal?* (He was looking for the city of Vilcapampa, but instead found a different, more amazing lost city called Machu Picchu.)

Writing Options

- **Dialogue** Hiram Bingham and the Quechua boy do not speak the same language. What might they have said to each other if they did? Have students write a dialogue between these two people when they reach Machu Picchu. Encourage them to tell how each character feels when looking at the ancient city.
- **Travel Brochure** Suggest that students create a travel brochure that tells visitors about the discovery of Machu Picchu. Encourage them to use details from the text and illustrations in their writing.
- **Journal Entry** Invite students to write about a time they visited an amazing place and how it made them feel.

BL BELOW LEVEL 700L

Sequoyah by James Rumford

Build Comprehension

- **Compare and Contrast** *How is Sequoyah's writing system different from the English alphabet?* (In our alphabet, each letter has one or more sounds. In Sequoyah's system, each symbol represents a syllable. These syllables include more than one sound. They can be combined to write any Cherokee word.)
- **Identify Problem and Solution** *What problem does Sequoyah want to solve? How does he solve it?* (Sequoyah realizes that the Cherokee cannot record their language. He invents a writing system to keep these records.)

Writing Options

- **Letter** Sequoyah taught his daughter, Ayoka, to read. What might he have written to her in a letter? Have students write a letter from Sequoyah to Ayoka. Encourage them to use details from the book to make their letters realistic.
- **Speech** How might a Cherokee chief have thanked Sequoyah for his writing system? Ask students to write a speech the chief might have given. Remind student to use facts from the book.
- **Journal Entry** Invite students to list ways that writing has allowed them to express themselves or record ideas that would have otherwise been forgotten.

Check & Reteach

Ask students to describe the genre of the books they read.

If students have difficulty describing a genre, refer them to their genre chart. Ask: *What is the author's point of view? What is the main idea, or big message, in the book? What details support that idea? How is information presented in words, pictures, and other features?*

DURING READING

Name _____ Date _____

Genre Chart
Analyze Genre
Use the genre chart to take notes about your book as you read.

| | |
|------------------------------------|--|
| Title | |
| Fiction or Nonfiction | |
| Point of View | |
| Main Idea | |
| Supporting Details | |
| Ways That Information is Presented | |

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

For use with TE pages SG24-SG27 **SG8.23** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide
Lost City: The Discovery of Machu Picchu
Review the story words with your group. Then discuss these questions together.

Story Words
curiosity
discouraged
distance
tangled
venture

1. **Analyze Text Features** Review the illustration of Machu Picchu at the end of the book. What details do you learn by studying this artwork?
2. **Analyze Genre** Use these questions and the notes in your chart to analyze the genre of the book.
 - **Fiction or Nonfiction** If the author had the Quechua boy narrate the book, how would it change whether Lost City was fiction or nonfiction?
 - **Point of View** How would the point of view be different if the Quechua boy narrated the story?
 - **Ways That Information Is Presented** How do both text and art present information?
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. For example, you might talk about the young Quechua boy's dream described on pages 8 and 9. What strategy did you use to read this passage? How did it help you understand what you read?
4. **Write a Question** **Generalize** Why are ancient cultures worth protecting?

For use with TE pages SG24-SG27 **SG8.24** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide
Sequoyah: The Cherokee Man Who Gave His People Writing
Review the story words with your group. Then discuss these questions together.

Story Words
bravery
capture
different
jeer
publish

1. **Analyze Text Features** Why is the text of this book in two different languages?
2. **Analyze Genre** Use these questions and the notes in your chart to analyze the genre of the book.
 - **Fiction or Nonfiction** How do you know whether Sequoyah is fiction or nonfiction?
 - **Point of View** Biographies are stories about other people. Autobiographies are stories about ourselves. How does the point of view help tell if Sequoyah is a biography or an autobiography?
 - **Ways That Information Is Presented** How does this book present information about Sequoyah's writing system?
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. For example, you might talk about the afterword on page 31. Which strategy did you use to read? Explain how it helped you understand the passage.
4. **Write a Question** **Generalize** How does Sequoyah's alphabet help protect Cherokee culture?

For use with TE pages SG24-SG27 **SG8.25** Unit 8 | Saving a Piece of the World

OL ON LEVEL 860L

Threat to Ancient Egyptian Treasures
by Jim Whiting

Build Comprehension

- **Draw Conclusions** *How can tourism both help and harm ancient Egyptian treasures?* (Possible response: Tourism helps by raising awareness and concern. It can damage the sites through human contact and land erosion from development.)
- **Make Comparisons** *How was Abu Simbel saved? Why isn't this solution possible for every Egyptian treasure?* (The statues were relocated so they would not be flooded. It would not be possible to move huge monuments, such as the pyramids.)

Writing Options

- **Travel Advisory** Have students write a travel advisory that explains the dangers posed by tourism to Egypt. The advisory should tell visitors how they could enjoy their trip to Egypt without causing more harm to ancient treasures.
- **Persuasive Paragraph** Have students answer this question in a paragraph: Why should people care about Egypt if they do not live there or plan to visit the country? Remind students to support their opinion with details from the book.
- **Journal Entry** Invite students to tell about a time they were a tourist. They should recall what impressed them the most about what they saw and why.

AL ABOVE LEVEL 890L

My Librarian Is a Camel
by Margriet Ruurs

Build Comprehension

- **Make Generalizations** *What are some of the reasons mobile libraries are needed?* (Possible response: Some communities are too far away from library buildings; others are too small or too poor to afford full-time libraries and librarians.)
- **Form Opinions** *Which mobile library is most unusual? Why?* (Students should identify a specific mobile library and tell why they think this library is unusual. For example, students might say the library elephants of Thailand are especially remarkable because the animals are so unusual.)

Writing Options

- **Email** Have students write an email to a student who uses one of the mobile libraries described in the book. Encourage students to share their feelings about mobile libraries and ask questions about the country to which they are writing.
- **Thank-You Letter** Have students write a thank-you letter to one of the librarians or volunteers who brings books to readers in remote communities. Remind students to include specific details from the book.
- **Journal Entry** Invite students to write about how libraries and librarians have influenced their own lives.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Threat to Ancient Egyptian Treasures

Review the story words with your group. Then discuss these questions together.

Story Words
damage
endure
impressive
organize
participate

1. **Compare Text Features** Review the maps on pages 14 and 18. How are these maps similar? How are they different?
2. **Analyze Genre** Use these questions and the notes in your chart to analyze the genre of the book.
 - **Genre** Narrative nonfiction tells a story about real events. Expository nonfiction provides information about a topic. What genre is *Threat to Ancient Egyptian Treasures*? Tell how you know.
 - **Point of View** How would the point of view be affected if the book were narrated by an archeologist to tell how he/she uncovered an artifact?
 - **Ways That Information Is Presented** Tell about three text features and how they help you understand the information that is presented.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. For example, you might talk about the solutions discussed in Chapter 5. Which strategy did you use to read? How did it help you understand the passage?
4. **Write Question** **Generalize** Why is it important to protect ancient Egyptian monuments?

For use with TE pages SG24-SG27 **SG8.26** Unit 8 | Saving a Piece of the World

AFTER READING

Name _____ Date _____

Discussion Guide

My Librarian Is a Camel

Review the story words with your group. Then discuss these questions together.

Story Words
committed
inspire
mobile
promote
variety

1. **Analyze Text Features** Review the yellow fact boxes on the right-hand page for each country. What kinds of information do you find in each yellow box?
2. **Analyze Genre** Use these questions and the notes from your chart to analyze the genre of the book.
 - **Genre** Narrative nonfiction tells a story about real events. Expository nonfiction provides information about a topic. What genre is *My Librarian Is a Camel*? Tell how you know.
 - **Point of View** How would the point of view be affected if the book was narrated by a child to tell about his/her experience with a mobile library? How would it affect the genre?
 - **Ways That Information Is Presented** Tell four ways that information is presented in this book and how each helped you understand information in the book.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. For example, you might talk about the introduction on page 5. Which strategy did you use to read? How did it help you understand this passage?
4. **Write Question** **Generalize** How do mobile libraries help to protect culture?

For use with TE pages SG24-SG27 **SG8.27** Unit 8 | Saving a Piece of the World

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.

| |
|--|
| Lost City: The Discovery of Machu Picchu |
| Sequoyah: The Cherokee Man Who Gave His People Writing |
| Threat to Ancient Egyptian Treasures |
| My Librarian Is a Camel |

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show different ways that people can protect cultures?
2. Which reading strategies would you use to review the book after you have read it? Why?
3. **Write Question** Which pictures and descriptions in these books tell about something that is worth protecting?

For use with TE pages SG24-SG27 **SG8.28** Unit 8 | Saving a Piece of the World

Academic Vocabulary

Story Words

The Year of the Panda

PART 1

abruptly (u-brup-tlĕ) *adverb*
Abruptly means suddenly and without warning. *The rain started so abruptly that everyone was surprised.*

connection (ku-nek-shun) *noun*
 A **connection** is a real or emotional link between two people or things. *My sister and I have a very strong connection because we are twins.*

glimpse (glimps) *noun*
 A **glimpse** is a brief view of something. *We only got a quick glimpse of the rabbit before it hopped away.*

report (ri-port) *verb*
 To **report** means to give information about something. *You should report lost pets to the animal shelter.*

thrive (thrĭv) *verb*
 To **thrive** means to do very well. *The baby birds will thrive if they get plenty of food and have a safe place to live.*

Crocodile Rescue

arrange (u-rĕnj) *verb*
 To **arrange** means to make plans for. *The builders arrange for the bricks to be delivered early Monday morning.*

construct (kun-strukt) *verb*
 To **construct** means to build. *It took all summer to construct a tree house in our yard.*

dangerous (dĕnj-u-rus) *adjective*
 If something is **dangerous**, it is likely to cause harm or injury. *Swimming in the ocean can be dangerous, so you need to follow all of the safety rules.*

precious (presh-us) *adjective*
Precious means of great value or high price. *Gold is precious because there is very little of it.*

release (ri-lĕs) *verb*
 To **release** means to let go. *As soon as the vets release the healthy bird, it flies away.*

M. C. Higgins, the

Great PART 1

alter (awl-tur) *verb*
 To **alter** means to change. *If it rains, we will alter our plans for the beach.*

attention (u-ten-chun) *noun*
 If you pay **attention**, you listen or watch something carefully. *Please pay attention while I give you some important information.*

curve (kurv) *noun*
 A **curve** is a bend. *The curve in this road leads around the mountain.*

incredible (in-kred-u-bul) *adjective*
Incredible means amazing or unbelievable. *An incredible number of people came to see our school play.*

outline (owt-lĭn) *noun*
 An **outline** forms the outer edges of a thing and shows its shape. *I traced the outline of my hand on paper.*

Hoot PART 1

assume (u-süm) *verb*
 When you **assume**, you think something is true without checking it. *I assume that you will like the book because I liked it.*

figure (fig-yur) *verb*
 To **figure** means to decide or believe. *We figure that the fallen tree must have been hit by lightning.*

intent (in-tent) *adjective*
 If you are **intent** on doing something, you are determined to do it. *Our class is intent on raising money for a field trip.*

investigate (in-ves-tu-gĕt) *verb*
 To **investigate** means to study or closely examine. *Police investigate the crime scene to look for clues.*

pause (pahz) *verb*
 To **pause** means to stop briefly. *Let's pause to rest before we finish climbing to the top of this hill.*

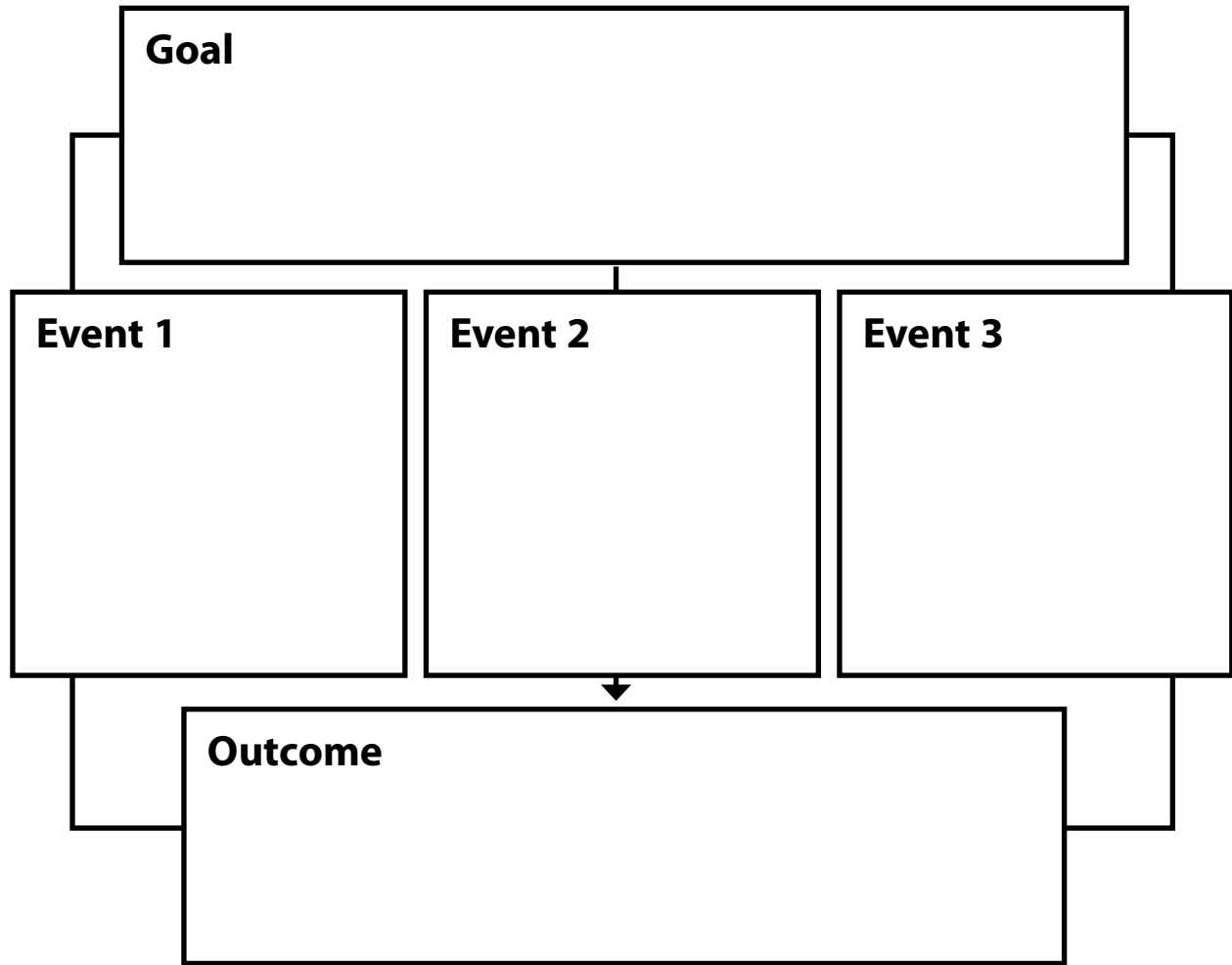
COPY READY

Goal-and-Outcome

Goal and Outcome

Use the goal-and-outcome map to take notes about your book as you read.

COPY READY



 Use your goal-and-outcome map to tell a partner about the book.

Discussion Guide

The Year of the Panda PART 1

Review the story words with your group. Then discuss these questions together.

Story Words


abruptly

connection

glimpse

report

thrive

- 1. Explain Setting** Review Chapters 1 and 2. What details do you learn about where Lu Yi lives?
- 2. Analyze Setting** Review Chapters 3 and 4. Discuss the connection between Lu Yi's family and where they live.
- 3. Goal and Outcome** Use these questions and the notes in the goal-and-outcome map to talk about what Lu Yi hopes will happen.
 - **Goal** What does Lu Yi want?
 - **Event 1** How does Lu Yi find a baby panda?
 - **Event 2** What happens next?
- 4. Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the man posting a sign on a tree in Chapter 5.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
- 5.  Big Question Generalize** How do the people where Lu Yi lives feel about giant pandas?

Discussion Guide

Crocodile Rescue

Review the story words with your group. Then discuss these questions together.

Story Words

arrange

construct

dangerous

precious

release

1. **Compare Settings** Review Chapters 1 and 3.
How does the setting change when the crocodile is swept away by the storm?
2. **Goal and Outcome** Use these questions and the notes in the goal-and-outcome map to talk about the Wildlife Rescue team's goal in the story and the outcome.
 - **Goal** What mission does the Wildlife Rescue team want to complete?
 - **Event 1** How does the storm affect the female crocodile?
 - **Event 2** Who is looking for the crocodile?
 - **Event 3** Who catches the crocodile? How?
 - **Outcome** How does the situation end for the crocodile?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the capture of the crocodile in Chapter 4.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** Why do people want to protect crocodiles, even though they are dangerous?

Discussion Guide

M.C. Higgins, the Great

PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

alter

attention

curve

incredible

outline

- Analyze Setting** How does the setting of Sarah's Mountain affect M.C.?
- Goal and Outcome** Use these questions and the notes in the goal-and-outcome map to talk about what M.C. wants.
 - **Goal** What does M.C. hope will happen when the dude records Banina's singing? Why does he want this to happen?
 - **Event 1** Why is the dude in the area?
 - **Event 2** Does the dude's visit alter M.C.'s dreams? Why or why not?
- Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the description of M.C. on his pole at the beginning of Chapter 2.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
- Big Question** **Generalize** What would M.C. and his family lose if they moved away from Sarah's Mountain?

Discussion Guide

Hoot PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

assume

figure

intent

investigate

pause

1. **Compare Settings** Review pages 16 and 17.
How does Roy feel about Florida when he compares it with Montana?
2. **Goal and Outcome** Use these questions and the notes in the goal-and-outcome map to talk about Roy's main goals.
 - **Goal** What does Roy want before he meets Mullet Fingers? How does meeting this mysterious boy change his goals?
 - **Event 1** How do Roy and Mullet Fingers meet?
 - **Event 2** How do their actions affect other characters?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss Roy's decision to protect Mullet Fingers at the hospital in Chapter 12.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** Why does Mullet Fingers feel so strongly about the burrowing owls? How do his feelings affect Roy?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

| |
|---------------------------------|
| The Year of the Panda, PART 1 |
| Crocodile Rescue |
| M.C. Higgins, the Great, PART 1 |
| Hoot, PART 1 |

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What habitats are in danger in these books? Why?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **BIG Question** What decisions do characters in these books make in order to protect something?

Academic Vocabulary

Story Words

The Year of the Panda

PART 2

accompany (u-cump-u-nē) *verb*

To **accompany** means to go somewhere with someone. *My friends accompany me to the dance.*

apologize (u-pahl-u-jīz) *verb*

When you **apologize**, you say you are sorry about something. *I apologize for breaking the window with a baseball.*

assistance (u-sis-tuns) *noun*

Assistance is help given. *Librarians offer assistance with finding books.*

occupy (ahk-yu-pī) *verb*

Occupy means to take up someone's time or attention. *My homework will occupy me for at least two hours.*

speechless (spēch-lis) *adjective*

If you are **speechless**, you are unable to speak. *She was so surprised to win the contest that she was speechless.*

*M. C. Higgins, the**Great* PART 2**cautious** (kaw-shus) *adjective*

Cautious means very careful. *It's a good idea to be cautious when you climb a ladder.*

comment (kahm-ent) *noun*

A **comment** is a remark that explains or tells an opinion. *The mayor made a comment that she thought the park needed a new playground.*

prefer (pri-fur) *verb*

To **prefer** means to like one thing better than another. *I prefer cold weather to hot weather.*

sympathy (sim-pu-thē) *noun*

Sympathy is the understanding of another's feelings. *I felt sympathy for my friend when he lost his keys.*

vision (vīzh-un) *noun*

A **vision** is something you imagine or daydream about. *In his vision of the future, he had become a famous actor.*

*Mountain Adventure***eliminate** (i-lim-u-nāt) *verb*

When you **eliminate** something, you get rid of it. *Do you think we can eliminate all of the trash in our park?*

menace (men-us) *noun*

A **menace** is a danger or a threat. *When you speed, you are a menace to other drivers.*

property (prahp-urt-ē) *noun*

Property is something that is owned, especially land or a building. *My neighbor built a fence around her property.*

recovery (ri-kuv-u-rē) *noun*

A **recovery** is a return to an earlier, better state. *The recovery of the buffalo population in the West means they are no longer on the endangered species list.*

specific (spi-sif-ik) *adjective*

When something is **specific**, it refers to one particular thing. *My brother only likes one specific brand of peanut butter.*

Hoot PART 2**delicate** (del-i-kut) *adjective*

Delicate means difficult or sensitive. *Apologizing for hurting someone's feelings can be a delicate situation.*

interruption (int-u-rup-shun) *noun*

An **interruption** is a break in something that is happening. *A rainstorm caused a ten-minute interruption in the soccer game.*

required (ri-kwī-urd) *adjective*

Required means needed. *Tickets are required to ride the rollercoaster.*

response (ri-spahns) *noun*

A **response** is an answer to a question. *When I asked my mother for a dog, her response was "no."*

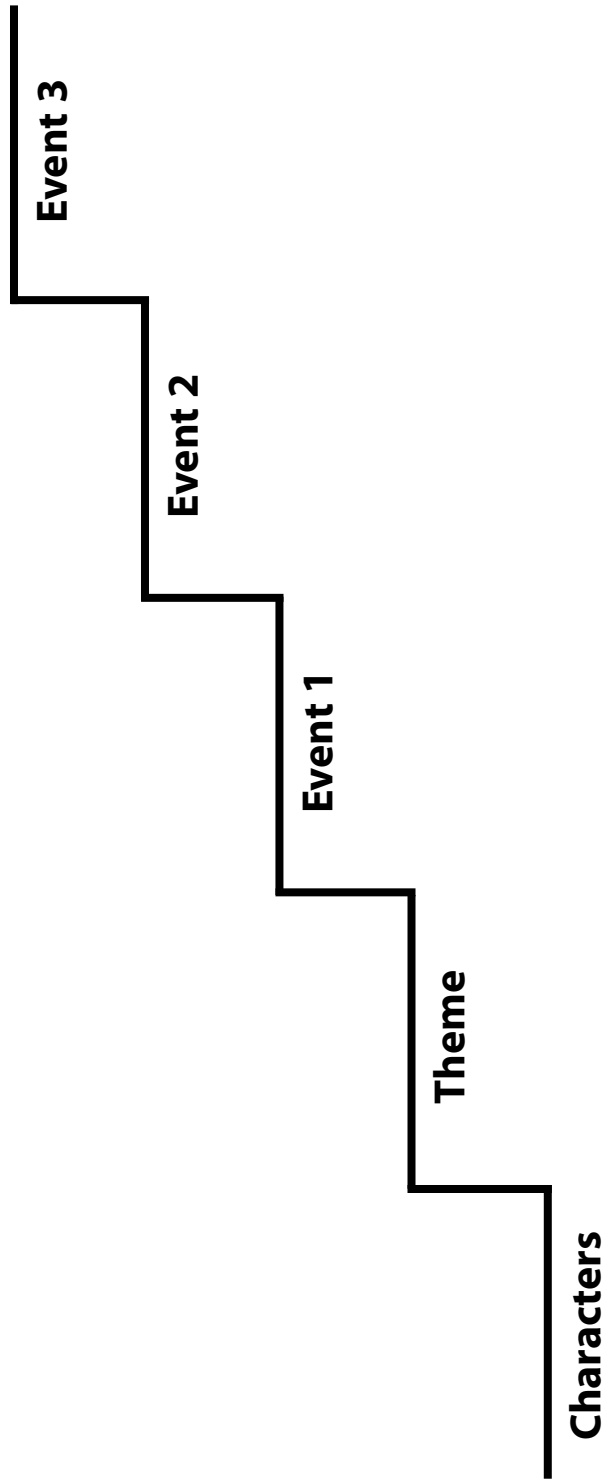
swivel (swiv-ul) *verb*

To **swivel** means to turn on a spot. *His back was to the door, so he had to swivel around in his chair when I came in.*

Story Map

Story Elements

Use the story map to take notes about your book as you read.



 Use your story map to tell a partner about the book.

COPY READY

Discussion Guide

The Year of the Panda PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

accompany


apologize

assistance

occupy

speechless

COPY READY

- 1. Compare Settings** How does the setting change when Lu Yi goes to the Rescue Center?
- 2. Story Elements** Use these questions and the notes in the story map to talk about important story elements.
 - **Characters** Who does Lu Yi meet at the Rescue Center? What are they like?
 - **Theme** What message does Lu Yi learn about pandas?
 - **Plot** What events help to teach Lu Yi this lesson?
- 3. Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the Afterword on pages 81 and 82.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** Why do giant pandas need help from people?

Discussion Guide

Mountain Adventure

Review the story words with your group. Then discuss these questions together.

Story Words


eliminate

menace

property

recovery

specific

- 1. Analyze Setting** Where is the story set? How does this setting affect story events?
- 2. Story Elements** Use these questions and the notes in the story map to talk about important story elements.
 - **Characters** Which characters have the strongest personalities? How would you describe them?
 - **Theme** What message do the interns learn about wolves?
 - **Plot** What events help to teach the interns this lesson?
- 3. Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss Leroy's article on wolf communication on page 26.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** Why do some people think wolves are a menace that should not be protected? Do you agree?

Discussion Guide

M.C. Higgins, the Great

PART 2

Story Words

cautious

comment

prefer

sympathy

vision

Review the story words with your group. Then discuss these questions together.

1. **Compare Settings** How is the Killburn's home different from where M.C. and his family live? How is it the same?
2. **Story Elements** Use these questions and the notes in the story map to talk about important story elements.
 - **Characters** Which characters have the greatest effect on M.C.? Why?
 - **Theme** What does M.C. learn because of meeting the dude and Lurhetta?
 - **Plot** What events help to teach these lessons?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the end of the book.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** By the end of the book, what does M.C. realize he wants to protect? What does he want to change?

Discussion Guide

Hoot PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

delicate

interruption

required

response

swivel

1. **Analyze Setting** How do Roy's feelings about Florida change? Why?
2. **Story Elements** Use these questions and the notes in the story map to talk about important story elements.
 - **Characters** Which characters help Roy? Which characters try to prevent Roy from reaching his goals?
 - **Theme** What message can you learn from the success of Mullet Fingers's plan to stop Mother Paula's restaurant?
 - **Plot** What events support that message?
3. **Choose Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. For example, you might discuss the last scene, when Roy tries to catch a mullet with his hands.
 - **Think** What were you trying to understand in this passage?
 - **Decide** What reading strategies did you use?
 - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** Why is it important to protect even very small animals, like burrowing owls?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Year of the Panda, PART 2

Mountain Adventure

M.C. Higgins, the Great, PART 2

Hoot, PART 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do characters protect in these books?
2. Which reading strategy was most helpful to you as you read this book? Why?
3. **BIG Question** How did reading this book make you think about what is worth protecting?

Academic Vocabulary

Story Words

Archaeology and the Ancient Past

clue (klü) *noun*

A **clue** is something that helps you find an answer to a question or a mystery. *The bear tracks were a **clue** that helped us learn what happened to the missing food.*

gather (gath-ur) *verb*

To **gather** means to bring together. *We **gather** a bucket of shells at the beach.*

haul (haw) *verb*

To **haul** means to pull something with difficulty. *It took three of us to **haul** the couch across the room.*

honor (ahn-ur) *verb*

When you **honor** someone, you give praise or an award. *The principal will **honor** Mia for helping our school.*

source (sörs) *noun*

A **source** is a work you use for information. *The main **source** for my report about light was a book written last year.*

Johan Reinhard: Discovering Ancient Civilizations

ancestor (an-ses-tur) *noun*

An **ancestor** is a relative who lived long ago. *One of my family's **ancestors** was a famous judge.*

attend (u-tend) *verb*

To **attend** means to go to or to take part in. *I will **attend** a science camp this summer.*

improve (im-prüv) *verb*

To **improve** means to get better. *Your health will **improve** if you eat fruits and vegetables instead of candy and fast food.*

locate (lō-kāt) *verb*

To **locate** means to find. *We can use a map to **locate** the town where our aunt and uncle have moved.*

normal (nor-mul) *adjective*

Normal means usual or regular. *Because the climate is so hot, it is **normal** to wear sandals here instead of shoes and socks.*

King Tut: Tales from the Tomb

labor (lā-bur) *noun*

Labor is physical or mental work. *My grandmother's **labor** on the farm helped feed people for dozens of years.*

natural (nach-u-rul) *adjective*

If something is **natural**, it is found in nature, not made or caused by people. *I like swimming in a cool, **natural** lake more than in a heated swimming pool.*

normal (nor-mul) *adjective*

Normal means usual or regular. *Class will not follow the **normal** schedule today because we have a special visitor.*

organize (or-gu-nīz) *verb*

To **organize** means to form or to put into order. *A team of student leaders **organizes** the new video game club.*

unexpectedly (un-ik-spek-tud-lē) *adverb*

If something happens **unexpectedly**, you did not think it would happen. *Although our team was in last place, we **unexpectedly** won this year's last basketball game.*

The Hero Schliemann: The Dreamer Who Dug for Troy

accurate (ak-yu-rut) *adjective*

Something **accurate** is exactly correct. *Check your math twice to make sure your answer is **accurate**.*

belief (bu-lēf) *noun*

A **belief** is something that one thinks is true. *It is my **belief** that most people want to help others.*

method (meth-ud) *noun*

A **method** is a way of doing something. *What is your favorite **method** of getting to school?*

reveal (ri-vēl) *verb*

To **reveal** means to show clearly. *The clouds parted to **reveal** a bright, shining sun.*

vanish (van-ish) *verb*

To **vanish** means to disappear or stop existing. *The dirt will **vanish** when I clean the bathtub.*

COPY READY

Name _____ Date _____

Fact Chart

Facts

Use the fact chart to take notes about your book as you read.

| Fact | How Can the Fact Be Proven? |
|------|-----------------------------|
| | |
| | |
| | |

COPY READY

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

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For use with TE pages SG18–SG21

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Unit 8 | Saving a Piece of the World

Discussion Guide

Archaeology and the Ancient Past

Review the story words with your group. Then discuss these questions together.

Story Words

clue


gather

haul

honor

source

COPY READY

- 1. Analyze Text Features** Review photographs and captions in Chapter 1. How do these features help you understand the text?
- 2. Identify Facts** Use these questions and the notes in the fact chart to tell about archeology.
 - **Fact** How have pyramids helped archeologists learn about the past?
 - **How Can the Fact Be Proven?** Describe a source you could use to prove that your answer is correct.
 - **Fact** Tell three facts about the discovery of King Tut's tomb.
 - **How Can the Fact Be Proven?** Describe two sources that can prove those facts.
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. Tell which strategy you used to read it, why you chose this strategy, and how it helped you understand what you read.
- 4.  BIG Question Generalize** How do archeologists help protect history?

Discussion Guide

King Tut: Tales from the Tomb

Story Words

labor

natural

normal

organize

unexpectedly

Review the story words with your group. Then discuss these questions together.

1. **Analyze Text Features** Review the time line on pages 42 and 43. How does this feature help you understand facts in the book?
2. **Identify Facts** Use these questions and the notes in the fact chart to tell about King Tut.
 - **Fact** How was King Tut's tomb discovered?
 - **How Can the Fact Be Proven?** Describe a source you could use to prove that your answer is correct.
 - **Fact** Tell three things that archeologists know about King Tut's life and death.
 - **How Can the Fact Be Proven?** Describe sources that prove those facts.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. Tell which strategy you used to read it, why you chose this strategy, and how it helped you understand what you read.
4. **BIG Question** **Generalize** Why is it important to protect artifacts from King Tut's tomb?

Discussion Guide

Johan Reinhard: Discovering Ancient Civilations

Review the story words with your group. Then discuss these questions together.

Story Words

ancestor

attend

improve

locate

normal

- Analyze Text Features** Review the glossary on page 31. How can you use this feature to help you review the text?
- Identify Facts** Use these questions and the notes in the fact chart to tell about Johan Reinhard.
 - **Fact** How did Reinhard prepare to become an anthropologist?
 - **How Can the Fact Be Proven?** Describe a source you could use to prove that your answer is correct.
 - **Fact** Tell three facts about the discovery of the Ice Maiden.
 - **How Can the Fact Be Proven?** Describe two sources that can prove those facts.
- Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. You might talk about how lab tests give information about mummies (Chapter 3). Tell which strategy you used to read, why you chose this strategy, and how it helped you understand what you read.
- BIG Question** **Generalize** How do anthropologists help to protect history?

Discussion Guide

The Hero Schliemann: The Dreamer Who Dug for Troy

Review the story words with your group. Then discuss these questions together.

Story Words

accurate


belief

method

reveal

vanish

COPY READY

- 1. Analyze Text Features** Review the time lines on pages 20–21 and 28–29. How do these features help you understand the text?
- 2. Identify Facts** Use these questions and the notes in the fact chart to tell about Heinrich Schliemann.
 - **Fact** How did Schliemann become rich?
 - **How Can the Fact Be Proven?** Describe a source you could use to prove that your answer is correct.
 - **Fact** Tell two facts about Schliemann’s life. Remember that his own tales were not always accurate.
 - **How Can the Fact Be Proven?** Describe two sources that can prove those facts.
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. You might talk about the information about Homer on page 27. Tell which strategy you used to read it, why you chose this strategy, and how it helped you understand what you read.
- 4.  BIG Question Generalize** Did Schliemann do more to protect or hurt history? Why?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

| |
|---|
| Archeology and the Ancient Past |
| King Tut: Tales from the Tomb |
| Johan Reinhard: Discovering Ancient Civilizations |
| The Hero Schliemann: The Dreamer Who Dug for Troy |

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books help you understand ways that people can protect or harm the study of the past?
2. Which reading strategies would help someone better understand the book? Why?
3. **Big Question** Did these books change your mind about what's worth protecting? Why or why not?

Academic Vocabulary

Story Words

*Lost City: The Discovery of Machu Picchu***curiosity** (kyur-ē-ahs-ut-ē) *noun***Curiosity** is an eager desire to learn. *My curiosity about horses has led me to read many books about them.***discouraged** (dis-kur-ijd) *adjective*If you are **discouraged**, you lose your sense of hope or confidence. *Our team became discouraged after losing our first game.***distance** (dis-tens) *noun***Distance** is the amount of space between two places. *The distance from my house to school is about one mile.***tangled** (tang-guld) *adjective*Something **tangled** is twisted together in a confused way. *My long hair gets very tangled if I do not brush it.***venture** (ven-chur) *verb*To **venture** means to keep going in spite of danger or risk. *The explorers venture into the dark cave.**Threat to Ancient Egyptian Treasures***damage** (dam-ij) *noun***Damage** is the harm that something does. *The flood caused damage to the floors in our school gym.***endure** (in-dür) *verb*To **endure** means to last for a long time. *The ancient pyramids were built to endure for thousands of years.***impressive** (im-pres-iv) *adjective*Something **impressive** has a strong effect on you. *The view from the top of the mountain is very impressive.***organize** (or-gu-niz) *verb*To **organize** means to form or put into order. *Let's organize a group that will teach people to use less electricity.***participate** (par-tis-u-pāt) *verb***Participate** means to take part in. *Our band will participate in the parade by playing a song as we march.**Sequoyah: The Cherokee Man Who Gave His People Writing***bravely** (brāv-lē) *adverb***Bravely** means without feeling or showing fear. *The firefighter ran bravely into the burning building.***capture** (kap-chur) *verb*To **capture** means to catch. *My brother likes to capture frogs, but then he always lets them go.***different** (dif-u-runt) *adjective***Different** means not the same. *After reading four books about dogs, I would like to read about a different topic.***jeer** (jēr) *verb*To **jeer** means to loudly make fun of someone or show your disapproval of the person. *The crowd begins to jeer because the singer sounds awful.***publish** (pub-lish) *verb*To **publish** means to print for people to read. *Our school will publish a new school newspaper next Monday.**My Librarian Is a Camel***committed** (ku-mi-tud) *adjective*If you are **committed** to something, you promise to do it. *Our town is committed to saving energy.***inspire** (in-spī-ur) *verb*To **inspire** means to encourage to do something. *Reading about the ocean may inspire you to take swimming lessons.***mobile** (mō-bul) *adjective***Mobile** means able to move. *A cell phone is a mobile phone because you can carry it with you.***promote** (pru-mōt) *verb*To **promote** means to help something grow or develop. *Our library will have a book fair to promote reading.***variety** (vu-rī-ut-ē) *noun*A **variety** is a selection of different things. *The ice cream shop sells a variety of ice cream flavors.*

Genre Chart

Analyze Genre

Use the genre chart to take notes about your book as you read.

| | |
|---|--|
| Title | |
| Fiction or Nonfiction | |
| Point of View | |
| Main Idea | |
| Supporting Details | |
| Ways That Information is Presented | |

COPY READY

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

Discussion Guide

Lost City: The Discovery of Machu Picchu

Story Words

| |
|-------------|
| curiosity |
| discouraged |
| distance |
| tangled |
| venture |

Review the story words with your group. Then discuss these questions together.

COPY READY

- Analyze Text Features** Review the illustration of Machu Picchu at the end of the book. What details do you learn by studying this artwork?
- Analyze Genre** Use these questions and the notes in your chart to analyze the genre of the book.
 - **Fiction or Nonfiction** If the author had the Quechua boy narrate the book, how would it change whether Lost City was fiction or nonfiction?
 - **Point of View** How would the point of view be different if the Quechua boy narrated the story?
 - **Ways That Information Is Presented** How do both text and art present information?
- Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. For example, you might talk about the young Quechua boy's dream described on pages 8 and 9. What strategy did you use to read this passage? How did it help you understand what you read?
- BIG Question Generalize** Why are ancient cultures worth protecting?

Discussion Guide

Sequoyah: The Cherokee Man Who Gave His People Writing

Story Words

bravely


capture

different

jeer

publish

Review the story words with your group. Then discuss these questions together.

- 1. Analyze Text Features** Why is the text of this book in two different languages?
- 2. Analyze Genre** Use these questions and the notes in your chart to analyze the genre of the book.
 - **Fiction or Nonfiction** How do you know whether *Sequoyah* is fiction or nonfiction?
 - **Point of View** Biographies are stories about other people. Autobiographies are stories about ourselves. How does the point of view help tell if *Sequoyah* is a biography or an autobiography?
 - **Ways That Information Is Presented** How does this book present information about Sequoyah's writing system?
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. For example, you might talk about the afterword on page 31. Which strategy did you use to read? Explain how it helped you understand the passage.
- 4.  BIG Question Generalize** How does Sequoyah's alphabet help protect Cherokee culture?

Discussion Guide

Threat to Ancient Egyptian Treasures

Story Words

damage

endure

impressive

organize

participate

Review the story words with your group. Then discuss these questions together.

- 1. Compare Text Features** Review the maps on pages 14 and 18. How are these maps similar? How are they different?
- 2. Analyze Genre** Use these questions and the notes in your chart to analyze the genre of the book.
 - Genre** Narrative nonfiction tells a story about real events. Expository nonfiction provides information about a topic. What genre is *Threat to Ancient Egyptian Treasure*? Tell how you know.
 - Point of View** How would the point of view be affected if the book were narrated by an archeologist to tell how he/she uncovered an artifact?
 - Ways That Information Is Presented** Tell about three text features and how they help you understand the information that is presented.
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. For example, you might talk about the solutions discussed in Chapter 5. Which strategy did you use to read? How did it help you understand the passage?
- 4. ? BIG Question Generalize** Why is it important to protect ancient Egyptian monuments?

Discussion Guide

My Librarian Is a Camel

Review the story words with your group. Then discuss these questions together.

Story Words


committed

inspire

mobile

promote

variety

- 1. Analyze Text Features** Review the yellow fact boxes on the right-hand page for each country. What kinds of information do you find in each yellow box?
- 2. Analyze Genre** Use these questions and the notes from your chart to analyze the genre of the book.
 - **Genre** Narrative nonfiction tells a story about real events. Expository nonfiction provides information about a topic. What genre is *My Librarian Is a Camel*? Tell how you know.
 - **Point of View** How would the point of view be affected if the book was narrated by a child to tell about his/her experience with a mobile library? How would it affect the genre?
 - **Ways That Information Is Presented** Tell four ways that information is presented in this book and how each helped you understand information in the book.
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book. For example, you might talk about the introduction on page 5. Which strategy did you use to read? How did it help you understand this passage?
- 4.  BIG Question Generalize** How do mobile libraries help to protect culture?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Lost City: The Discovery of Machu Picchu

Sequoyah: The Cherokee Man Who Gave His People Writing

Threat to Ancient Egyptian Treasures

My Librarian Is a Camel

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show different ways that people can protect cultures?
2. Which reading strategies would you use to review the book after you have read it? Why?
3. **BIG Question** Which pictures and descriptions in these books tell about something that is worth protecting?

Speaking and Listening Observation Log

Unit 8

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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Speaking and Listening Standards</p> <p>Comprehension and Collaboration</p> <p>1. 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>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 8

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

- Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

| Reading Strategy Rubrics | | | |
|--|--|--|--|
| Plan and Monitor | Make Connections | Visualize | |
| 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | |
| <ul style="list-style-type: none"> • <i>What did you do before you started reading the book?</i> • <i>When you were reading, did you go back and reread any part of the book for better understanding?</i> • <i>When you didn't understand, what did you do?</i> • <i>How did the meaning become clear to you?</i> | <ul style="list-style-type: none"> • <i>Did you read anything in the book that connects to your life? What was that, and how does it connect?</i> • <i>Did you read anything that reminded you of something else you read? What was that, and how does it connect?</i> • <i>Did you read anything you already knew about in the world around you? What was that, and how does it connect?</i> | <ul style="list-style-type: none"> • <i>Was there a part of the book that made you visualize (see pictures in your mind)?</i> • <i>How did this help you understand what you were reading?</i> • <i>Are there particular words that helped you visualize?</i> | |
| 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 8

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"> • What questions did you have when you were reading? • Did you find answers to the questions? • Can you tell me some examples of these kinds of questions and what you learned? | <ul style="list-style-type: none"> • Did you infer, or figure out, something in the book that was not stated directly? • Were there details in the book that helped you figure this out? • What did you already know about those details that helped you make this inference? | <ul style="list-style-type: none"> • What is an important idea in the book you chose? • Why do you think that is important? • How would you summarize this book for someone who has not read it? | <ul style="list-style-type: none"> • Tell me about the book you read. What about the book can you generalize, or say is true most of the time? • What can you conclude from these parts? • Based on this book and what you know about (topic), what do you think is probably true about (topic)? |
| 4 | Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book. | Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text. | Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book. | Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension. |
| 3 | Asks relevant questions and looks for answers to clarify confusion or understand the text. | Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made. | Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance. | Combines some information from the text to draw basic conclusions or make limited generalizations. |
| 2 | Asks only literal questions. | Makes inferences that are inaccurate or unsubstantiated. | Attempts to identify and summarize important ideas, but is inaccurate. | Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations. |
| 1 | Does not ask questions or asks irrelevant questions. | Does not attempt to make inferences. | Cannot identify an important idea. | Does not draw a conclusion or make a generalization about the text. |

COPY READY

Reader Reflection

| Date | Title of Book | Author |
|------|---------------|--------|
| | | |

Check all that apply.

1. Before I read this book, I:

- read the title.
- looked at the pictures.
- predicted what I would read about.
I predicted: _____

2. If I didn't understand what I was reading, I:

- stopped to think about what I had just read.
- read it again.
- other (describe): _____

3. If I didn't understand a word while reading, I:

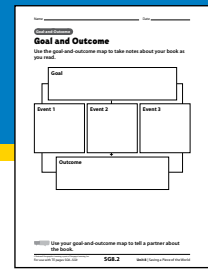
- stopped to think about its meaning.
- looked for clues to its meaning.
- checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

4. This book reminded me of something I know or read already. It reminded me of:

This book was: easy about right hard

Rate this book! ☆ ☆ ☆ ☆ ☆

I would like to read other books: about this topic by this author

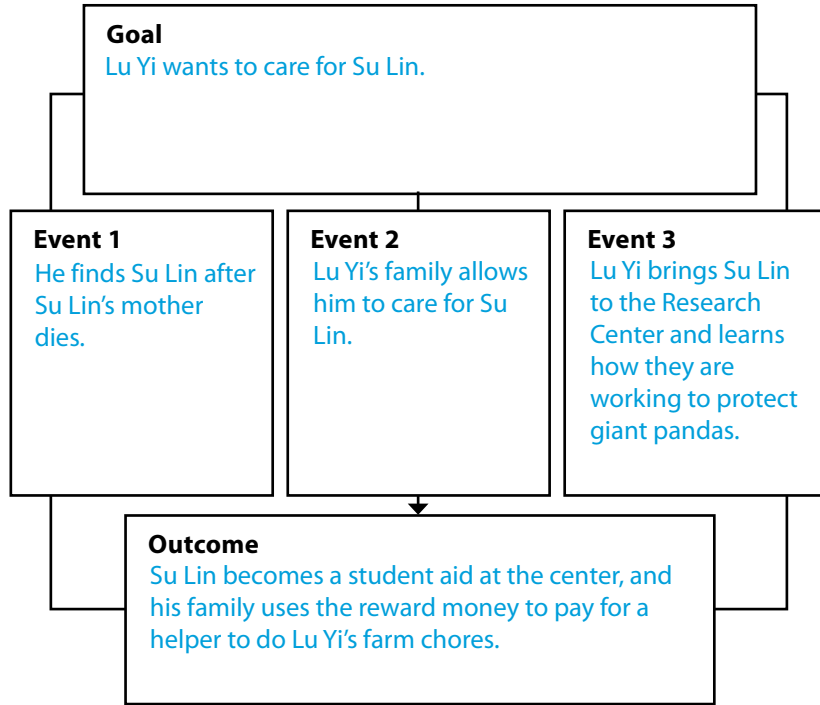


Practice Master SG8.2

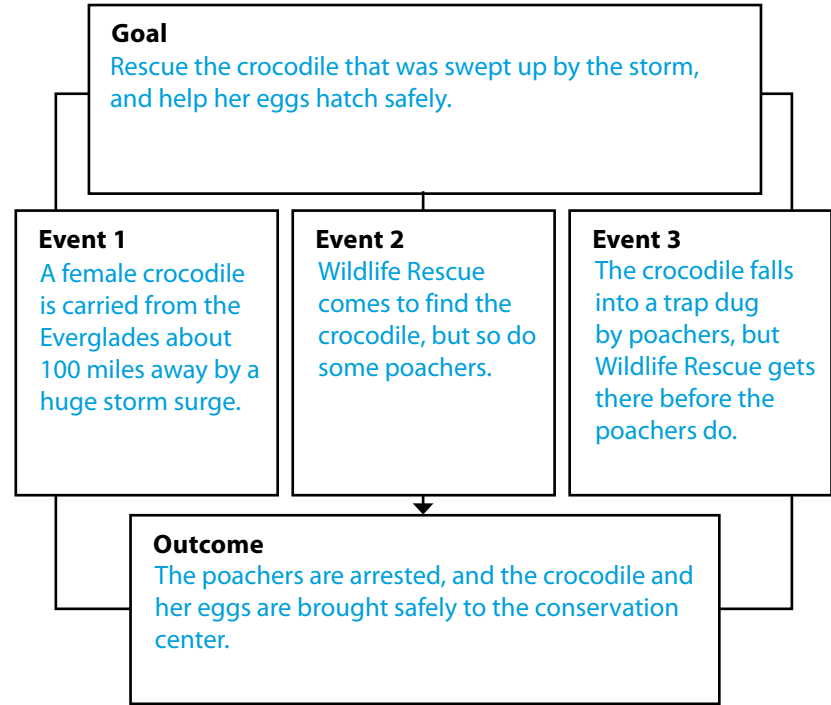
Goal-and-Outcome Map

Practice Master SG8.2

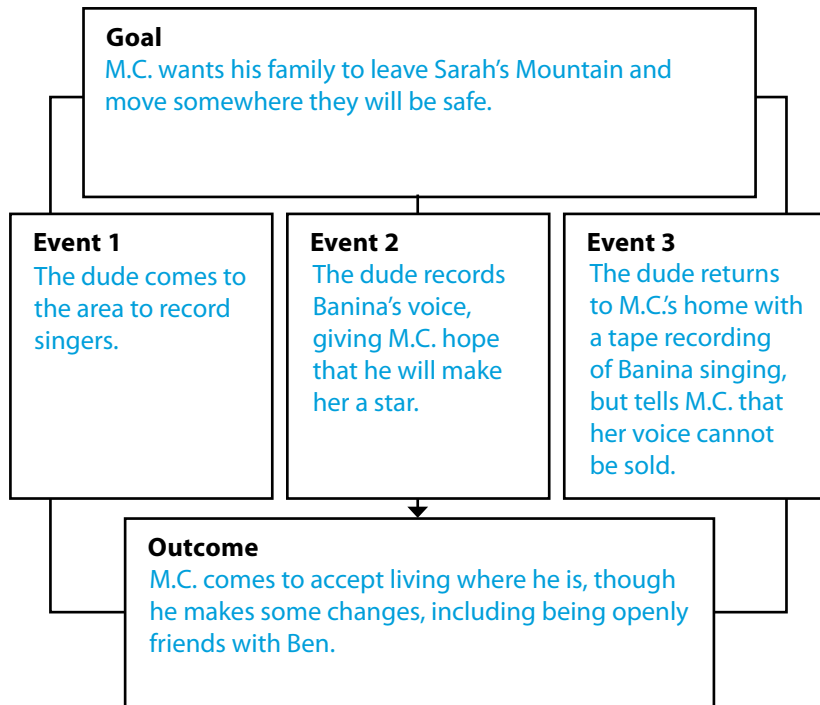
BL The Year of the Panda*



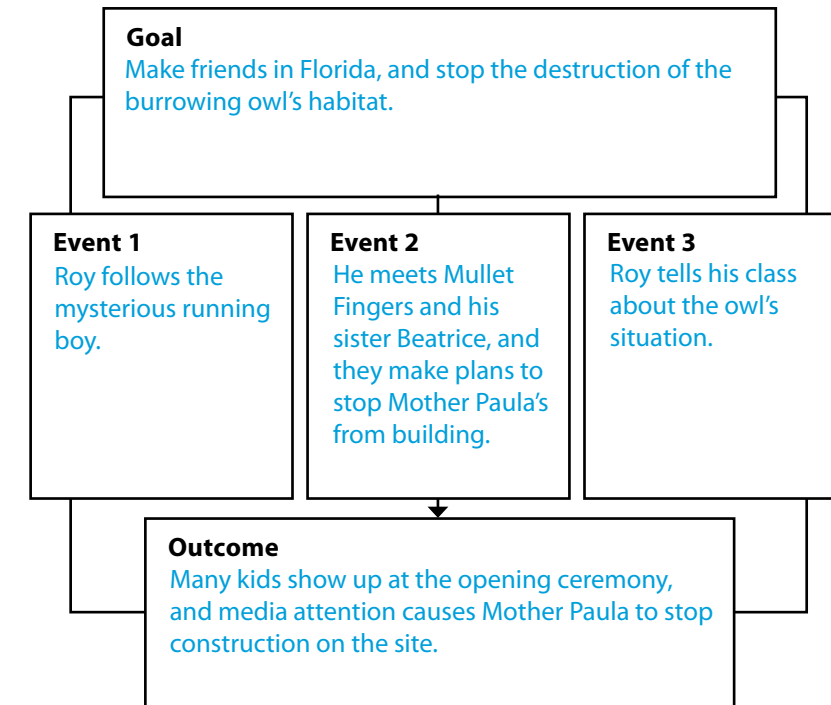
BL Crocodile Rescue



OL M.C. Higgins, the Great*



AL Hoot*



*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 *The Year of the Panda* PART 1

Practice Master SG8.3

- Explain Setting** Lu Yi lives on a farm in China. There are giant pandas in the area. There are mountains nearby.
- Analyze Setting** The family has lived on the farm for generations. They have a strong connection to their home.
- Goal and Outcome**
 - Goal** Lu Yi wants to care for the baby panda, Su Lin.
 - Event 1** He finds Su Lin with his mother, who is dead.
 - Event 2** Lu Yi's parents allow him to care for Su Lin.
- Choose Reading Strategies**
 - Think** I wanted to know why the man's sign affected people in Lu Yi's home.
 - Decide** I asked myself a question: What important information does the sign give?
 - Explain** It tells people that pandas are in trouble and that the government needs help protecting them.
- Generalize** Some people in Lu Yi's village find the pandas annoying; others respect them and want to protect them.

OL *M.C. Higgins, the Great* PART 1

Practice Master SG8.5

- Analyze Setting** M.C. is strong because he has grown up in this rough environment. He also worries because the coal mining nearby has made the land dangerous.
- Goal and Outcome**
 - Goal** M.C. wants to leave the mountain.
 - Event 1** The dude is recording singers. M.C. thinks the dude can turn his mother into a star, allowing them to leave.
 - Event 2** After the dude's visit, M.C. remains hopeful that Banina will be a star because the dude was so impressed.
- Choose Reading Strategies**
 - Think** I wanted to understand how M.C. uses his pole.
 - Decide** I visualized to get a mental picture.
 - Explain** It helped me understand that the pole gives M.C. a feeling of power and control over his world.
- Generalize** The family has always lived on the mountain, so they would lose their connections with the past.

Connect Across Texts Practice Master SG8.7

- In *The Year of the Panda*, the giant panda's habitat is in danger because bamboo is dying. In *Crocodile Rescue*, a crocodile is brought into a habitat where it can cause problems. In *M.C. Higgins, the Great*, Sarah Mountain is threatened by strip mining. In *Hoot*, the habitat of burrowing owls will be destroyed if Mother Paula's builds a new restaurant.
- (Students should identify specific reading strategies they used, including

BL *Crocodile Rescue*

Practice Master SG8.4

- Compare Settings** The crocodile lived in the wetlands of the Everglades. The area it is carried to is near water, but is also near people's homes.
- Goal and Outcome**
 - Goal** The team wants to rescue the crocodile.
 - Event 1** The storm carries the crocodile about 100 miles away from her home in the Everglades.
 - Event 2** Wildlife Rescue and poachers look for it.
 - Event 3** The crocodile falls into a trap dug by the poachers, but Wildlife Rescue reaches her first.
 - Outcome** The crocodile is sent to a conservation center.
- Choose Reading Strategies**
 - Think** I wanted to know how the animal was captured.
 - Decide** I visualized what happened.
 - Explain** Visualizing helps me understand the trap.
- Generalize** All animals deserve to be protected, even those that are dangerous to people.

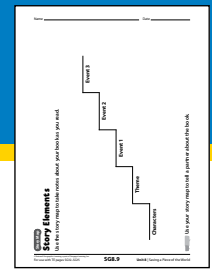
AL *Hoot* PART 1

Practice Master SG8.6

- Compare Settings** Roy loved the mountains and cold of Montana, and he felt comfortable there. He does not feel comfortable in the constant sun of Florida.
- Goal and Outcome**
 - Goal** Roy first wants to make friends and adjust. Then, he wants to help Mullet Fingers protect the burrowing owls.
 - Event 1** Roy sees the boy running outside the bus.
 - Event 2** Mullet Fingers tries to stop Mother Paula's from building a restaurant. Roy and Beatrice join his plans.
- Choose Reading Strategies**
 - Think** I wanted to understand why Roy lies and then tells the truth.
 - Decide** I made connections with situations in which I felt it was important to tell the truth.
 - Explain** It helped me understand how deeply Roy feels about protecting his new friend.
- Generalize** Mullet Fingers lives in the wilderness and respects it. Roy and Beatrice come to admire his beliefs.

plan and monitor, make connections, visualize, ask questions, make inferences, determine importance, and synthesize.)

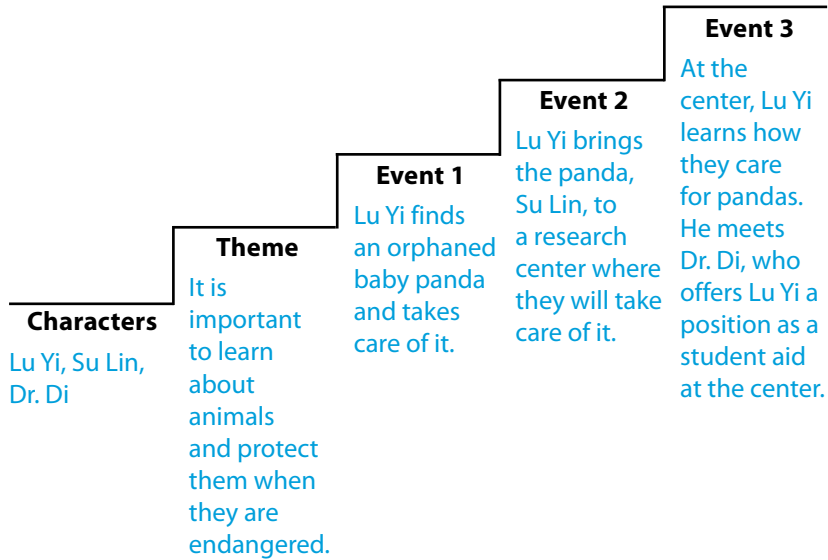
- Lu Yi rescues a baby panda in *The Year of the Panda*. Wildlife Rescue saves the displaced crocodile in *Crocodile Rescue*. M.C. watches over the land in *M.C. Higgins, the Great*. Roy, Beatrice, and Mullet Fingers work to prevent Mother Paula's from building a restaurant in *Hoot*.



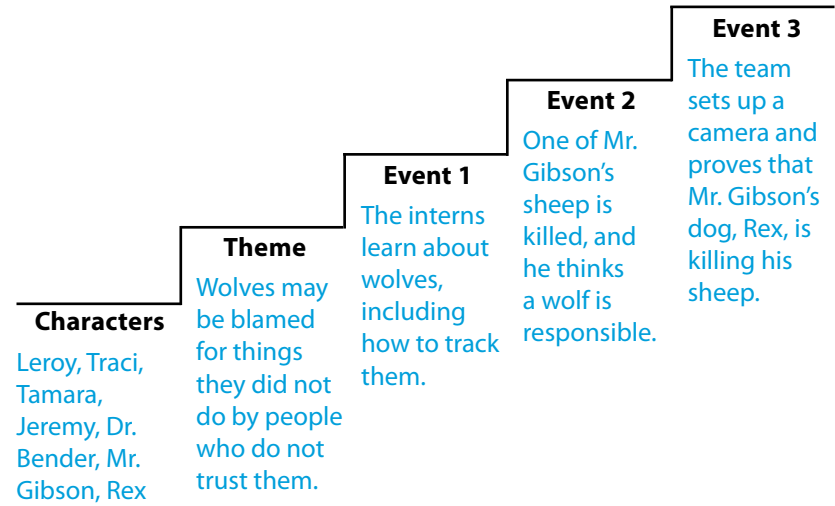
Practice Master SG8.9

Story Map Practice Master SG8.9

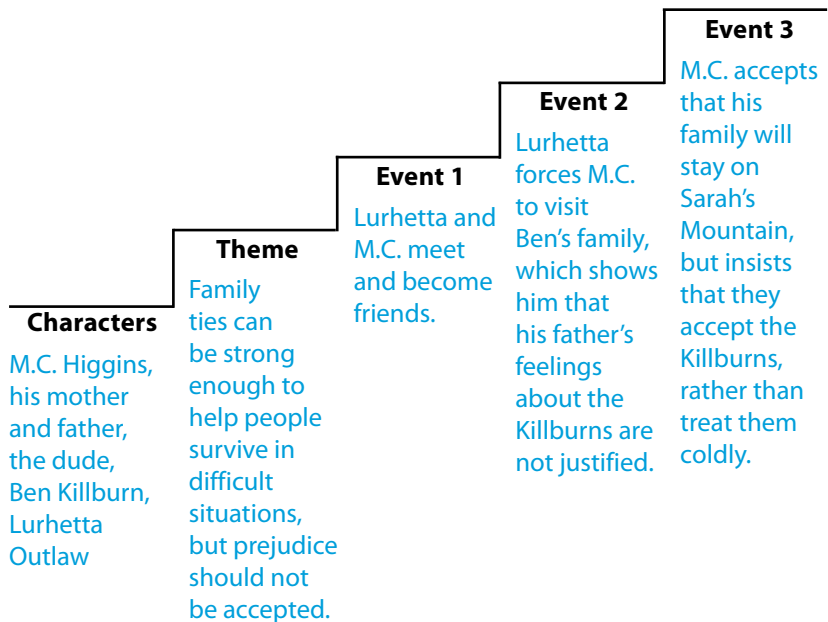
BL The Year of the Panda*



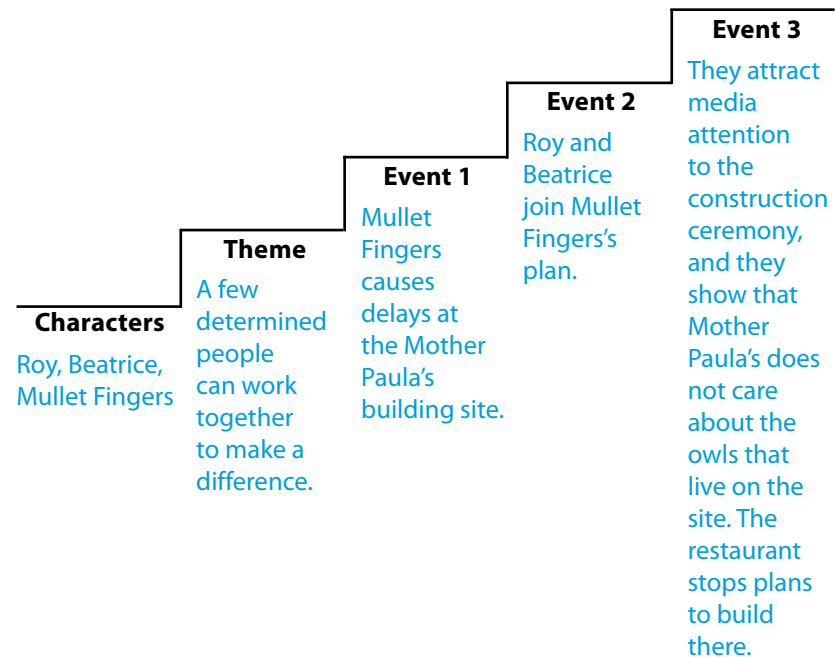
BL Mountain Adventure



OL M.C. Higgins, the Great*



AL Hoot*



*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 *The Year of the Panda* PART 2 Practice Master SG8.10

- Compare Settings** The setting at the research center is more modern than Lu Yi's village. There are people from many different backgrounds.
- Story Elements**
 - Characters** Hu Shang is the helicopter pilot. Dr. Di is from the United States. She is friendly, but speaks Chinese slowly. She cannot speak Lu Yi's dialect.
 - Theme** People can work together to protect animals that are endangered because of changes to their habitats.
 - Plot** Lu Yi's father does not want to move his family. Lu Yi finds the baby panda and cares for it. Then, he brings the panda to the Rescue Center, and he learns how people are working to save giant pandas.
- Choose Reading Strategies**
 - Think** I wanted to relate Lu Yi's story to my own experiences.
 - Decide** I can synthesize ideas from two sources.
 - Explain** Lu Yi's village learned how to protect giant pandas. People may need to learn how to protect endangered animals in our area.
- Generalize** Giant pandas do not have enough to eat because their habitats have been destroyed.

OL *M.C. Higgins, the Great* PART 2 Practice Master SG8.12

- Compare Settings** They both live on Sarah Mountain, but the Killburns live in a compound of homes and barns connected by ropes and vines.
- Story Elements**
 - Characters** Lurhetta influences how M.C. sees the world. The dude teaches him about life in other areas. Ben is a good friend. His parents raise him and love him.
 - Theme** Family ties can be strong enough to help people survive in difficult situations, but prejudice should not be accepted.
 - Plot** Lurhetta teaches M.C. to acknowledge his friendship with Ben and to treat the Killburns fairly.
- Choose Reading Strategies**
 - Think** I wanted to know what the ending says about M.C.
 - Decide** I made connections between M.C. and myself.
 - Explain** I understand that M.C. loved Lurhetta and is sorry she is gone. He also has come to appreciate his family and friends.
- Generalize** M.C. wants to protect his home and his family. He wants to change the way he treats the Killburns.

Connect Across Texts Practice Master SG8.14

- In *The Year of the Panda*, Lu Yi and others in his village learn how to protect the habitat of the giant panda in China. In *Mountain Adventure*, the interns protect a gray wolf from being killed. In *M.C. Higgins, the Great*, M.C. protects the mountain where his family lives. In *Hoot*, three students protect the habitat of burrowing owls.

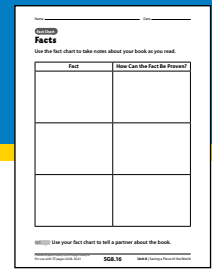
BL *Mountain Adventure* Practice Master SG8.11

- Analyze Setting** The setting is in the Rocky Mountains. It affects story events because it is a habitat for wolves, but ranchers live there, too.
- Story Elements**
 - Characters** Traci loves photography, and she is a careful planner. Mr. Gibson is often in a bad mood and angry.
 - Theme** Wolves may be blamed for things they did not do by people who do not trust them.
 - Plot** Mr. Gibson is sure that wolves have been killing his sheep. Only when the interns show him photos of Rex attacking a sheep is he convinced that he was wrong.
- Choose Reading Strategies**
 - Think** I wanted to understand how wolves communicate.
 - Decide** I visualized the actions described.
 - Explain** It helps me see that wolves use both body language and sounds to communicate.
- Generalize** Wolves can be a threat to livestock, so some ranchers do not trust them. However, evidence in the book suggests that both wolves and ranches can exist together in the Rocky Mountains.

AL *Hoot* PART 2 Practice Master SG8.13

- Analyze Setting** Roy comes to appreciate Florida's nature, and he becomes more comfortable there.
- Story Elements**
 - Characters** Beatrice and Mullet Fingers help Roy, and so do his parents. Dana bullies him; restaurant workers also cause problems.
 - Theme** A few determined people can work together to make a big difference.
 - Plot** Three students are able to stop a restaurant chain from building on land where owls live.
- Choose Reading Strategies**
 - Think** I wanted to understand what this ending tells me about Roy.
 - Decide** I ask myself questions about the ending.
 - Explain** I understand that the ending shows Roy's new confidence, as well as his strong respect for Mullet Fingers.
- Generalize** Every animal is an important part of its habitat. Small animals may not be able to protect themselves as easily as larger animals can.

- (Students should identify specific reading strategies they used, including plan and monitor, make connections, visualize, ask questions, make inferences, determine importance, and synthesize.)
- (Students should connect the characters' experiences with their own goals and beliefs.)



Practice Master SG8.16

Fact Chart

Practice Master SG8.16

BL Archaeology and the Ancient Past

| Fact | How Can the Fact Be Proven? |
|--|--|
| Archeologists learned to read ancient writing in the 1800s. | Read secondary sources, like history books. |
| Howard Carter found King Tut's tomb on November 4, 1922. | Read primary sources by Carter or others on his team. |
| King Tut's tomb included many treasures, including over 3,500 artifacts. | Read a description of the tomb; read history books about the tomb. |

BL King Tut: Tales from the Tomb

| Fact | How Can the Fact Be Proven? |
|--|--|
| Howard Carter found King Tut's tomb in 1922. | Read primary sources by Carter or others on his team. |
| King Tut became pharaoh when he was 9, and he died when he was 17. | Read history books. |
| The Rosetta Stone shows one message written in three languages. | Look at photographs; read sources that describe the stone. |

OL Johan Reinhard

| Fact | How Can the Fact Be Proven? |
|---|--|
| Johan Reinhard loved mysteries when he was a boy. | Interview Johan Reinhard. |
| The Ice Maiden is an Inca mummy of a girl who died more than 500 years ago. | Read history books; check the mummy using scientific test. |
| The Ice Maiden was not sick when she died. | Check information from a CAT scan of the mummy. |

AL The Hero Schliemann

| Fact | How Can the Fact Be Proven? |
|--|--|
| Schliemann became a rich merchant, first in Russia and then in California. | Read primary and secondary sources; check information carefully. |
| Ancient Troy was located in modern Turkey. | Study artifacts and conclusions drawn by experts. |
| Schliemann did not always tell the truth. | Check his tales against other versions; look at his diary, which includes false information. |

Discussion Guides

Analyze Books

BL Archaeology and the Ancient Past

Practice Master SG8.17

- Analyze Text Features** The photos give examples of things described in the text. The captions help readers identify the most important details in the photos.
- Identify Facts**
 - Fact** Artifacts in pyramids are safe from sun and rain, so they are in good condition.
 - How Can the Fact Be Proven?** Read a history book.
 - Fact** King Tut was buried more than 3,000 years ago with over 3,500 artifacts. He had a gold mask and a throne.
 - How Can the Fact Be Proven?** Read history books; visit museums; ask experts.
- Choose Reading Strategies** (Students might synthesize to connect information about Dr. Hawass with archaeology.)
- Generalize** Archeologists find and study artifacts to understand the past. Their work protects history by keeping artifacts safe and by sharing information with many people.

OL Johan Reinhard

Practice Master SG8.19

- Analyze Text Features** Readers can use the glossary to check the meanings of key terms used in the book. They can then review how such terms were used in the text.
- Identify Facts**
 - Fact** Reinhard attended college and learned to scuba dive, skydive, explore caves, and climb mountains.
 - How Can the Fact Be Proven?** Interview Reinhard; check nonfiction reference source.
 - Fact** The Ice Maiden was about 14 when she died. She was not sick at the time. She was found with small statues dressed in fine cloth.
 - How Can the Fact Be Proven?** Read reference sources; check scans of the mummy.
- Choose Reading Strategies** (Students might use visualization to understand how mummies are analyzed and scanned for information.)
- Generalize** Anthropologists collect information about the past, and they connect what they learn to the present. This helps people understand and protect history.

Connect Across Texts Practice Master SG8.21

- Archaeology and the Ancient Past* and *King Tut* show how archeologists study artifacts to learn about ancient history. *King Tut* shows how untrue stories, like the curse of the mummy, can spread. *Johan Reinhard* shows how an anthropologist uses artifacts to uncover the past. *The Hero Schliemann* shows how someone can help and hinder study of the past.
- (Students should identify specific reading strategies they have used,

BL King Tut: Tales from the Tomb

Practice Master SG8.18

- Analyze Text Features** The time line gives important dates in Egypt's history. It helps readers understand the order in which events happened.
- Identify Facts**
 - Fact** King Tut's tomb was discovered by Howard Carter in 1922. He had been searching for it since 1917.
 - How Can the Fact Be Proven?** Read history books.
 - Fact** He was 9 when he became pharaoh. He was 17 when he died. There was a piece of bone in his brain.
 - How Can the Fact Be Proven?** Read history books; look at photographs and X rays.
- Choose Reading Strategies** (Students might make inferences to understand why people believe the myth of the mummy's curse even though it is not true. They might conclude that people like to imagine that things are more interesting or mysterious than they really are.)
- Generalize** The artifacts from King Tut's tomb give a lot of information about what life was like in ancient Egypt.

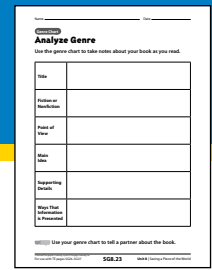
AL The Hero Schliemann

Practice Master SG8.20

- Analyze Text Features** The time lines help readers understand the order of events in history. They put Schliemann's life and discoveries in context.
- Identify Facts**
 - Fact** He became a merchant in Russia and California.
 - How Can the Fact Be Proven?** Read biographies; check information carefully.
 - Fact** He was inspired by reading Homer. He learned many languages. He dug for artifacts in Turkey.
 - How Can the Fact Be Proven?** Read encyclopedias and biographies. (Note that Schliemann's diary is not always trustworthy.)
- Choose Reading Strategies** (Students might determine importance to understand why Homer had a great effect on many people—even if we are not sure that he existed.)
- Generalize** (Students should point out that Schliemann protected history when he found and preserved artifacts; but he hurt history when he lied, exaggerated the truth, and destroyed artifacts through careless digging.)

including plan and monitor, make connections, visualize, ask questions, make inferences, determine importance, and synthesize.)

- (Students might explain that these books made them think about which sources of information to trust—careful archeologists, anthropologists, and scientists—and which to question, such as people who exaggerate or lie about their accomplishments.)



Practice Master SG8.23

Genre Chart Practice Master SG8.23

BL Lost City

| | |
|---|---|
| Title | <i>Lost City: The Discovery of Machu Picchu</i> |
| Fiction or Nonfiction | Nonfiction |
| Point of View | Third-person point of view |
| Main Idea | Hiram Bingham went to Peru to find the legendary lost Inca city of Vilcapampa, but instead discovered Machu Picchu with the help of a Quechua boy. |
| Supporting Details | A Quechua boy has a dream he helps a stranger; Bingham finds a guide who leads him to the Quechua boy; the boy leads the stranger (Bingham) to the lost city of Machu Picchu. |
| Ways That Information is Presented | Tells a story or narrative and uses detailed illustrations |

BL Sequoyah

| | |
|---|---|
| Title | <i>Sequoyah: The Cherokee Man Who Gave His People Writing</i> |
| Fiction or Nonfiction | Nonfiction |
| Point of View | Third-person point of view |
| Main Idea | Sequoyah developed a system of writing to record the Cherokee language. |
| Supporting Details | Sequoyah did not know any other language. He invented a system of 84 symbols, each of which represented a syllable. His idea was not popular at first, but then it caught on. |
| Ways That Information is Presented | Tells a story about a man's life using English and Cherokee text and illustrations |

OL Threat to Ancient Egyptian Treasures

| | |
|---|--|
| Title | <i>Threat to Ancient Egyptian Treasures</i> |
| Fiction or Nonfiction | Nonfiction |
| Point of View | Third-person point of view |
| Main Idea | Ancient Egypt's treasures are in danger of being destroyed by many causes. |
| Supporting Details | Some are affected by erosion from development. Tourism creates problems, including damage by salt from breath. Flooding by farmers can destroy some monuments. |
| Ways That Information is Presented | Informational text, photographs, captions, maps, a time line |

AL My Librarian Is a Camel

| | |
|---|--|
| Title | <i>My Librarian Is a Camel</i> |
| Fiction or Nonfiction | Nonfiction |
| Point of View | Third-person point of view |
| Main Idea | In some remote areas, mobile libraries are the best or only way to get books to readers. |
| Supporting Details | Mobile libraries can bring books to eager readers by bus, truck, van, boat, wheelbarrow, donkey, camel, or elephant. |
| Ways That Information is Presented | Text, fact boxes, photographs, captions |

Discussion Guides

Analyze Books

BL Lost City

Practice Master SG8.24

- Analyze Text Features** The artwork shows what the city of Machu Picchu looked like when Bingham found it in 1911.
- Analyze Genre**
 - Fiction or Nonfiction** The book is nonfiction. But, if the author had the Quechua boy narrate the story, it would be fiction.
 - Point of View** The book is written in the third-person point of view. If the Quechua boy narrated the story, it would be told in first-person point of view.
 - Ways That Information Is Presented** The text describes what happened. The art shows us what Bingham saw.
- Choose Reading Strategies** (Students might make connections to understand how the boy's dream prepared him to help Bingham.)
- Generalize** Ancient cultures are worth protecting because they help us learn about our past and because it is interesting to see how people lived long ago. If we do not protect them, they will be gone forever.

OL Threat to Ancient Egyptian Treasures

Practice Master SG8.26

- Compare Text Features** Both maps show locations of ancient Egyptian treasures. The map on page 14 is a photographic map showing the location of pyramids and the Sphinx; the map on page 18 is a diagram that shows the position of monuments near the Nile.
- Analyze Genre**
 - Genre** The book is expository nonfiction. It provides information about Egyptian artifacts, their history, what threatens them, and how they are protected.
 - Point of View** It would be in first-person point of view instead of third person.
 - Ways That Information Is Presented** The glossary gives the definitions of boldfaced words; maps show the locations; captions describe the pictures.
- Choose Reading Strategies** (Students might make connections to their own experience and identify strategies likely to be successful.)
- Generalize** It is important to protect the monuments because they tell about our history and are part of Egypt's tourism.

Connect Across Texts Practice Master SG8.28

- Lost City* shows how finding an unknown ancient town can help spread news about other cultures. *Sequoyah* shows how writing can protect cultural ideas, beliefs, and stories. *Threat to Ancient Egyptian Treasures* shows how people can work to protect artifacts and monuments that tell about ancient cultures. *My Librarian Is a Camel* shows how different cultures can protect education and learning through books.
- (Students should identify specific reading strategies they would use to review texts, including plan and monitor, make connections, visualize, ask questions, make inferences, determine importance, and synthesize.)
- (Students should identify specific images and descriptions that show things and ideas that are worth protecting.)

BL Sequoyah

Practice Master SG8.25

- Analyze Text Features** The text is in English and Cherokee to show what the writing system looks like and to emphasize that it is still used.
- Analyze Genre**
 - Fiction or Nonfiction** *Sequoyah* is nonfiction because it is a true story about a real person.
 - Point of View** When you write about other people, you write in third-person point of view, using words like *he* and *his*. When you write about yourself, you use words like *me* and *my*. *Sequoyah* is written in third-person point of view, so I know that it is a biography.
 - Ways That Information Is Presented** Text describes his life; a chart shows his writing system; an afterword tells about accomplishments.
- Choose Reading Strategies** (Students might use the strategy of determining importance to understand why Sequoyah's writing system was so important to the Cherokee. Without writing, Cherokee literature and thoughts might have been lost.)
- Generalize** A writing system helps a culture survive by allowing people to put down ideas, stories, history, and beliefs in writing.

AL My Librarian Is a Camel

Practice Master SG8.27

- Analyze Text Features** It shows the capital, population, a map, a flag, and a description telling more about the country.
- Analyze Genre**
 - Genre** It is expository nonfiction. It gives information about mobile libraries in different countries, telling why each place needs them.
 - Point of View** It would be written in the first-person point of view. It would make the genre narrative nonfiction.
 - Ways That Information Is Presented** Photos help show what the libraries look like; captions tell more about photos; maps show where countries are located; fact boxes tell more about the countries.
- Choose Reading Strategies** (Students might synthesize information about many different mobile libraries to help them appreciate their library, like the introduction suggests.)
- Generalize** Librarians and others believe that books are an important way to protect culture. Mobile libraries bring books to children who would otherwise have no access to them.



Recommended Books

| | Fiction About Saving a Piece of the World | Nonfiction About Saving a Piece of the World |
|----|---|--|
| BL | <p>Fife, Dale H. The Empty Lot. Sierra Club Books, 1991.</p> <p>Osborne, Mary Pope. Tigers at Twilight. Random House, 1999.</p> <p>Sohn, Emily. Investigating Manchu Picchu: An Isabel Soto Archaeology Adventure. Capstone, 2010.</p> <p>Taylor, Bonnie Highsmith. Sagebrush. Perfection Learning, 1999.</p> | <p>Donnelly, Judy. Tut's Mummy, Lost...And Found. Random House, 1988.</p> <p>Dubowski, Cathy East. Ice Mummy. Random House, 1998.</p> <p>Dubowski, Mark. Discovery in the Cave. Random House, 2010.</p> <p>Smalley, Roger. Dolley Madison Saves History. Capstone, 2006.</p> |
| BL | <p>Atkins, Jeannine. Aani and the Tree Huggers. Lee & Low Publishers, 1995.</p> <p>Rand, Gloria. Prince William. Henry Holt & Co. 1992.</p> <p>Rossi, Ann. Hunting for Mummies. National Geographic, 2007.</p> <p>Simons, Barbara. Excavating a Castle. National Geographic, 2007.</p> | <p>Jerome, Kate Boehm. Civil War Sub: The Mystery Of The Hunley. Grosset & Dunlap, 2002.</p> <p>Osborne, Will & Mary Pope. Mummies and Pyramids. Random House, 2001.</p> <p>Winter, Jeanette. Biblioburro: A True Story From Colombia. Simon & Schuster, Inc. 2010.</p> <p>Winter, Jeanette. Nasreen's Secret School: A True Story From Afghanistan. Simon & Schuster, Inc. 2009.</p> |
| OL | <p>Bledsoe, Lucy Jane. Cougar Canyon. Holiday House, 2001.</p> <p>Henry, Marguerite. Mustang, Wild Spirit of the West. 1966. Reprint: Aladdin, 1992.</p> <p>Hiaasen, Carl. Scat. 2009. Reprint: Alfred A. Knopf, Inc, 2010.</p> <p>Pfitsch, Patricia Curtis. Riding the Flume. Aladdin, 2004.</p> | <p>Aliki. Mummies Made in Egypt. HarperCollins, 1985.</p> <p>Griffey, Harriet. Secrets of Mummies. Dorling Kindersley, 1998.</p> <p>Shone, Rob. Ancient Treasures. Rosen Publishing Group, 2007.</p> <p>Thompson, Gare. Monitor: The Iron Warship That Changed the World. Grosset & Dunlap, 2003.</p> |
| AL | <p>Barron, T.A. The Ancient One. Ace, 2003.</p> <p>Erickson, John R. Discovery at Flint Springs. Viking Penguin, 2004.</p> <p>Skurzynski, Gloria. Night of the Black Bear. National Geographic, 2007.</p> <p>St. John, Lauren. The White Giraffe. Puffin, 2008.</p> | <p>Aksomitis, Gerard. Solving the Mysteries of the Past. Crabtree, 2009.</p> <p>Mark, Jan. The Museum Book: A Guide To Strange And Wonderful Collections. Candlewick Press, 2007.</p> <p>COMMON CORE EXEMPLAR</p> <p>Morrison, Yvonne. Carved in Stone: Clues About Cultures. Children's Press, 2008.</p> <p>Rinaldo, Denise. Cities Of The Dead: Finding Lost Civilizations. Franklin Watts, 2008.</p> |



Author Study: Jeanette Winter

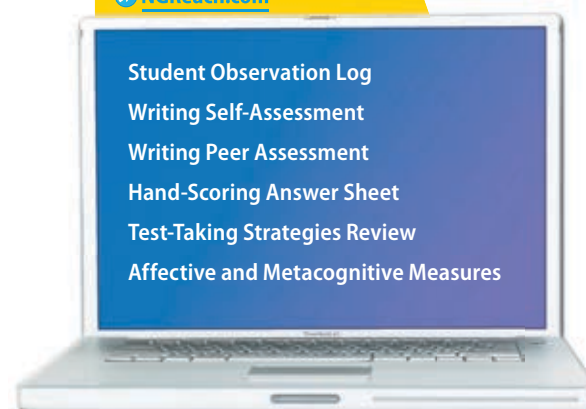
- Follow the Drinking Gourd**. Alfred A. Knopf, Inc. 1988.
- My Name Is Georgia: A Portrait**. 1998. Reprint: Harcourt, 2003.
- Nino's Mask**. Viking Penguin, 2002.
- Wangari's Trees Of Peace**. Harcourt, 2008.

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Online Assessment Resources

NGReach.com



Oral Reading Assessment

Unit 8

Next time you have a measuring tape, measure out 9 feet (3 meters). That is the wingspan of the California condor, the largest flying bird in North America.

Tens of thousands of years ago, there were many condors in North America, including the Atlantic coast. By the 1800s, though, condors were only found in the mountain ranges of the Pacific coast. As cities and farmland replaced the wild spaces that were the condors' home, their numbers went down rapidly.

There were other reasons condors died, besides the loss of habitat. Many hunters and farmers destroyed condors, and pesticides and pollution made survival for the condors difficult.

By the 1980s, there were fewer than 30 wild condors left in all of North America! They were in great danger of becoming extinct. Not knowing what else to do, biologists in 1987 captured all the wild condors that were left. They took the condors to zoos, to protect them, and began breeding them there.

It worked! Condors don't lay many eggs. In the wild, they lay one every two years. Slowly, though, the condor population increased. Now there are about 300 living California condors. Most of them still live in zoos and animal parks.

In 1992, however, biologists started releasing some condors back into the wild. It's still a dangerous world out there. About 40% of released condors die prematurely from hitting power lines and other causes. Today, there are over 125 condors living in the wild in California and Arizona. Some pairs are even nesting in the wild and laying eggs. The condors are trying to make a comeback from the brink of extinction. Biologists are cautiously hopeful. Keep your fingers crossed.

11
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119
130
142
154
161
173
182
191
201
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221
231
243
255
267
276
280

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 |
| Circle Score | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| 4 | Reads smoothly and automatically. Pace is consistent. | Consistently pauses at all appropriate places in the text. | Changes pitch to match all of the content. | Reads with appropriate feeling for all content. |
| 3 | Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent. | Frequently pauses at all appropriate places in the text. | Changes pitch to match some of the content. | Reads with appropriate feeling for most content. |
| 2 | Pauses to decode many words. Pace is slow with occasional stops and starts. | Occasionally pauses while reading the text. | Changes pitch, but does not match the content. | Reads with appropriate feeling for some content. |
| 1 | Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts. | Rarely pauses while reading the text. | Does not change pitch. | Does not read with feeling. |

Oral Reading Assessment

Unit 8

| Retelling Rubric | | | | |
|------------------|--|---|---|---|
| Circle Score | 4 | 3 | 2 | 1 |
| 4 | Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order. | | | |
| 3 | Student's retelling is accurate and coherent but some elements and supporting details may be missing. | | | |
| 2 | Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration. | | | |
| 1 | Student is not able to retell the passage or retells it inaccurately. | | | |

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Reading Comprehension Test

Unit 8, Week 1

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

SAVE THE REDWOODS!

Mr. Scott's fourth-graders were upset after they read a newspaper article that described two possible areas for a new road. In one area, some old redwoods stood in the way. The other area was free of trees, but road work there would cost more money.

The class wanted to protect the trees, so they talked about ways they could help. Rosa suggested they write a letter to the newspaper, so the class sat down and wrote this e-mail together.

To the Newspaper:

This year, our teacher taught us about redwood trees in science. These amazing trees are huge and live as long as 2,000 years! Many animals depend on the giant trees for food and shelter.

We read your article about the two areas for the new road, and to us the choice is clear. We don't want the trees cut down! Our class has decided to raise money for the road so that we can save the redwood trees. Please print our letter so other people will donate money.

Thank you,
The 4th Grade Students
Walden School

Everyone cheered as Rosa clicked "send" on the computer. They felt like they had already made a difference.

GO ON

Reading Comprehension Test

Unit 8, Week 1

- 1 The class's goal is to help save the redwoods. What is the first step the class takes to reach their goal?
- (A) They learn how roads are built.
 - (B) They visit some redwood trees.
 - (C) They study several newspapers.
 - (D) They talk about what they can do.
- 2 What is another step the class takes to reach their goal?
- (A) They cheer for Rosa.
 - (B) They read a newspaper article.
 - (C) They ask a science teacher for help.
 - (D) They write a letter to the newspaper.
- 3 The outcome is that the class —
- (A) collects enough money.
 - (B) thanks Rosa for her idea.
 - (C) feels good about what they did.
 - (D) learns more about redwood trees.
- 4 The theme of the story is that people should —
- (A) take an interest in world news.
 - (B) stand up for what is important.
 - (C) spend more time out in nature.
 - (D) be thankful for what they have.

COPY READY

| |
|---------|
| Score |
| _____/4 |

DONE!

Vocabulary Test

Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

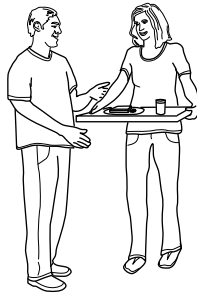
1 The firefighter is brave. He is a _____.

- (A) port
- (B) hero
- (C) trait
- (D) colony



2 This _____ serves food to people who need it.

- (A) pattern
- (B) volunteer
- (C) elevation
- (D) artifact



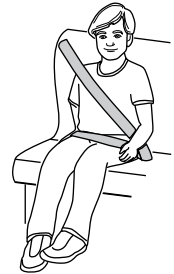
3 This instrument is part of his national _____.

- (A) experiment
- (B) discovery
- (C) heritage
- (D) distance



4 Seat belts _____ people in cars.

- (A) inherit
- (B) relate
- (C) protect
- (D) examine



5 A _____ leads the nation.

- (A) president
- (B) command
- (C) plateau
- (D) galleon



COPY READY

GO ON

Vocabulary Test

Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

6 To _____ something is to care about it.

- (A) measure
- (B) convert
- (C) value
- (D) trade

7 A _____ is a reason for doing something.

- (A) medium
- (B) country
- (C) motive
- (D) speed

8 A _____ is a job with a goal.

- (A) mission
- (B) legend
- (C) scale
- (D) port

9 When something is of _____, it is useful.

- (A) service
- (B) rotation
- (C) distance
- (D) atmosphere

10 A person who is _____ is in charge.

- (A) musical
- (B) renewable
- (C) threatened
- (D) responsible

COPY READY

| |
|----------|
| Score |
| _____/10 |

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

I volunteer on weekends at Pasturelands Horse Sanctuary. That's where I first 1 Happy last spring. Happy 2 to us from a ranch at the other end of the state. She 3 heavy loads there. She 4 a lot of time alone, tied up in a dark barn. The people at the sanctuary first 5 her "Happy" as sort of a joke, because she was so sad. She didn't eat very much, didn't want to play, and just kept to herself in a quiet corner. Now, she comes over to greet you and eats apples from your hand. She 6 being sad! Now her name really suits her.

1 Choose the answer that goes in Blank 1.

- (A) met
- (B) meet
- (C) metted
- (D) meetied

2 Choose the answer that goes in Blank 2.

- (A) come
- (B) came
- (C) comed
- (D) camed

3 Choose the answer that goes in Blank 3.

- (A) carred
- (B) carryd
- (C) carried
- (D) carryed

4 Choose the answer that goes in Blank 4.

- (A) spent
- (B) spend
- (C) spended
- (D) spendded

GO ON 

Writing, Revising, and Editing Test

5 Choose the answer that goes in Blank 5.

- (A) namt
- (B) named
- (C) namied
- (D) nameed

6 Choose the answer that goes in Blank 6.

- (A) stopt
- (B) stopd
- (C) stoped
- (D) stopped

7

You are writing a realistic fiction story for a student magazine. Write one paragraph to introduce an animal that avoids or escapes a dangerous situation. Use words and phrases that make your reader see, hear, feel, taste, and smell what is happening. Underline the sensory details in your paragraph.

| Score |
|-------------------------|
| _____/6 multiple-choice |
| _____/4 writing |

DONE!

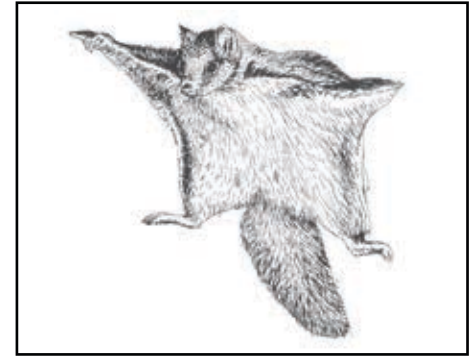
Reading Comprehension Test

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

The Flying Squirrel Bounces Back

Scientists have found that ancestors of the West Virginia northern flying squirrel lived as long ago as the last Ice Age. Today these animals live deep in the woods of Virginia and West Virginia.

Another interesting thing about this small, brownish-gray creature is that it can “fly.” Instead of wings it has folds of loose skin between its arms and legs. The squirrel stretches out when it jumps from trees and looks like it is flying. In truth, the squirrel is floating like a person with a parachute.



Robert Savannah

The flying squirrel is unlike other squirrels in yet another way. Instead of sleeping through the winter, it stays awake. It can be found looking for food and chirping in the trees even in the coldest times of the year.

Sadly, this was not always the case. There was a time when these squirrels were hard to find even in summer. In 1985, the squirrel was put on the endangered species list. This is an official list of animals with legal protection that helps keep them from extinction and disappearing completely.

By 2008, scientists found that this protection was working. Today, flying squirrels have grown in number and are off the endangered list. Hopefully, they will be around for another 10,000 years.

GO ON 

Reading Comprehension Test

Unit 8, Week 2

- 1 What is the main idea of this article?
- (A) Even though flying squirrels don't have wings, they can fly.
 - (B) Flying squirrels live in the forests of Virginia and West Virginia.
 - (C) Ancestors of the flying squirrel lived on Earth during the Ice Age.
 - (D) Flying squirrels are special animals that have been saved from extinction.

- 2 The words "Bounces Back" in the title mean that the squirrels —
- (A) are no longer endangered.
 - (B) stay awake during the winter.
 - (C) have folds of skin that stretch.
 - (D) look like they spring from tree to tree.

After reading this article, Mrs. Sander's class made this poster.

Wild animals need your help!

**You can do something
before it's too late.**

- Don't litter.
- Plant a tree.
- Hang a bird feeder.
- Recycle your plastics.
- Compost your food waste.

Ask your parents to stop using harmful yard products.
You won't be sorry you did. It's the right thing to do.

- 3 Which statement does the author use to persuade?
- (A) *Plant a tree.*
 - (B) *Hang a bird feeder.*
 - (C) *It's the right thing to do.*
 - (D) *Compost your food waste.*

- 4 Which statement uses emotions to persuade?
- (A) *Don't litter.*
 - (B) *Recycle your plastics.*
 - (C) *You won't be sorry you did.*
 - (D) *Ask your parents to stop using harmful yard products.*

GO ON

Reading Comprehension Test**Unit 8, Week 2****Directions:** Read the story. Then answer the questions about the story.

Counting Flying Squirrels

“So, tell us all about it!” said Billy. He and his sister Frances loved to hear about their mother’s adventures working for the United States Fish and Wildlife Service. Part of Mom’s job was to determine how many animals lived in a certain area.

“Today I counted flying squirrels,” Mom answered. At first, Billy and Frances thought their mom was teasing. Mom then told them how the West Virginia northern flying squirrel uses the loose skin between its arms and legs like a parachute. The gray, furry creatures leap and then drift from one tree to another.

Frances and Billy had never seen a flying squirrel, which made Mom sad. She had been checking for signs of them that day, but there were few. They were once on the endangered species list, but not anymore. Now that their population was increasing, Mom hoped her children would get a chance to see these amazing creatures.

- 5** The article and the story are alike because they both —
- (A) compare flying squirrels to other squirrels.
 - (B) explain how the endangered species list works.
 - (C) tell about flying squirrels being listed as endangered.
 - (D) try to persuade readers to care about endangered species.

- 6** The article “The Flying Squirrel Bounces Back” can help you understand the story “Counting Flying Squirrels.” Which part of the story does the article help explain?
- (A) how flying squirrels are counted
 - (B) when the events in the story take place
 - (C) how many flying squirrels live in the area
 - (D) where in northern West Virginia the story takes place

| Score |
|---------|
| _____/6 |

DONE!

Vocabulary Test

Unit 8, Week 2

Directions: Read the question. Choose the best answer.

1 What does the idiom takes matters into her own hands most likely mean?

When no one can help, she takes matters into her own hands.

- (A) picks something up
- (B) carries something away
- (C) does something by herself
- (D) does something with her hands

2 What does the idiom shed some light on most likely mean?

The old pictures shed some light on Grandma's life.

- (A) make less heavy
- (B) tell about
- (C) brighten
- (D) turn on

3 What does the idiom have a soft spot for most likely mean?

I sometimes help at the animal shelter. I have a soft spot for older cats.

- (A) can find
- (B) care about
- (C) have hair like
- (D) make a bed for

4 What does the idiom shoot the breeze most likely mean?

My friends and I like to shoot the breeze at the park.

- (A) fly kites
- (B) run in the wind
- (C) play basketball
- (D) talk about nothing important

COPY READY

Score
_____/4

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Long ago, bison 1 in huge numbers on the prairies of the United States. When thousands of bison 2 by, you could feel the ground shake. Settlers 3 the bison to make way for farms and railroads. Thankfully, people 4 to realize that all wildlife was important. As the bison herds 5, some people found ways to make the bison population grow again. While pioneers 6 west, Native Americans and others who cared about wildlife reserved special areas to protect the remaining bison.

1 Choose the answer that goes in Blank 1.

- (A) grazd
- (B) grazed
- (C) grazied
- (D) grazeed

2 Choose the answer that goes in Blank 2.

- (A) did ran
- (B) running
- (C) were run
- (D) were running

3 Choose the answer that goes in Blank 3.

- (A) were hunt
- (B) did hunting
- (C) were hunted
- (D) were hunting

4 Choose the answer that goes in Blank 4.

- (A) beganned
- (B) begined
- (C) began
- (D) begint

GO ON 

Writing, Revising, and Editing Test

5 Choose the answer that goes in Blank 5.

- (A) were vanishing
- (B) were vanished
- (C) did vanished
- (D) vanishing

6 Choose the answer that goes in Blank 6.

- (A) were head
- (B) did headed
- (C) did heading
- (D) were heading

7

Think of a habitat that you care about. Write a persuasive paragraph for a flyer to convince people that the habitat should be preserved. Underline the supporting facts and details.

| Score |
|-------------------------|
| _____/6 multiple-choice |
| _____/4 writing |

DONE!

Reading Comprehension Test

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

Whooo Needs Our Help?

There is something about owls that makes them very interesting to people. Maybe it is because they seem so strong and wise. There are many different kinds of owls. Two of them especially need our help.

Snowy owls are white with some brown spots and have beautiful gold-colored eyes. They eat many different kinds of animals, from small mice to big rabbits. Unlike other owls, snowy owls hunt mostly during the day. You are more likely to see snowy owls than other kinds of owls.

It is easy to guess where snowy owls get their name. They live mostly in cold and snowy places, like northern Canada. In the winter, they go south. Sometimes they go as far south as Texas. Power lines, hunters, and cars are just some of the dangers snowy owls face.

Northern spotted owls are dark brown with some white spots. They have very dark eyes compared to most owls. Like snowy owls, they eat different kinds of animals.

Northern spotted owls live mostly in forests with very old trees. When these forests are cut down or lost through fire or windstorms, the owls struggle to find food and a new home.

Some countries, including the United States, now have laws that protect owls. I think we should do everything we can to save these wonderful birds.



snowy owl



northern spotted owl

GO ON 

Reading Comprehension Test

Unit 8, Week 3

- 1 The main idea of this article is that the snowy owl and the northern spotted owl —
- (A) are worth protecting.
 - (B) need to find new homes.
 - (C) eat small and big animals.
 - (D) live in very different places.

- 2 Which of these is an **opinion** about snowy owls?
- (A) They have beautiful eyes.
 - (B) They fly south in the winter.
 - (C) They are white with brown spots.
 - (D) They hunt mostly during the day.

- 3 Which of these is a **fact**?
- (A) Owls seem so strong and wise.
 - (B) Owls eat many different kinds of animals.
 - (C) We should do everything to save these wonderful birds.
 - (D) There is something about owls that makes them interesting.

- 4 Which of these is an **opinion**?
- (A) Some countries now have laws that protect owls.
 - (B) It is easy to guess where snowy owls get their name.
 - (C) Sometimes snowy owls go as far south as Texas.
 - (D) Northern spotted owls live mostly in forests with very old trees.

COPY READY

| |
|---------|
| Score |
| _____/4 |

DONE!

Vocabulary Test

Unit 8, Week 3

Directions: Choose the answer that completes the sentence correctly.

COPY READY

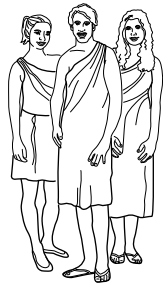
1 These are all _____.

- (A) actions
- (B) objects
- (C) species
- (D) commands



2 An _____ is a group of countries with one ruler.

- (A) empire
- (B) element
- (C) average
- (D) astronaut



3 This is an archeological _____.

- (A) border
- (B) planet
- (C) canyon
- (D) site



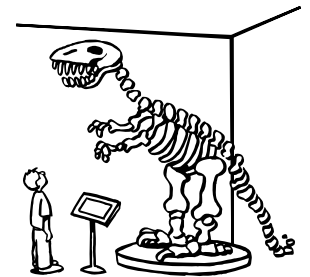
4 I write a letter. I make a _____ of my life.

- (A) trait
- (B) surface
- (C) record
- (D) custom



5 Dinosaur bones are very old. They are _____.

- (A) ancient
- (B) musical
- (C) humid
- (D) average



6 These pictures tell us about early _____.

- (A) civilization
- (B) balance
- (C) navigation
- (D) resistance



GO ON

Vocabulary Test

Unit 8, Week 3

Directions: Choose the answer that completes the sentence correctly.

7 When something is _____, it's approved.

- (A) physical
- (B) constant
- (C) official
- (D) native

8 If you have _____, you are brave.

- (A) capacity
- (B) courage
- (C) treasure
- (D) currency

9 _____ is the possibility of harm.

- (A) Height
- (B) Power
- (C) Globe
- (D) Risk

10 A _____ is a job or an activity.

- (A) colony
- (B) project
- (C) compass
- (D) landscape

11 A _____ is a rule or a law.

- (A) route
- (B) habitat
- (C) principle
- (D) migration

COPY READY

| |
|----------|
| Score |
| _____/11 |

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

My teacher took our class to the museum yesterday. She 1 planning the trip for last week but had to cancel it when she got sick. I am so glad we went this week! They 2 showing ancient Egyptian artifacts. I 3 not believe my eyes! I 4 seen things like this only in books.

There was a lot of gold jewelry and some painted wooden masks. However, the most amazing thing was a mummy, a dead person all dried up and wrapped in cloth! I 5 getting goose bumps just telling you about it. Of course, they 6 not let you get too close to it. You 7 stay behind the rope at all times.

Oh, I 8 love museums! I'm already trying to talk my mom into taking me again.

1 Choose the answer that goes in Blank 1.

- (A) am
- (B) are
- (C) was
- (D) were

2 Choose the answer that goes in Blank 2.

- (A) is
- (B) am
- (C) was
- (D) were

GO ON 

Writing, Revising, and Editing Test

Unit 8, Week 3

3 Choose the answer that goes in Blank 3.

- (A) may
- (B) must
- (C) could
- (D) should

4 Choose the answer that goes in Blank 4.

- (A) have
- (B) has
- (C) did
- (D) do

5 Choose the answer that goes in Blank 5.

- (A) is
- (B) am
- (C) are
- (D) were

6 Choose the answer that goes in Blank 6.

- (A) do
- (B) has
- (C) have
- (D) does

7 Choose the answer that goes in Blank 7.

- (A) can
- (B) must
- (C) could
- (D) might

8 Choose the answer that goes in Blank 8.

- (A) have
- (B) does
- (C) has
- (D) do

COPY READY

GO ON 

Writing, Revising, and Editing Test

Unit 8, Week 3

COPY READY


- 9 Look at this article from the Internet. Imagine that you plan to cite information from this article in a report you are writing. Write a source card that includes all the information you will need to cite.

Old-World Artifacts

HOME MESOPOTAMIA IRAQ MUSEUMS CONSERVATION FAQ CONTACT US

Cuneiform Tablets from Mesopotamia
 by Robert L. Anyan
 16 September 2011

The area between the Tigris and the Euphrates rivers, in what is now Iraq, was known in ancient times as Mesopotamia. Some of the earliest civilizations developed there. The Sumerian civilization used a form of writing whose signs contained wedge shapes. Such writing is known as **cuneiform**. Many tablets with cuneiform writing have been found and are on display in museums around the world.



Sumerian Cuneiform Tablet

◀ ▶

| Score | |
|-----------|-----------------|
| _____ / 8 | multiple-choice |
| _____ / 4 | writing |

DONE!

Reading Comprehension Test

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

Homes Up High

Imagine you could climb a ladder to a friend's house! Almost a thousand years ago, some Native American children did just that. They were part of a group of people in the American Southwest who built their homes on cliffs. Living on a cliff must have been pretty scary!

These cliff homes, or dwellings, were amazing. There were both small rooms and large villages with more than 150 rooms.

Life on the cliffs must have been difficult. The farms were on top of the cliffs, so people had to climb up and down for food and water. On the other hand, the cliffs provided protection from the weather and other dangers.

The cliff people left their home after many years. Scientists have ideas about why they left but are not certain. In the 1850s, explorers discovered the ruins. Unfortunately they were not always respectful or careful. Some of them damaged or took things from the ruins.

In 1906, President Roosevelt signed a law that made the cliffs a United States national park. Workers now preserve the dwellings and keep the area safe. They also study the ruins to learn more about the people from long ago. Today, the cliff dwellings are a very interesting place to visit.



Mesa Verde National Park

The best part of our nation is its national parks. It is our duty as citizens to protect and enjoy them. Find out more about our national parks at www.nps.gov.

GO ON 

Reading Comprehension Test

Unit Test

COPY READY

- 1 The main idea of “Homes Up High” is to tell about —
- (A) the history of the cliff dwellings.
 - (B) the location of the cliff dwellings.
 - (C) the reasons scientists study the cliff dwellings.
 - (D) the explorers who discovered the ruins of the cliff dwellings.
- 2 Which detail supports the main idea?
- (A) It’s interesting to visit the cliff dwellings.
 - (B) Park workers keep the dwellings safe.
 - (C) Some Native Americans in the Southwest lived on cliffs.
 - (D) You can get information on the Mesa Verde National Park from a Web site.
- 3 Which statement is a **fact** about the cliff dwellings?
- (A) They were amazing buildings.
 - (B) They were very special places.
 - (C) They must have been a scary place to live.
 - (D) They provided protection from the weather.
- 4 Which statement is an **opinion** about the cliff dwellings?
- (A) They are in the American Southwest.
 - (B) They are an interesting place to visit.
 - (C) They are along the edge of a mountain.
 - (D) They are in a United States national park.
- 5 Which statement presents an **opinion** as a fact?
- (A) *In 1906, President Roosevelt signed a law.*
 - (B) *The best part of our nation is its national parks.*
 - (C) *In the 1850s, explorers discovered the ruins.*
 - (D) *Workers now preserve the dwellings and keep the area safe.*
- 6 Which statement uses language that appeals to the readers’ emotions?
- (A) *Life on the cliffs must have been difficult.*
 - (B) *Scientists have ideas about why they left.*
 - (C) *It is our duty as citizens to protect and enjoy them.*
 - (D) *Find out more about our national parks at www.nps.gov.*

GO ON 

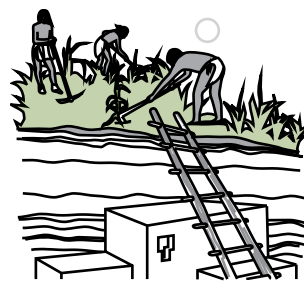
Reading Comprehension Test

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

The Top of the Cliff

Kimea woke with the sun shining through the open window above. Today was the day that her brother Acoma would take her to the farm! She rushed out the doorway of her house. All across the rocky face of the cliff, Kimea saw her neighbors above and below coming out of their homes.

When Acoma asked at breakfast if Kimea was ready, she could not hide her smile. Small children were not often allowed to climb the tall ladders that led up to the top of the cliff where the adults grew their crops. Acoma was older, and he had told his sister about the fantastic views. From then on, Kimea had begged her parents to let her go.



She followed Acoma to a ladder that led to their roof, then to another ladder that led even higher. Soon, the cliff homes were far below, but they continued to climb. Finally, huffing and puffing, Kimea reached the top of the cliff.

There she found the adults busily tending their crops, but when she turned around, her mouth dropped open. She could see for miles around. The sun shone over more cliffs, trees, and even a tiny river far off in the distance. Kimea smiled at her brother. The long wait, and the long climb, had been worth it!

GO ON 

Reading Comprehension Test**Unit Test****COPY READY**

- 7 What does Kimea do to reach her goal of climbing the ladders up the cliff?
- (A) She offers to help with the crops.
 - (B) She meets her brother for breakfast.
 - (C) She wakes up before everyone else.
 - (D) She begs her parents for permission.
- 8 "The Top of the Cliff" is a historical narrative because —
- (A) it is the author's factual account of history.
 - (B) it is a story about the past that the author made up.
 - (C) it describes the author's experiences.
 - (D) it gives facts with evidence to support the author's opinion.
- 9 Which part of "The Top of the Cliff" is based on history?
- (A) the plot
 - (B) the setting
 - (C) Kimea's goal
 - (D) the character of Acoma
- 10 This passage is —
- (A) a story told by a first-person narrator.
 - (B) nonfiction text told in the first person.
 - (C) nonfiction text told in the third person.
 - (D) a story told by an author in the third person.
- 11 From which point of view is "The Top of the Cliff" written?
- (A) the author's point of view
 - (B) the narrator's point of view
- 12 The information in "Homes Up High" helps readers picture —
- (A) what Kimea's home looked like.
 - (B) what crops Kimea's family grew.
 - (C) what kind of rules Kimea lived by.
 - (D) what Kimea usually ate for breakfast.
- 13 "Homes Up High" and "The Top of the Cliff" are alike because they both —
- (A) tell about life in the cliff dwellings.
 - (B) share a story about life in the cliff dwellings.
 - (C) present the history of the cliff dwellings.
 - (D) give sources for facts about the cliff dwellings.

GO ON 

Reading Comprehension Test

Unit Test

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

Saving ^{the} Majestic

The Majestic Theater was built in 1911 in Biggar, Canada. In 1986, the theater closed because too many expensive repairs were needed. In 1991, a group of townspeople got together, raised money, and fixed up the old building. Today the Majestic is a busy community center and theater.

I stepped to the front of the class to read my report. Our assignment was to write about what we had done for summer vacation. As soon as I had heard that, I knew what I wanted to write about.

I cleared my throat and began to read: "This summer, I helped save a building, but it wasn't just any old building. My dad came home from work one day telling us how he had heard that the old Majestic Theater downtown was going to be torn down. He told me about the black-and-white movies he had seen there when he was my age. I could tell that the place was very special to him.

"The next day at the library, I noticed a poster that had a number you could call to help save the building. I wrote the number down, went home, and called. Margaret, the person in charge of Concerned Citizens for the Majestic, answered. The group was meeting that very next day. I told my dad, so we drove there to see what we could do.

"At the meeting, Margaret said that if enough people signed our statement of support, we could get the Majestic registered with the city as a protected historical building. I spent the rest of the summer knocking on doors to

GO ON 

Reading Comprehension Test**Unit Test**

collect signatures, but it was worth it. Just last week, the city declared that the theater is now protected. Now all of my dad's memories, just like the Majestic, are safe."

COPY READY

- 14 The introduction and the story present two different —
- (A) topics.
 - (B) settings.
 - (C) points of view.
 - (D) student reports.
- 15 The story is different from the introduction because only the story —
- (A) has details about how the theater was saved.
 - (B) tells about a group of citizens that work together.
 - (C) tells about how the old theater is being used now.
 - (D) has a character who tells about his own experience.
- 16 What is the outcome of "Saving the Majestic"?
- (A) An old movie theater is saved.
 - (B) A boy and his father go see a movie.
 - (C) A group of worried citizens work together.
 - (D) A group of students learn the history of a theater.
- 17 If "Saving the Majestic" were written as a newspaper article, how would it be different?
- (A) It would not include facts.
 - (B) It would have a different point of view.
 - (C) It would name fewer characters.
 - (D) It would have a rhyme scheme.
- 18 Which of these passages uses a first-person point of view?
- (A) "Homes Up High"
 - (B) "The Top of the Cliff"
 - (C) "Saving the Majestic"

GO ON 

Reading Comprehension Test

- 19 Read the paragraph in the box below about how the cliff dwellings were made. Use information from both the paragraph and the passage "Homes Up High" to write a short paragraph of your own about the cliff people and their homes.

The cliff dwellings were built on cliffs made of sandstone. Water can easily get into sandstone. During cold weather, the water that had seeped in froze and cracked the rock. Over time, the broken pieces fell away, forming little hollow areas. The early mud, straw, and wood dwellings were built on these ledges. Later, the buildings changed to include blocks of sandstone cut by harder rock. The blocks were held in place with a mix of dirt, water, and ash. When a wall of blocks was complete, it was covered with a smooth layer of mud.

COPY READY

Score

_____/21

DONE!

Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

- 1 What does bow mean in this sentence?

She wears a yellow bow.

- (A) a ribbon
- (B) bend at the waist
- (C) a tool for hunting

- 2 What does project mean in this sentence?

They project movies from a small room in the movie theater.

- (A) throw forward
- (B) show on a screen
- (C) a large job or task

- 3 What does state mean in this sentence?

The team was in a sad state after they lost the game.

- (A) say out loud
- (B) part of a country
- (C) a mood or condition

- 4 What does plain mean in this sentence?

There are buffalo on the plain.

- (A) clear
- (B) simple
- (C) flat land

- 5 What does the idiom in the dark most likely mean?

Anne is in the dark about her surprise party.

- (A) not aware
- (B) not able to see
- (C) ready to move

- 6 What does the idiom on pins and needles most likely mean?

Tim was on pins and needles waiting to hear if he made the soccer team.

- (A) angry and tired
- (B) injured or in pain
- (C) worried or excited

GO ON

Vocabulary Test

Unit Test

Directions: Choose the word that completes the sentence correctly.

7 My cousins _____ spending time with family.

- (A) trade
- (B) value
- (C) convert
- (D) measure

8 It takes _____ to speak in public.

- (A) service
- (B) heritage
- (C) courage
- (D) civilization

9 The detectives looked for a _____ for the crime.

- (A) volunteer
- (B) president
- (C) project
- (D) motive

10 Many people considered the firefighter a _____.

- (A) site
- (B) hero
- (C) mission
- (D) president

11 Authors can _____ history through books.

- (A) limit
- (B) solve
- (C) record
- (D) measure

12 Many _____ empires were discovered through artifacts.

- (A) humid
- (B) ancient
- (C) average
- (D) responsible

COPY READY

| |
|----------|
| Score |
| _____/12 |

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

COPY READY

Many people around the world 1 to speak more than one language. That is a good thing! Unfortunately, during the last century some people have stopped speaking their native language. Most experts believe that at least half of all languages 2 in the next hundred years.

In the past, many Native Americans in the southern United States 3 a language called Apache. As English-speaking pioneers 4 west, Native Americans were forced to learn and speak only English.

Some people are concerned that the Apache language will be lost forever. Scientists 5 recorded native Apache speakers to study the language. Also, some of the last Apache speakers 6 to teach the language to young people.

1 Choose the answer that goes in Blank 1.

- (A) will learns
- (B) will learning
- (C) will be learn
- (D) will be learning

2 Choose the answer that goes in Blank 2.

- (A) disappeared
- (B) have disappeared
- (C) were disappearing
- (D) will be disappearing

GO ON 

Writing, Revising, and Editing Test

Unit Test

3 Choose the answer that goes in Blank 3.

- (A) spoke
- (B) speaked
- (C) will speak
- (D) are speaking

4 Choose the answer that goes in Blank 4.

- (A) moving
- (B) were move
- (C) were moving
- (D) have moving

5 Choose the answer that goes in Blank 5.

- (A) has
- (B) have
- (C) having

6 Choose the answer that goes in Blank 6.

- (A) going
- (B) will going
- (C) are going
- (D) will be go

COPY READY

GO ON 

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

(1) My parents and I are go to be flying to Washington, D.C., next week.
 (2) We will visiting The Smithsonian Institution! (3) It has many museums that cans teach you many things. (4) When you look at an artifact from long ago, pay close attention. (5) It will tell you what life used to be like.

COPY READY

7 What is the correct way to write sentence 1?

- (A) My parents and I are going to be flying to Washington, D.C., next week.
- (B) My parents and me are go to be flying to Washington, D.C., next week.
- (C) My parents and I are go to be flying in Washington, D.C., next week.
- (D) Correct as is

8 What is the correct way to write sentence 2?

- (A) We will visiting The Smithsonian institution!
- (B) We will be visiting The Smithsonian Institution!
- (C) Will we visiting The Smithsonian Institution?
- (D) Correct as is

9 What is the correct way to write sentence 3?

- (A) It has many museums that cans teaching you many things.
- (B) It has many museums that cans teach you many thing.
- (C) It has many museums that can teach you many things.
- (D) Correct as is

10 What is the correct way to write sentence 5?

- (A) It going to tell you what life used to be like.
- (B) It will tell you what did life used to be like.
- (C) They will tell you what life used to be like.
- (D) Correct as is






GO ON 

Writing, Revising, and Editing Test

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) Today my school is burying a time capsule. **(2)** A time capsule is a container with things that represent the current time in history. **(3)** Fifty years from now, kids going to open the time capsule and see how people lived at the beginning of the century. **(4)** All of the classes has selected one thing to put in. **(5)** My class donated a cell phone. **(6)** Another class putted in a newspaper. **(7)** My brother's class was think of contributing a city map. **(8)** Instead, they decided to take a picture of the class in front of the school, waving at the camera. **(9)** I could love to be there when the kids open our time capsule. **(10)** I bet they will doing many things differently in the future.

Editing and Proofreading Marks

| | |
|---|---------------|
|  | Add. |
|  | Take out. |
|  | Move to here. |
|  | Add comma. |
|  | Add period. |

12 Your teacher is collecting student summaries of favorite books for next year's class. Write a literary response to your favorite story. You can choose any story or book you like. Include a short summary of the story, and explain why it is a good story.

| Score |
|------------------------------|
| _____/10 multiple-choice |
| _____/6 editing task |
| _____/4 weekly writing skill |
| _____/24 writing traits |

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 8

Enter the scores for the Oral Reading Assessment administered in this unit.

| Oral Reading Assessment | wcpm | Oral Reading Fluency Rubrics | | | | Retelling |
|-------------------------|------|------------------------------|----------|------------|------------|-----------|
| | | Automaticity | Phrasing | Intonation | Expression | |
| | | _____/4 | _____/4 | _____/4 | _____/4 | _____/4 |

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A8.45.

| 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 | _____/18 |
| End-of-Week Test CC.4.L.1.g, L.2, L.2.d | ____/19 ____% | ____/19 ____% | ____/19 ____% | ____/18 ____% |

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A8.45.

| Reading Comprehension Tests | Weekly Test Items | | | Unit Test Items Including Week 4 | Totals Across Tests |
|--|-------------------|--------------|--------------|----------------------------------|---------------------|
| | Week 1 | Week 2 | Week 3 | | |
| Goal and Outcome CC.4.Rlit.10 | 1 2 3 | | | 7 16 | _____/5 |
| Main Idea CC.4.Rinf.2, Rinf.1 | | 1 2 | 1 | 1 2 | _____/5 |
| Identify Persuasive Techniques CC.4.Rinf.8, Rinf.1 | | 3 4 | | 5 6 | _____/4 |
| Compare Across Genres CC.4.Rinf.9, Rlit.9 | | 5 6 | | 12 13 | _____/4 |
| Identify Fact and Opinion CC.4.Rinf.1 | | | 2 3 4 | 3 4 | _____/5 |
| Compare Genres CC.4.Rlit.10 | | | | 8 9 15 17 | _____/4 |
| Point of View in Literature CC.4.Rlit.6, Rlit.10 | | | | 10 11 14 18 | _____/4 |
| Review Skill: Theme CC.4.Rlit.2 | 4 | | | | _____/1 |
| Review Skill: Integrate Information CC.4.Rinf.9, W.9.b | | | | 19 (____/3) | _____/3 |
| Total | ____/4 ____% | ____/6 ____% | ____/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 | | 1 2 3 4 5 6 | 10 11 12 | _____/14 |
| Academic Vocabulary CCC.4.L.6, Rlit.4, Rinf.4 | 6 7 8 9 10 | | 7 8 9 10 11 | 7 8 9 | _____/13 |
| Idioms CC.4.L.5.b, L.4 | | 1 2 3 4 | | 5 6 | _____/6 |
| Homographs CC.4.L.4, Rinf.4, L.5 | | | | 1 2 3 4 | _____/4 |
| Total | ____/10 ____% | ____/4 ____% | ____/11 ____% | ____/12 ____% | |

COPY READY

Name _____ Date _____

Weekly and Unit Assessments

Unit 8

| Writing, Revising, and Editing Tests | | Weekly Test Items | | | Unit Test Items Including Week 4 | Totals Across Tests |
|---|---|-------------------|----------------|----------------|----------------------------------|---------------------|
| | | Week 1 | Week 2 | Week 3 | | |
| Revising and Editing | Simple Verb Tenses CC.4.L.1, L.2, L.3 | 1 2 3 4 5 6 | 1 4 | | 3 6 10 11a 11c 11f | _____/14 |
| | Progressive Verb Tenses CC.4.L.1.b | | 2 3 5 6 | | 1 2 4 7 8 11d | _____/10 |
| | Helping Verbs CC.4.L.1, L.3 | | | 1 2 4 5 6 8 | 5 11b | _____/8 |
| | Modals CC.4.L.1.c, L.3 | | | 3 7 | 9 11e | _____/4 |
| Subtotal | | _____/6 | _____/6 | _____/8 | _____/16 | |
| Weekly Writing Skills (Writing Prompts) | Use Concrete Words and Phrases CC.4.W.3.d | _____/4 | | | | _____/4 |
| | Use Persuasive Techniques CC.4.W.1.b | | _____/4 | | | _____/4 |
| | Cite Sources CC.4.W.8, W.7 | | | _____/4 | | _____/4 |
| | Support Opinions CC.4.W.9, W.1 | | | | _____/4 | _____/4 |
| Subtotal | | _____/4 | _____/4 | _____/4 | _____/4 | |
| Total | | _____/10 ____% | _____/10 ____% | _____/12 ____% | _____/20 ____% | |

| Unit Test Writing Prompt—Traits | Ideas | Organization | Voice | Word Choice | Fluency | Conventions | Total |
|---------------------------------|---------|--------------|---------|-------------|---------|-------------|----------|
| CC.4.W.9, W.1, W.5, W.10 | _____/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 |

COPY READY

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 | Goal and Outcome CC.4.Rlit.10 | | | | | | | | | | | | |
| | Main Idea CC.4.Rinf.2, Rinf.1 | | | | | | | | | | | | |
| | Identify Persuasive Techniques CC.4.Rinf.8, Rinf.1 | | | | | | | | | | | | |
| | Compare Across Genres CC.4.Rinf.9, Rlit.9 | | | | | | | | | | | | |
| | Identify Fact and Opinion CC.4.Rinf.1 | | | | | | | | | | | | |
| | Compare Genres CC.4.Rlit.10 | | | | | | | | | | | | |
| | Point of View in Literature CC.4.Rlit.6, Rlit.10 | | | | | | | | | | | | |
| | Review Skill: Theme CC.4.Rlit.2 | | | | | | | | | | | | |
| Review Skill: Integrate Information CC.4.Rinf.9, W.9.b | | | | | | | | | | | | | |
| Writing, Revising, and Editing | Simple Verb Tenses CC.4.L.1, L.2, 4.L.3 | | | | | | | | | | | | |
| | Progressive Verb Tenses CC.4.L.1.b | | | | | | | | | | | | |
| | Helping Verbs CC.4.L.1, L.3 | | | | | | | | | | | | |
| | Modals CC.4.L.1.c, L.3 | | | | | | | | | | | | |
| | Writing in Response to Prompt CC.4.W.9, W.1, W.1.b, W.5, W.3.d, W.8, W.7 | | | | | | | | | | | | |
| Vocabulary | Social Studies Vocabulary CC.4.L.6, Rlit.4, Rinf.4 | | | | | | | | | | | | |
| | Academic Vocabulary CC.4.L.6, Rlit.4, Rinf.4 | | | | | | | | | | | | |
| | Idioms CC.4.L.5.b, L.4 | | | | | | | | | | | | |
| | Homographs CC.4.L.4, Rinf.4, 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 | | | |

COPY READY

Writing Rubric

COPY READY

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

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Grade 4 Assessment

A8.40

Unit 8 | Saving a Piece of the World

Research Rubric

Unit 8, Week 3

| Scale | Content | Interaction |
|-------|---|---|
| 4 | <ul style="list-style-type: none"> Citation listings are accurate and follow the formatting guidelines presented in class. Citations in text are relevant to the material in the report. Web posting is well-organized, presenting relevant evidence supported by cited sources. | <ul style="list-style-type: none"> Student demonstrates an understanding of materials in posting questions or opinions online, and responds clearly and effectively to comments on his or her own work. |
| 3 | <ul style="list-style-type: none"> Citation lists are formatted correctly, but may be missing some pertinent information. Citations in text are mostly relevant, but may include some extraneous citations. Web postings are organized and mostly match relevant evidence to cited sources, but some sources may be missing. | <ul style="list-style-type: none"> Student asks relevant questions and responds to others' comments, but has difficulty answering questions using the evidence gathered during research. |
| 2 | <ul style="list-style-type: none"> Citations are missing relevant information or are not formatted correctly. Web postings lack sufficient evidence, or the information is not supported by citations. | <ul style="list-style-type: none"> Student struggles to ask relevant questions about other reports and to respond to questions or comments on his or her own work. |
| 1 | <ul style="list-style-type: none"> Citations contain obvious errors or are missing. Citations in the text or resource list do not follow format. Web postings contain material that is not relevant to the topic or cannot be supported by cited sources. | <ul style="list-style-type: none"> Student does not post relevant questions or comments on other students' work. Student does not appear to fully understand his or her topic and is unable to respond to feedback. |

COPY READY

Unit Self-Assessment

Unit 8

COPY READY

Directions: Mark a ✓ in one box for each skill.



| I can... | I can do this and can tell others how to do it. | I can do this by myself. | I can do this if I have help or look at an example. |
|---|---|--------------------------|---|
| understand the meanings of new idioms. | | | |
| use context to figure out the correct meaning of a homograph. | | | |
| choose a reading strategy to understand what I read. | | | |
| identify the goal and outcome in a story. | | | |
| identify the main idea in an article. | | | |
| identify the ways an author tries to persuade. | | | |
| compare fiction and nonfiction. | | | |
| tell the difference between facts and opinions. | | | |
| identify the point of view when I read. | | | |
| understand if a text is a story, historical fiction, or nonfiction. | | | |
| use correct verb tenses. | | | |
| use helping verbs like <i>do</i> , <i>have</i> , and <i>be</i> correctly. | | | |
| use modals like <i>could</i> , <i>would</i> , and <i>must</i> correctly. | | | |

Of all the texts you read for *Saving a Piece of the World*, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

| Reading Comprehension | | | |
|------------------------------|--------------|------------------------------------|----------------------|
| Week 1 | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | D | Goal and Outcome | CC.4.Rlit.10 |
| 2 | D | Goal and Outcome | CC.4.Rlit.10 |
| 3 | C | Goal and Outcome | CC.4.Rlit.10 |
| 4 | B | Theme | CC.4.Rlit.2 |
| Week 2 | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | D | Main Idea | CC.4.Rinf.2 |
| 2 | A | Support for Main Idea | CC.4.Rinf.2, Rinf.1 |
| 3 | C | Identify Persuasive Techniques | CC.4.Rinf.8, Rinf.1 |
| 4 | C | Identify Persuasive Techniques | CC.4.Rinf.8, Rinf.1 |
| 5 | C | Compare Ideas Across Genres | CC.4.Rinf.9, Rlit.9 |
| 6 | B | Compare Ideas Across Genres | CC.4.Rinf.9, Rlit.9 |
| Week 3 | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | A | Main Idea | CC.4.Rinf.2 |
| 2 | A | Identify Fact and Opinion | CC.4.Rinf.1 |
| 3 | B | Identify Fact and Opinion | CC.4.Rinf.1 |
| 4 | B | Identify Fact and Opinion | CC.4.Rinf.1 |
| Unit Test (including Week 4) | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | A | Main Idea | CC.4.Rinf.2 |
| 2 | C | Support for Main Idea | CC.4.Rinf.2, Rinf.1 |
| 3 | D | Identify Fact and Opinion | CC.4.Rinf.1 |
| 4 | B | Identify Fact and Opinion | CC.4.Rinf.1 |
| 5 | B | Identify Persuasive Techniques | CC.4.Rinf.8 |
| 6 | C | Identify Persuasive Techniques | CC.4.Rinf.8 |
| 7 | D | Goal and Outcome | CC.4.Rlit.10 |
| 8 | B | Compare Genres | CC.4.Rlit.10 |
| 9 | B | Compare Genres | CC.4.Rlit.10 |
| 10 | D | Compare and Contrast Point of View | CC.4.Rlit.6, Rlit.10 |
| 11 | B | Compare and Contrast Point of View | CC.4.Rlit.6, Rlit.10 |
| 12 | A | Compare Ideas Across Genres | CC.4.Rinf.9, Rlit.9 |
| 13 | A | Compare Ideas Across Genres | CC.4.Rinf.9, Rlit.9 |
| 14 | C | Compare and Contrast Point of View | CC.4.Rlit.6, Rlit.10 |
| 15 | D | Compare Genres | CC.4.Rlit.10 |
| 16 | A | Goal and Outcome | CC.4.Rlit.10 |
| 17 | B | Compare Genres | CC.4.Rlit.10 |
| 18 | C | Compare and Contrast Point of View | CC.4.Rlit.6, Rlit.10 |
| 19 | Skill Rubric | Integrate Information | CC.4.Rinf.9, W.9.b |

| Vocabulary | | | | | |
|--------------------------|-----|-------------|--------------------------|-----|--------------|
| Week 1 | | | Week 3 | | |
| CC.4.L.6, Rlit.4, Rinf.4 | | | CC.4.L.6, Rlit.4, Rinf.4 | | |
| Item | Key | Word | Item | Key | Word |
| 1 | B | hero | 1 | B | objects |
| 2 | B | volunteer | 2 | A | empire |
| 3 | C | heritage | 3 | D | site |
| 4 | C | protect | 4 | C | record |
| 5 | A | president | 5 | A | ancient |
| 6 | C | value | 6 | A | civilization |
| 7 | C | motive | 7 | C | official |
| 8 | A | mission | 8 | B | courage |
| 9 | A | service | 9 | D | Risk |
| 10 | D | responsible | 10 | B | project |
| | | | 11 | C | principle |

| Week 2 | | | |
|------------------------------|-----|---------------------------|--------------------------|
| Item | Key | Item Descriptor | CCSS Code |
| 1 | C | Idioms | CC.4.L.5.b, L.4 |
| 2 | B | Idioms | CC.4.L.5.b, L.4 |
| 3 | B | Idioms | CC.4.L.5.b, L.4 |
| 4 | D | Idioms | CC.4.L.5.b, L.4 |
| Unit Test (including Week 4) | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | A | Homographs | CC.4.L.4, Rinf.4, L.5 |
| 2 | B | Homographs | CC.4.L.4, Rinf.4, L.5 |
| 3 | C | Homographs | CC.4.L.4, Rinf.4, L.5 |
| 4 | C | Homographs | CC.4.L.4, Rinf.4, L.5 |
| 5 | A | Idioms | CC.4.L.5.b, L.4 |
| 6 | C | Idioms | CC.4.L.5.b, L.4 |
| 7 | B | Academic Vocabulary | CC.4.L.6, Rlit.4, Rinf.4 |
| 8 | C | Academic Vocabulary | CC.4.L.6, Rlit.4, Rinf.4 |
| 9 | D | Academic Vocabulary | CC.4.L.6, Rlit.4, Rinf.4 |
| 10 | B | Social Studies Vocabulary | CC.4.L.6, Rlit.4, Rinf.4 |
| 11 | C | Social Studies Vocabulary | CC.4.L.6, Rlit.4, Rinf.4 |
| 12 | B | Social Studies Vocabulary | CC.4.L.6, Rlit.4, Rinf.4 |

COPY READY

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 | A | Irregular Past-Tense Verbs | CC.4.L.1, L.2, L.3 | 1 | D | Future Progressive | CC.4.L.1.b, L.3 |
| 2 | B | Irregular Past-Tense Verbs | CC.4.L.1, L.2, L.3 | 2 | D | Future Progressive | CC.4.L.1.b, L.3 |
| 3 | C | Regular Past-Tense Verbs | CC.4.L.1, L.2, L.3 | 3 | A | Irregular Past-Tense Verbs | CC.4.L.1, L.2, L.3 |
| 4 | A | Irregular Past-Tense Verbs | CC.4.L.1, L.2, L.3 | 4 | C | Past Progressive | CC.4.L.1.b, L.3 |
| 5 | B | Regular Past-Tense Verbs | CC.4.L.1, L.2, L.3 | 5 | B | Forms of <i>have</i> | CC.4.L.1, L.3 |
| 6 | D | Regular Past-Tense Verbs | CC.4.L.1, L.2, L.3 | 6 | C | Future Tense | CC.4.L.1, L.3 |
| Prompt (7) | Skill Rubric | Use Concrete Words and Phrases | CC.4.W.3.d | 7 | A | Editing: Future Progressive | CC.4.L.1.b, L.3 |
| Week 2 | | | | 8 | B | Editing: Future Progressive | CC.4.L.1.b, L.3 |
| Item | Key | Item Descriptor | CCSS Code | 9 | C | Editing: Modals (can) | CC.4.L.1.c, L.3 |
| 1 | B | Regular Past-Tense Verbs | CC.4.L.1, L.2, L.3 | 10 | D | Editing: Future Tense | CC.4.L.1, L.3 |
| 2 | D | Past Progressive | CC.4.L.1.b | 11a | Editing Rubric | Editing Task: Future Tense | CC.4.L.1, L.3, W.5 |
| 3 | D | Past Progressive | CC.4.L.1.b | 11b | Editing Rubric | Editing Task: Forms of <i>have</i> | CC.4.L.1, L.3, W.5 |
| 4 | C | Irregular Past-Tense Verbs | CC.4.L.1, L.2, L.3 | 11c | Editing Rubric | Editing Task: Irregular Past-Tense Verbs | CC.4.L.1, L.2, W.5 |
| 5 | A | Past Progressive | CC.4.L.1.b | 11d | Editing Rubric | Editing Task: Past Progressive | CC.4.L.1.b, L.3, W.5 |
| 6 | D | Past Progressive | CC.4.L.1.b | 11e | Editing Rubric | Editing Task: Modals (would) | CC.4.L.1.c, L.3, W.5 |
| Prompt (7) | Skill Rubric | Use Persuasive Techniques | CC.4.W.1.b | 11f | Editing Rubric | Editing Task: Future Tense | CC.4.L.1, L.3, W.5 |
| Week 3 | | | | Prompt (12) | Skill Rubric, Writing Rubric | Support Opinions | CC.4.W.9, W.1 |
| Item | Key | Item Descriptor | CCSS Code | | | | |
| 1 | C | Forms of <i>be</i> | CC.4.L.1, L.3 | | | | |
| 2 | D | Forms of <i>be</i> | CC.4.L.1, L.3 | | | | |
| 3 | C | Modals (could) | CC.4.L.1.c, L.3 | | | | |
| 4 | A | Forms of <i>have</i> | CC.4.L.1, L.3 | | | | |
| 5 | B | Forms of <i>be</i> | CC.4.L.1, L.3 | | | | |
| 6 | A | Forms of <i>do</i> | CC.4.L.1, L.3 | | | | |
| 7 | B | Modals (must) | CC.4.L.1.c, L.3 | | | | |
| 8 | D | Forms of <i>do</i> | CC.4.L.1, L.3 | | | | |
| Prompt (9) | Skill Rubric | Cite Sources | CC.4.W.8, W.7 | | | | |

Answer Keys and Rubrics

Unit 8

| Writing, Revising, and Editing | |
|--|--|
| Week 1 Skill Rubric Item 7 (Prompt) Use Concrete Words and Phrases | |
| Student writes a realistic fiction paragraph with | |
| 4 points | vivid sensory language. |
| 3 points | adequate sensory language. |
| 2 points | occasional sensory language. |
| 1 point | minimal sensory language. |
| Week 2 Skill Rubric Item 7 (Prompt) Use Persuasive Techniques | |
| Student writes an argument that is | |
| 4 points | convincingly persuasive. |
| 3 points | adequately persuasive. |
| 2 points | somewhat persuasive. |
| 1 point | minimally persuasive. |
| Week 3 Skill Rubric Item 9 (Prompt) Cite Sources | |
| Student writes a source card containing | |
| 4 points | all information needed for citing. |
| 3 points | most information needed for citing. |
| 2 points | some information needed for citing. |
| 1 point | minimal information needed for citing. |

| Writing, Revising, and Editing | |
|--|--|
| Unit Test Week 4 Skill Rubric Item 12 (Prompt) Support Opinions | |
| Student writes a literary response that includes | |
| 4 points | clearly stated and strongly supported opinions. |
| 3 points | generally stated and adequately supported opinions. |
| 2 points | vaguely stated and somewhat supported opinions. |
| 1 point | missing or minimally supported opinions. |
| Use the Writing Rubric on page A8.40 to assess the writing traits of student responses for the Unit Test Writing Prompt. | |
| Unit Test Editing Task Rubric Item 11 1 point per correct response | |
| 11a | In sentence 3, change "going" to "are going" or change "going to" to "will" |
| 11b | In sentence 4, change "has" to "have" |
| 11c | In sentence 6, change "putted" to "put" |
| 11d | In sentence 7, change "think" to "thinking" |
| 11e | In sentence 9, change "could" to "would" |
| 11f | In sentence 10, change "doing" to "do" or change "will doing" to "will be doing" |
| Reading Comprehension | |
| Unit Test Rubric Item 19 Integrate Information | |
| 3 points | Integrates multiple pieces of information from two texts on the same topic. |
| 2 points | Integration of information is limited. |
| 1 point | Integration 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 |

18 points

| | | | | | | | | | | | | | | | | | | |
|--------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Points | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| % | 6 | 11 | 17 | 22 | 28 | 33 | 39 | 44 | 50 | 56 | 61 | 67 | 72 | 78 | 83 | 89 | 94 | 100 |

19 points

| | | | | | | | | | | | | | | | | | | | |
|--------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Points | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| % | 5 | 11 | 16 | 21 | 26 | 32 | 37 | 42 | 47 | 53 | 58 | 63 | 68 | 74 | 79 | 84 | 89 | 95 | 100 |

20 points

| | | | | | | | | | | | | | | | | | | | | |
|--------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Points | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| % | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 |

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 |

Goal and Outcome

Review the Rules

Many fiction stories include a goal and an outcome.

- **To find out the goal, ask:** *What does the character want to do?*
- **Keep track of the events throughout the story.**
- **To find the outcome, ask:** *Was the character able to reach his or her goal?*

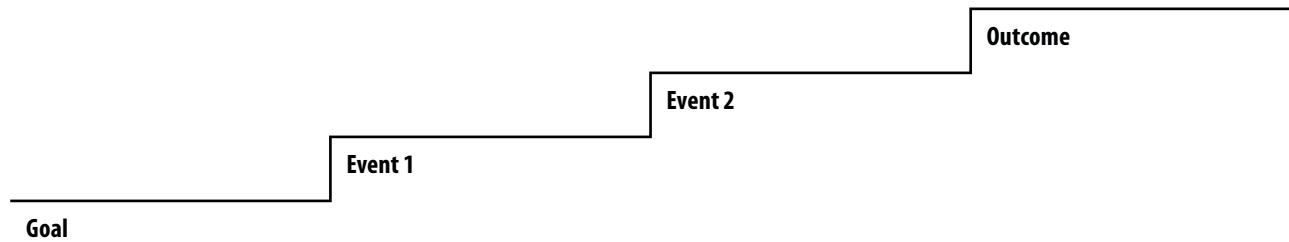
Practice

Read “Volleyball Tryouts” and complete the Goal-and-Outcome Map.

Volleyball Tryouts

Jillian wants to be a member of the volleyball team. She asks her father to help her practice in the back yard. Then, Jillian studies the rules of the game. Finally, she goes to the volleyball tryouts. The next day, Jillian celebrates. She’s a member of the volleyball team!

Goal-and-Outcome Map



Apply

Tell a partner about the goal and outcome from one of your Small Group Reading books. Share what events led to the outcome.

Choose a Reading Strategy

Review the Rules

You can choose a reading strategy to help you better understand a text. You can use more than one strategy. To choose the right one, think about

- the strategies you know
- the genre you are reading
- which strategy would work best for your genre
- whether or not you need to change strategies.

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

Practice

Read “Animal Messages” and complete the sentences.

Animal Messages

Night might seem quiet to people, but many animals aren’t sleeping. Instead, they are sending hidden messages. Humans can’t hear these sounds. Bats and some ground squirrels make noises. They can make high-pitched squeals or low whispers. These sounds give information to other bats and squirrels.

- 1 I don’t understand _____ .
- 2 I can _____ .
- 3 That strategy helps me _____ .

Apply

Tell a partner which strategy you used to read one of your Small Group Reading books. List why that strategy worked best.

Writing Trait: Word Choice

Review the Rules

Choose words that make your realistic fiction interesting. Try to

- create detailed descriptions
- help readers feel like the story could happen in real life.

Practice

Read "Sophia's First Day." Fill in the spaces with details that add to the descriptions. Use words that will make the story sound real.

Sophia's First Day

Sophia is getting ready for her first day at school. She _____ opens the closet door. Sophia's closet is _____ with _____ . She wants to look _____ for her first day. Sophia grabs her _____ and her _____ . Her outfit is complete!

Apply

Add two sentences to the passage. Then, check your writing.

Does your writing have detailed descriptions? Yes _____ No _____

Does your writing sound like it could happen in real life? Yes _____ No _____

Identify Persuasive Techniques

Review the Rules

Some authors use persuasive techniques to appeal to readers' emotions. To identify persuasive techniques, look for

- vague or unclear language
- opinions that are disguised as facts
- language that could make a reader act quickly without thinking.

Practice

Read "Wacky Weights" and answer the questions.

Wacky Weights

Wacky Weights are the best weights in the whole world! You should buy some now! Our customers will tell you they've never seen better weights! Do you want to have a toned body? Do you want the strength of an ox? Buy Wacky Weights now! You should hurry because Wacky Weights are very popular! We might run out before you get a set! Lift Wacky Weights to become the strongest person on your block!

- 1 What are some persuasive words the author used?

- 2 Where was the author unclear?

- 3 What language could make the reader act quickly?

Apply

Share a persuasive message from one of your Small Group Reading books. List the techniques the author used to convey the message.

Determine Main Idea

Review the Rules

Nonfiction articles include a main idea. To determine the main idea, pay attention to

- the title
- headings
- the main ideas of the paragraphs.

Practice

Read "The First Portable Music Player" and answer the questions.

The First Portable Music Player

Andreas Pavel invented the first personal music player with earphones. He made the stereobelt in the early 1970s. This invention was very important. It changed how people listen to music.

Music for Everyone

Pavel tested his stereobelt for the first time in Switzerland. He went on a hiking trip. Pavel listened to music while he hiked. He realized his invention could make people's lives better. Everyone could listen to music while doing other activities!

Music Today

The stereobelt was the first machine that let people carry music. Today, there are many kinds of portable music players. Now, people can take music anywhere.

- 1 What is the title of the passage? _____
- 2 What are the headings? _____

- 3 What is the main idea of the passage?

Apply

Share the main idea from one of your Small Group Reading books. List the title and headings that support the main idea.

Choose a Reading Strategy

Review the Rules

You can choose a reading strategy to help you better understand a text. You can use more than one strategy. To choose the right one, think about

- the genre you are reading
- which strategy would work best for your genre
- whether or not you need to change strategies.

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

Practice

Read "Martin Luther King, Jr." and complete the sentences.

Martin Luther King, Jr.

Martin Luther King, Jr., won a Nobel Peace Prize. King protested discrimination. Many people were afraid of change. But, King led peaceful protests for equal rights. One day, King gave a speech in Washington, D.C. In front of 200,000 people, King said, "I have a dream."

- 1 I don't understand _____.
- 2 I can use the strategy of _____.
- 3 I can also use the strategy of _____.
- 4 These strategies help me understand that _____.

Apply

Tell a partner which strategy you used to read one of your Small Group Reading books. List why that strategy worked best.

Writing Trait: Fluency

Review the Rules

Writing that is fluent

- uses a combination of long and short sentences
- uses clauses to vary sentence structure.

Practice

Read the essay. Look at the underlined sentences. Use Revising Marks to improve the fluency of the writing.

Ocean Drilling

Drilling for oil in the oceans of the world is wrong. Our oceans are home to many kinds of animals and plants. People make their living fishing on some oceans. Oceans are a valuable resource.

If oil companies drill for oil in these oceans, there could be an accident. Many animals can be hurt. Many animals can die. It is not worth finding oil in the oceans. There are many other places we can drill for oil. We should drill for oil on land. Drilling for oil on land cannot hurt animals.

Apply

Write a persuasive paragraph about an environmental issue. Use a variety of sentence structures to give the writing fluency.

Fact and Opinion

Review the Rules

A statement can be a fact or an opinion.

- A fact can be checked for accuracy. It is true.
- An opinion is the writer's belief or a feeling.
- Words such as think, believe, feel, must, should, and important signal an opinion.

Practice

Read "America Recycles." Underline the opinions. Double underline the facts.

America Recycles!

November 15 is America Recycles Day. I think one day is not enough. We should have a month for America Recycles. It is important for everyone to care about what we can do together. When we recycle, we help protect Earth. We reduce pollution. We save trees. I feel we need a month to make recycling more important.

Apply

Tell a partner how you distinguished between fact and opinion in one of your Small Group Reading books. What were the facts? What were the opinions?

Use Reading Strategies

Review the Rules

When you read, you can use more than one reading strategy.

- Using more than one strategy can help you understand the text.

Read "Endangered." Review the sample reading strategies next to the article.

Endangered

North America has many endangered animals. Animals are losing their homes. Wetlands, deserts, and forests are destroyed. This makes room for buildings, roads, and people. But, the animals have no place to live. Many are killed. Many go hungry. The animals and plants they eat die along with them.

I preview the text. The title tells me this article is about something that is endangered.

I know that many animals are endangered. I predict that this article is about endangered animals.

Practice

Write how you can use another reading strategy to help you understand the passage.

Apply

Tell a partner about the reading strategies you used as you read one of your Small Group Reading books.

Analyze Genres

Review the Rules

Historical fiction is one example of a fiction genre. Historical fiction

- includes some facts or real events in history
- is a made-up story. Some of the characters are not real. The dialogue is not real.

Practice

Read "New World." Underline the facts. Circle the fictional elements.

New World

I rose before the rest of the crew of the Niña. Even my father was still asleep. Only the cook was awake. I went to the ship's deck and began my early morning work. I looked out on the Atlantic sea, and suddenly, I saw something unusual. My throat felt dry. My heart started to beat like a drum.

"Land! Land!" I shouted. Was I dreaming?

The ship's cook yelled from the kitchen. "What are you shouting about, boy? You will be in trouble if you wake the ship captain for no good reason."

I pointed to the thin, jagged line on the horizon. There was no mistaking what I saw. We had finally found land. It was the new world!

Apply

Tell a partner about an example of historical fiction from one of Small Group Reading books. What were the facts? What were the fiction elements?

Use Reading Strategies

Review the Rules

When you read, you can use more than one reading strategy. Using more than one strategy can help you understand the text.

Read "It's Easy Being Green." Review the sample reading strategy.

COPY READY

It's Easy Being Green

You may ask: What can I do to save the planet? After all, I'm just a child. These are easy ways to help. You can turn off the water when not in use. You can turn off lights when you leave a room. You can limit your computer use. But, you can do even more. Ask your parents to walk, not drive. Start a family garden. A lot of the food you throw away, such as eggshells and coffee grounds, are good for plants. Finally, many electronic stores recycle used computers and cell phones. These things can be used again in new products.

I read the first sentences. I think about the topic. This helps me find the main idea: How to save the planet.

I keep reading. I find details that support the main idea, such as "turn off lights".

Practice

Write how you can use another reading strategy to help understand the passage. Give an example of how you can use it.

Apply

Tell a partner about the reading strategies you used as you read one of your Small Group Reading books.

Writing Trait: Ideas

Review the Rules

Ideas in a literary response tell

- opinions
- reasons for the opinions
- the content of the writing being reviewed.

Practice

Read the literary response. Underline the opinions and reasons for these opinions.

Exciting and Suspenseful

Hatchet tells the story of Brian. Brian is a boy who survives a plane crash. Brian tries to live all alone in the woods. He has only a hatchet. He has many problems to solve in order to survive.

The book tells the story skillfully. The author describes Brian's feelings in an exciting way. There is suspense as the reader finds out how Brian survives.

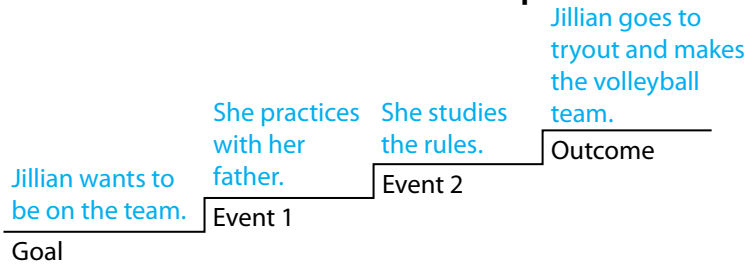
Apply

Write a literary response to a book you have read. Include three opinions.

Reteaching Masters Answer Key

RT8.1 Goal and Outcome

Goal-and-Outcome Map



RT8.2 Choose a Reading Strategy

1. I don't understand Possible response: what sounds the bats and ground squirrels can make
2. I can Possible response: synthesize. I realize that the sounds I can't hear are like squeals and whispers I've heard before
3. That strategy helps me Possible response: imagine what the squeals and whispers might sound like

RT8.3 Writing Trait: Word Choice

Possible responses:

Sophia's First Day

Sophia is getting ready for her first day at school. She **carefully** opens the closet door. Sophia's closet is **packed** with **rows of skirts, sweaters, and jeans**. She wants to look **pretty and smart** for her first day. Sophia grabs her **favorite red shirt** and her **brand new brown pants**. Her outfit is complete!

Does your writing have detailed descriptions? Yes

Does your writing sound like it could happen in real life? Yes

RT8.4 Identify Persuasive Techniques

1. best, should, now, strongest
2. says "our customers" instead of giving specific people's reviews; doesn't say specifically how weights help people.
3. now; do you want; should hurry; very popular; might run out

RT8.5 Determine Main Idea

1. The First Portable Music Player
2. Music for Everyone; Music Today
3. Andreas Pavel changed the way people listen to music by inventing the portable music player.

RT8.6 Choose a Reading Strategy

1. what is the main idea
2. making inferences
3. synthesize
4. King won the Nobel Peace Prize because he led peaceful protests.

RT8.7 Writing Trait: Fluency

Ocean Drilling

Drilling for oil in the oceans of the world is wrong. ^ because Our oceans are home to many kinds of animals and plants. People make their living fishing on some oceans. Oceans are a valuable resource.

If oil companies drill for oil in these oceans, there could be an accident. Many animals can be hurt. ^and Many animals can die. It is not worth finding oil in the oceans. There are many other places we can drill for oil. We should drill for oil on land. Drilling for oil on land cannot hurt animals.

RT8.8 Fact and Opinion

America Recycles!

November 15 is America Recycles Day. I think one day is not enough. We should have a month for America Recycles. It is important for everyone to care about what we can do together. When we recycle, we help protect Earth. We reduce pollution. We save trees. I feel we need a month to make recycling more important.

Reteaching Masters Answer Key, continued

RT8.9 Use Reading Strategies

Possible response:

I can ask a question: How are these animals killed?

RT8.10 Analyze Genres

New World

I rose before the rest of the crew of the Niña. Even my father was still asleep. Only the cook was awake. I went to the ship's deck and began my early morning work. I looked out on the Atlantic sea, and suddenly, I saw something unusual. My throat felt dry. My heart started to beat like a drum.

"Land! Land!" I shouted. Was I dreaming?

The ship's cook yelled from the kitchen. "What are you shouting about, boy? You will be in trouble if you wake the ship captain for no good reason."

I pointed to the thin, jagged line on the horizon. There was no mistaking what I saw. We had finally found land. It was the new world!

RT8.11 Use Reading Strategies

Possible response:

I can infer. I know driving a car uses a lot of gas. We can keep from using too much gas by walking.

RT8.12 Writing Traits: Ideas

Exciting and Suspenseful

Hatchet tells the story of Brian. Brian is a boy who survives a plane crash. Brian tries to live all alone in the woods. He has only a hatchet. He has many problems to solve in order to survive.

The book tells the story skillfully. The author describes Brian's feelings in an exciting way. There is suspense as the reader finds out how Brian survives.

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Reading Level Translation Key

| | Guided Reading | DRA | Lexile® | Reading Recovery | |
|----------|----------------|-------|------------|------------------|----------|
| K | A | A-2 | | A-2 | K |
| | B | 3 | | 3 | |
| | C | | | 4 | |
| 1 | D | 4 | 200L-400L | 5 | 1 |
| | | | | 6 | |
| | E | 6 | | 7 | |
| | F | 8 | | 8 | |
| | | | | 9 | |
| | G | 10 | | 10 | |
| | H | | | 11 | |
| | I | 12 | | 12 | |
| | J | 14 | | 14 | |
| | | | | 15 | |
| 2 | | 16 | 200L-400L | | 2 |
| | K | | | | |
| | L-M | 18-28 | 300L-500L | 18-20 | |
| 3 | N-P | 30-38 | 500L-700L | 22-24 | 3 |
| | | | | | |
| 4 | Q-R | 40 | 650L-850L | 26 | 4 |
| 5 | S-U | 44 | 750L-950L | 28 | 5 |
| 6 | V-W | 50 | 850L-1000L | | 6 |

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Grade 4 Unit 8 Cumulative Key Word List

| | | | |
|-------------------------|-------------------------|-----------------------|--------------------------|
| ability (n) | defend (v) | limit (v) | region (n) |
| accelerate (v) | detail (n) | locate (v) | relate (v) |
| adaptation (n) | determine (v) | map (n) | relationship (n) |
| adventure (n) | discovery (n) | 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) |
| archaeologist (n) | element (n) | memory (n) | responsible (adj) |
| artifact (n) | elevation (n) | merchant (n) | 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) | examine (v) | mold (n) | route (n) |
| average (n) | experiment (n) | monitor (v) | scale (n) |
| balance (n) | exploration (n) | 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) | galleon (n) | navigation (n) | 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) |
| chart (n) | graph (n) | official (adj) | spread (v) |
| civilization (n) | habitat (n) | orbit (v) | stanza (n) |
| clarify (v) | height (n) | outcome (n) | strategy (n) |
| coastal (adj) | hemisphere (n) | outline (n) | style (n) |
| colony (n) | 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) |
| compass (n) | 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) | port (n) | tool (n) |
| constant (n) | influence (v) | pottery(n) | trade (v) |
| contain (v) | inhabitant (n) | power (n) | tradition (n) |
| continent (n) | inherit (v) | predator (n) | trait (n) |
| control (v) | interact (v) | preserve (v) | transport (v) |
| convert (v) | interpret (v) | president (n) | treasure (n) |
| 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) |
| currency (n) | landscape (n) | protect (v) | weave (v) |
| current (adj) | language (n) | range (n) | |
| custom (n) | launch (v) | rate (n) | |
| decompose (v) | learn (v) | record (n) | |
| | legend (n) | | |

Words from Unit 8 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>You hear:</p> <p>Way to go, Joe! Fantastic catch!</p> <p>You say:</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>You hear:</p> <p>"When did you know that something was missing?"</p> <p>You say:</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>You say:</p> <p>"Wait! Could you say that again more slowly, please?"</p> <p>Other options:</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"> I can start a question with "is," "can," or "do": Do you have my math book? I can start a question with "who," "what," "where," "when," "how," or "why" to get more information: Where did you put my math book? |

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 |
|---|--|---|
| Definition Gives the word's meaning. | <i>is, are, was, refers to, means</i> | Hazardous refers to something that causes harm or injury. |
| Restatement Gives the word's meaning in a different way, usually after a comma. | <i>or</i> | Mountain climbing can be hazardous, or result in injuries to climbers. |
| Synonym Gives a word or phrase that means almost the same thing. | <i>like, also</i> | Sudden drops in temperature can be hazardous. Also dangerous are very high altitudes that make it hard to breathe. |
| Antonym Gives a word or phrase that means the opposite. | <i>but, unlike</i> | The subzero temperatures can be hazardous, but special gear keeps the climbers safe. |
| Examples Gives examples of what the word means. | <i>such as, for example, including</i> | Climbers prepare for hazardous situations. For example , they carry extra food, equipment for heavy snowfall, and first-aid kits. |

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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. "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 as sluggishly as a snail . | Cory and a snail | They both move very slowly. |
| His skin was like sheets of sandpaper . | skin and sandpaper | They are both rough and very dry. |

Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

| Metaphor | Things Compared | Meaning |
|---|---------------------------|---------------------------------------|
| The sun's rays were a thousand bee stings on his face. | sun's rays and bee stings | The sun's rays blistered his face. |
| His only companion was thirst . | friend and thirst | His thirst was always there with him. |

Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

| Personification | Object | Human Quality |
|--|--------|------------------------|
| The angry sun kept punishing him. | sun | has feelings |
| A cactus reached out to him. | cactus | is able to be friendly |

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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

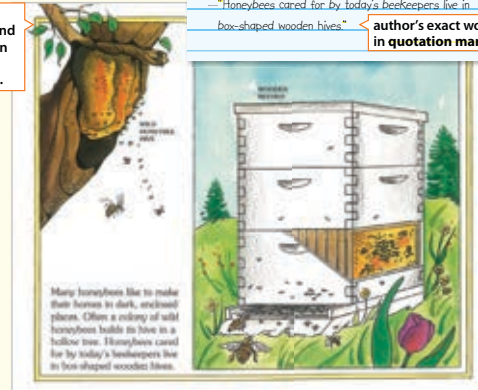
Where do honeybees live? < research question

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

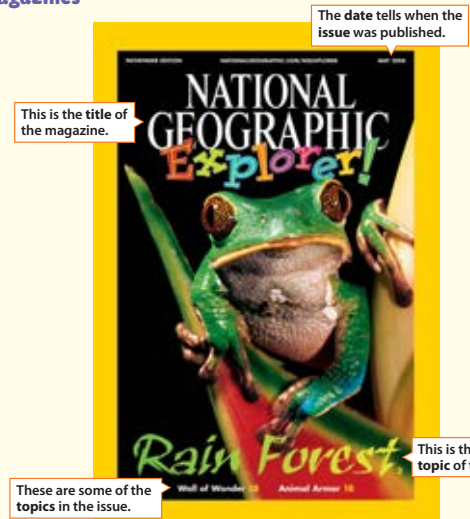


1. Look up your topic in the correct encyclopedia volume or on the CD-ROM.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

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Magazines



The date tells when the issue was published.

This is the title of the magazine.

These are some of the topics in the issue.

This is the main topic of 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



581

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Writing and Research, *continued*

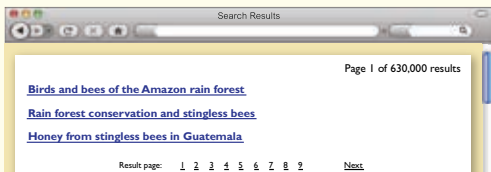
Internet

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.

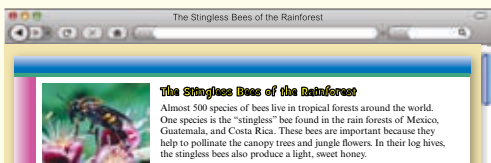
1. Go to a search page. Type in your key words. Click Search.



2. Read the list of Web sites, or pages, that have your key words. The underlined words are links to the Web sites.

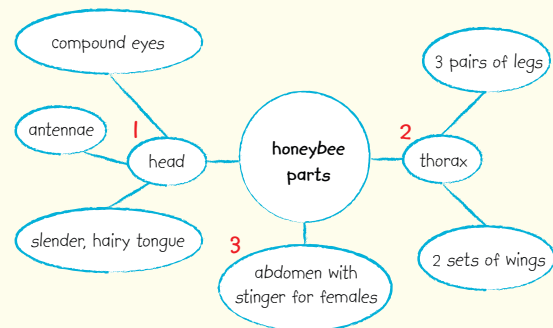


3. Click on a link to go directly to the site, or Web page. Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



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



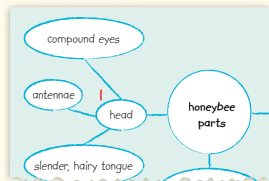
Writing and Research, *continued*

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.

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 best bee's nest will also face south so it stays warm.

Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

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? |
|----------|---|---|
| 4 | <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. |
| 3 | <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. |
| 2 | <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. |
| 1 | <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? |
|----------|---|--|
| 4 | <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. |
| 3 | <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. |
| 2 | <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. |
| 1 | <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 and to combine two ideas that are alike. | My friends walk to the mall. I go with them. My friends walk to the mall, and I go with them. |
| Use a comma and the conjunction but to combine two ideas that show a difference. | My friends walk to the mall. I ride my bike. My friends walk to the mall, but I ride my bike. |
| Use a comma and the conjunction or to show a choice between two ideas. | You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, or you can ride with Dad. |

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

| | |
|---|--|
| An independent clause expresses a complete thought. It can stand alone as a sentence. | Mom and her friends walk around the mall for exercise. |
| A dependent clause does not express a complete thought. It is not a sentence. | before it gets busy |
| To make a complex sentence , join an independent clause with one or more dependent clauses . If the dependent clause comes first, put a comma after it. | Before it gets busy, Mom and her friends walk around the mall for exercise. |



Nouns

Nouns name people, animals, places, or things.

Common Nouns and Proper Nouns

There are two kinds of nouns.

| | |
|--|--|
| A common noun names any person, animal, place, or thing of a certain type. | I know that girl . She rides a horse . I sometimes see her at the park . She walks her dog there. |
| A proper noun names a particular person, animal, place, or thing. | I know Marissa . I sometimes see her at Hilltop Park . She walks her dog Chase there. |
| <ul style="list-style-type: none"> Start all the important words with a capital letter. Start the names of streets, cities, and states with a capital letter. Also use capital letters when you abbreviate state names. | Her family is from Dallas, Texas . They live on Crockett Lane . |

Abbreviations for State Names in Mailing Addresses

| | | | | | | | | | |
|-------------|----|-----------|----|---------------|----|----------------|----|---------------|----|
| Alabama | AL | Hawaii | HI | Massachusetts | MA | New Mexico | NM | South Dakota | SD |
| Alaska | AK | Idaho | ID | Michigan | MI | New York | NY | Tennessee | TN |
| Arizona | AZ | Illinois | IL | Minnesota | MN | North Carolina | NC | Texas | TX |
| Arkansas | AR | Indiana | IN | Mississippi | MS | North Dakota | ND | Utah | UT |
| California | CA | Iowa | IA | Missouri | MO | Ohio | OH | Vermont | VT |
| Colorado | CO | Kansas | KS | Montana | MT | Oklahoma | OK | Virginia | VA |
| Connecticut | CT | Kentucky | KY | Nebraska | NE | Oregon | OR | Washington | WA |
| Delaware | DE | Louisiana | LA | Nevada | NV | Pennsylvania | PA | West Virginia | WV |
| Florida | FL | Maine | ME | New Hampshire | NH | Rhode Island | RI | Wisconsin | WI |
| 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 -s to most singular count nouns to form the plural count noun. | bicycle → bicycles |
| Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o . | tax → taxes bench → benches wish → wishes loss → losses potato → potatoes |
| For count nouns that end in a consonant plus y , change the y to i and then add -es . For nouns that end in a vowel plus y , just add -s . | 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."

| | |
|---|---|
| Weather Words | fog heat lightning thunder rain YES: Thunder and lightning scare my dog. NO: Thunders and lightnings scare my dog. |
| Food Words Some food items can be counted by using a measurement word such as cup, slice, glass, or head plus the word of . To show the plural form, make the measurement word plural. | bread corn milk rice soup YES: I'm thirsty for milk . I want two glasses of milk . NO: I'm thirsty for milks. I want milks. |
| Ideas and Feelings | fun help honesty luck work YES: I need help to finish my homework. NO: I need helps to finish my homework. |
| Category Nouns | clothing equipment mail money time YES: My football equipment is in the car. NO: My football equipments is in the car. |
| Materials | air gold paper water wood YES: Is the water in this river clean? NO: Is the waters in this river clean? |
| Activities and Sports | baseball dancing golf singing soccer YES: I played soccer three times this week. NO: I played soccers three times this week. |

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**.

Use **his** for one boy or man. Use **hers** for one girl or woman.

Here is **Carole's** desk.
The desk is **hers**.

For two or more people, places, or things, use **theirs**.

Ross and Clare made posters.
The posters are **theirs**.

Possessive Pronouns

| Singular | Plural |
|-----------|--------|
| mine | ours |
| yours | yours |
| his, hers | theirs |

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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.

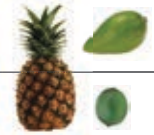
| If you can count what you see, use: | | If you can't count what you see, use: | |
|-------------------------------------|------------|---------------------------------------|---------------|
| many | several | much | not much |
| a lot of | only a few | a lot of | only a little |
| few | not any | 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 better best bad worse worst little less least

For adjectives with three or more syllables, do not use **-er** or **-est** to compare. Use **more**, **most**, **less**, or **least**.

YES: Of all the fruit, the guavas are the **most colorful**.
NO: Of all the fruit, the guavas are the colorfulst.
YES: The oranges are **more delicious** than the pears.
NO: The oranges are deliciouser than the pears.

When you make a comparison, use either **-er** or **more**; or **-est** or **most**. Do **not** use both.

The oranges are the **most** 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 = I'm | she + is = she's |
| you + are = you're | where + is = where's |
| we + are = we're | what + is = what's |

You can make a contraction with the helping verbs **have, has, and will**.

| Contractions with <i>Have and Will</i> | |
|--|--------------------------|
| I + have = I've | he + has = he's |
| you + have = you've | I + will = I'll |
| they + have = they've | it + will = it'll |

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

| Contractions with <i>Not</i> | |
|------------------------------|---------------------------------|
| do + not = don't | have + not = haven't |
| did + not = didn't | has + not = hasn't |
| are + not = aren't | could + not = couldn't |
| was + not = wasn't | should + not = shouldn't |

The contraction of the verb **can** plus **not** has a special spelling.

can + not = **can't**

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**.

She **will remove** all the dirt.

- use **am going to, are going to, or is going to** before the **main verb**.

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.
Our 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 |
|-------------------|--------------------|
| S unday | S un. |
| M onday | M on. |
| T uesday | T ue. |
| W ednesday | W ed. |
| T hursday | T hurs. |
| F riday | F ri. |
| S aturday | S at. |
| | J anuary |
| | F ebruary |
| | M arch |
| | A pril |
| | M ay |
| | J une |
| | J uly |
| | A ugust |
| | S eptember |
| | O ctober |
| | N ovember |
| | D ecember |

These months are not abbreviated.

Use a capital letter for each important word in the names of special days and holidays.
Earth **D**ay **F**ourth of **J**uly **H**anukkah
Thanksgiving

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 |
|---------------------------------|-------------------------------|--------------------------------|
| R ocky M ountains | A frica | E arth |
| S ahara D esert | A ntarctica | M ars |
| G rand C anyon | A sia | the B ig D ipper |
| P acific O cean | A ustralia | the M ilky W ay |
| C olorado R iver | E urope | |
| L ake E rie | N orth A merica | |
| | S outh A merica | |

Use a capital letter for the names of countries and adjectives formed from the names of countries.
My friend Magdalena is **C**hilean.
She says they don't have a museum like that in **C**hile.

Use a capital letter for each important word in the title of a book, a story, a poem, or a movie.
We are reading **F**irst **F**light about the Wright brothers. Magdalena wrote a poem about Amelia Earhart. She called it "**V**anished from the **S**ky." What a great title!

Punctuation Marks

Punctuation marks make words and sentences easier to understand.

| | | | | | |
|--------|---------------|-------------------|-------|-----------------|------------|
| | | | | | |
| period | question mark | exclamation point | comma | quotation marks | apostrophe |

Period

Use a **period** at the end of a statement or a command.
I don't know if I should get a dog or a cat. Please help me decide.

Also use a **period** when you write a decimal, or to separate dollars from cents.
I saw a cute little dog last week. It only weighed 1.3 pounds. But it costs \$349.99!

Use a **period** after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.

The salesperson gave me this business card:

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.

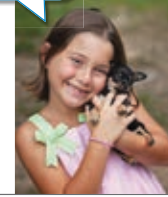
"Ms. Perry, this is the dog for me!" Becca said.

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 Earth | ur girl | ü fruit |
| j jar | th father | | |
| k cake | v vase | | |
| ks box | w window | | |
| kw queen | hw whale | | |
| l bell | y yarn | | |
| m mouse | z zipper | | |
| n pan | zh treasure | | |
| ng ring | | | |

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.

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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-nü-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.

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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.



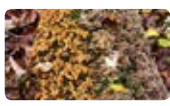
The dollar is the **currency** in the United States.

discovery (dis-ku-vu-rē) *noun*
When you find things, you make a **discovery**.



Her **discovery** is a new germ.

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.

electricity (i-lek-tri-su-tē) *noun*
Electricity is a form of energy that can produce light, heat, and power.




People use **electricity** to power their appliances.

empire (em-pir) *noun*
An **empire** is a group of countries under one ruler.



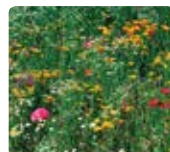
As the Roman **Empire** spread, so did the Latin language.

element (e-lu-munt) *noun*
An **element** is a simple part of something that is bigger.




Wind is one **element** in a storm.

environment (in-vi-run-munt) *noun*
An **environment** is the area where something lives.




Plants grow well in a sunny **environment**.

distance (dis-tuns) *noun*
Distance is the amount of space between two things.




Today, we can fly a long **distance** very quickly.

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-chur) *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

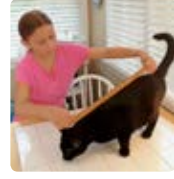
material ▶ **modify**

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.

musical (myū-zi-kul) *adjective*
When someone plays an instrument or sings well, they are **musical**.




It was a very **musical** performance.

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 living things are **musical** to an area, they live and grow there naturally.




In many desert regions, the cactus is a **musical** plant.

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.



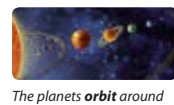
Oceans are very large bodies of water.

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-la-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 (tul) *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.

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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.

weave (wev) *verb*
When you **weave**, you lace threads, grass, or other materials together in a pattern.



A tapestry is something people can **weave**. This one was made in Africa.

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Scope and Sequence

| Reading | Grade | | | | | |
|--|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| LITERATURE | | | | | | |
| Key Ideas and Details | | | | | | |
| Retell or Explain a Story | ● | ● | ● | ● | ● | ● |
| Analyze Story Elements | ● | ● | ● | ● | ● | ● |
| Plot | ● | ● | ● | ● | ● | ● |
| Characters | ● | ● | ● | ● | ● | ● |
| Setting | ● | ● | ● | ● | ● | ● |
| Theme, Lesson, or Moral | | ● | ● | ● | ● | ● |
| Use Reading Strategies | ● | ● | ● | ● | ● | ● |
| Preview and Make Predictions | ● | ● | ● | ● | ● | ● |
| Monitor Understanding | ● | ● | ● | ● | ● | ● |
| Ask and Answer Questions | ● | ● | ● | ● | ● | ● |
| Summarize Texts | ● | ● | ● | ● | ● | ● |
| Make Inferences | ● | ● | ● | ● | ● | ● |
| Visualize | ● | ● | ● | ● | ● | ● |
| Make Connections | ● | ● | ● | ● | ● | ● |
| Synthesize: Draw Conclusions | | | ● | ● | ● | ● |
| Synthesize: Draw Generalizations | | | ● | ● | ● | ● |
| Relate Ideas | ● | ● | ● | ● | ● | ● |
| Chronology | ● | ● | ● | ● | ● | ● |
| Comparison | ● | ● | ● | ● | ● | ● |
| Cause/Effect | | ● | ● | ● | ● | ● |
| Goal/Outcome | | | | ● | ● | ● |
| Problem/Solution | | | | | ● | ● |
| Craft and Structure | | | | | | |
| Determine the Meaning of Words and Phrases in a Text | ● | ● | ● | ● | ● | ● |
| Identify Elements of Genre | ● | ● | ● | ● | ● | ● |
| Describe Structure of Stories, Dramas, and Poems | | | ● | ● | ● | ● |
| Identify Introduction and Conclusion | | | ● | ● | ● | ● |
| Identify Text Segments: Chapter, Scene, Stanza | | | | ● | ● | ● |
| Identify Elements of Poetry: Rhyme, Rhythm | ● | ● | ● | ● | ● | ● |
| Identify Elements of Poetry: Verse, Meter, Line Breaks | | | | | ● | ● |
| Identify Elements of Drama: List of Characters, Dialogue, Stage Directions | | | | | ● | ● |
| Compare Drama and Prose | | | ● | ● | ● | ● |
| Compare Poetry and Prose | | | ● | ● | ● | ● |
| Identify Author and Illustrator | ● | ● | ● | ● | ● | ● |
| Identify Narrator | | ● | ● | ● | ● | ● |
| Identify and Distinguish Points of View | | | ● | ● | ● | ● |

| Reading, continued | Grade | | | | | |
|--|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| Integration of Knowledge and Ideas | | | | | | |
| Analyze Text Elements | ● | ● | ● | ● | ● | ● |
| Use Information in Illustrations | ● | ● | ● | ● | ● | ● |
| Connect Text and Oral or Visual Presentation of Story or Versions of a Story | ● | ● | ● | ● | ● | ● |
| Analyze Visual or Multimedia Elements in a Text | | ● | ● | ● | ● | ● |
| Compare Ideas or Texts | ● | ● | ● | ● | ● | ● |
| Compare Fiction and Nonfiction | ● | ● | ● | ● | ● | ● |
| Compare Characters | ● | ● | ● | ● | ● | ● |
| Compare Settings | ● | ● | ● | ● | ● | ● |
| Compare Events | ● | ● | ● | ● | ● | ● |
| Compare Topics | ● | ● | ● | ● | ● | ● |
| Compare Themes | | | | ● | ● | ● |
| Range of Reading and Level of Text Complexity | | | | | | |
| Read and Comprehend Literature at and Above Grade Level Complexity | ● | ● | ● | ● | ● | ● |
| Participate in Shared Reading | ● | ● | ● | ● | ● | ● |
| Read Independently | ● | ● | ● | ● | ● | ● |
| INFORMATIONAL TEXT | | | | | | |
| Key Ideas and Details | | | | | | |
| Retell or Explain a Text | ● | ● | ● | ● | ● | ● |
| Use Reading Strategies | ● | ● | ● | ● | ● | ● |
| Preview and Make Predictions | ● | ● | ● | ● | ● | ● |
| Monitor Understanding | ● | ● | ● | ● | ● | ● |
| Ask and Answer Questions | ● | ● | ● | ● | ● | ● |
| Determine Importance: Identify the Topic, Main Idea, and Key Details | ● | ● | ● | ● | ● | ● |
| Determine Importance: Summarize | | ● | ● | ● | ● | ● |
| Make Inferences | ● | ● | ● | ● | ● | ● |
| Visualize | ● | ● | ● | ● | ● | ● |
| Make Connections | ● | ● | ● | ● | ● | ● |
| Synthesize: Draw Conclusions | | | ● | ● | ● | ● |
| Synthesize: Make Generalizations | | | ● | ● | ● | ● |
| Relate Ideas and Describe Text Structure | ● | ● | ● | ● | ● | ● |
| Logical Order | ● | ● | ● | ● | ● | ● |
| Chronology | ● | ● | ● | ● | ● | ● |
| Comparison | | ● | ● | ● | ● | ● |
| Cause/Effect | | ● | ● | ● | ● | ● |
| Problem/Solution, Goal/Outcome | | ● | ● | ● | ● | ● |
| Compare Text Structure | | | | | ● | ● |

Scope and Sequence, continued

| Reading, continued | Grade | | | | | |
|--|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| Craft and Structure | | | | | | |
| Determine the Meaning of Words and Phrases in a Text | ● | ● | ● | ● | ● | ● |
| Identify and Use Text Features | ● | ● | ● | ● | ● | ● |
| Covers and Title Page | ● | ● | ● | ● | ● | ● |
| Table of Contents or Electronic Menus | ● | ● | ● | | ● | |
| Headings and Subheadings | | ● | ● | ● | ● | ● |
| Topic Sentence | | | ● | ● | ● | ● |
| Glossaries and Indexes | | ● | ● | ● | ● | ● |
| Captions, Labels, Icons, Hyperlinks and Callouts | | ● | ● | | ● | ● |
| Graphs, Diagrams, Tables, and Maps | | ● | ● | | ● | ● |
| Sidebars | | | | ● | ● | ● |
| Distinguish Between Information in Illustrations and Information in Text | ● | ● | ● | ● | ● | ● |
| Identify Author and Illustrator | ● | ● | ● | | ● | ● |
| Identify Author's Purpose | | ● | ● | | ● | ● |
| Distinguish Points of View or Accounts | | | | ● | ● | ● |
| Integration of Knowledge and Ideas | | | | | | |
| Use Information in Illustrations and Media | ● | ● | ● | ● | ● | ● |
| Interpret Information Presented in Multiple Formats | | | | | ● | ● |
| Identify and Distinguish Facts and Opinions | | ● | ● | ● | ● | ● |
| Identify Author's Reasons and Evidence | ● | ● | ● | ● | ● | ● |
| Explain Connections Within a Text | | ● | ● | ● | ● | ● |
| Compare Texts | ● | ● | ● | ● | ● | ● |
| Range of Reading and Level of Text Complexity | | | | | | |
| Read and Comprehend Text at and above Grade Level Complexity | | ● | ● | ● | ● | ● |
| Participate in Shared Reading | ● | ● | ● | ● | ● | ● |
| Read Independently | ● | ● | ● | ● | ● | ● |

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 |
| Phonics and Word Recognition | | | | | | |
| 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 |
| Phonics and Word Recognition, continued | | | | | | |
| Use Decoding Strategies | ● | ● | ● | | | |
| Blend Sounds to Decode Words | | | | | | |
| Recognize Word Families and Similarly-Spelled Words | ● | ● | ● | | | |
| Use Structural Clues | | ● | ● | | | |
| Identify Syllable Types | | ● | ● | | | |
| Recognize High Frequency Words | ● | ● | ● | | | |
| Distinguish Between Similarly-Spelled Words | ● | ● | ● | | | |
| Read Irregularly-Spelled Words | ● | ● | ● | | | |
| Fluency | | | | | | |
| Read with Purpose and Understanding | ● | ● | ● | ● | ● | ● |
| Read with Accuracy and Appropriate Rate | ● | ● | ● | ● | ● | ● |
| Use Phrasing | | ● | ● | ● | ● | ● |
| Read with Expression | | ● | ● | ● | ● | ● |
| Read with Correct Intonation | | ● | ● | ● | ● | ● |
| Read Instructional Level Materials Fluently | ● | ● | ● | ● | ● | ● |
| Use Context to Support Decoding | ● | ● | ● | ● | ● | ● |

Writing

| Text Types and Purposes | | | | | | |
|---|---|---|---|---|---|---|
| Opinion Pieces | ● | ● | ● | ● | ● | ● |
| Informative/Explanatory Text | ● | ● | ● | ● | ● | ● |
| Interview | | | ● | ● | ● | ● |
| Letter or Email | | ● | ● | ● | ● | ● |
| Report | | | ● | ● | ● | ● |
| Persuasive Essay | | | | ● | ● | ● |
| Procedural Text | | ● | ● | ● | ● | ● |
| Explanatory Text | | ● | ● | ● | ● | ● |
| Narratives | ● | ● | ● | ● | ● | ● |
| Story or Account | ● | ● | ● | ● | ● | ● |
| Character Sketch | | | | ● | ● | ● |
| Poem | | ● | ● | ● | ● | ● |
| Tall Tale/Myth/Trickster Tale/Folk Tale | | | ● | ● | ● | ● |
| Science Fiction Story | | | | | ● | ● |
| Response Text | ● | ● | ● | ● | ● | ● |
| Write to Demonstrate Comprehension | ● | ● | ● | ● | ● | ● |

Scope and Sequence, continued

| Writing, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| Writing Skills | | | | | | |
| Organization and Purpose | ● | ● | ● | ● | ● | ● |
| Introduce a Topic | ● | ● | ● | ● | ● | ● |
| Write a Conclusion | ● | ● | ● | ● | ● | ● |
| Establish and Follow a Purpose | ● | ● | ● | ● | ● | ● |
| Identify Context for Formal and Informal English | ● | ● | ● | ● | ● | ● |
| State Main Ideas and Support with Details | | ● | ● | ● | ● | ● |
| Introduce and State an Opinion | ● | ● | ● | ● | ● | ● |
| Supply Reasons and Evidence | | ● | ● | ● | ● | ● |
| Write Facts, Definitions, and Details | ● | ● | ● | ● | ● | ● |
| Maintain Point of View | | | | | ● | ● |
| Use Persuasive Techniques or Language | | ● | ● | ● | ● | ● |
| Organize Writing | ● | ● | ● | ● | ● | ● |
| Sequence Events | ● | ● | ● | ● | ● | ● |
| Fiction | | | ● | ● | ● | ● |
| Include Dialogue | | | | | ● | ● |
| Tell About Events and Details | ● | ● | ● | ● | ● | ● |
| Introduce Characters or a Narrator | | | | ● | ● | ● |
| Word Choice | ● | ● | ● | ● | ● | ● |
| Use Signal Words | | ● | ● | ● | ● | ● |
| Use Concrete Words and Phrases | | ● | ● | ● | ● | ● |
| Use Sensory Words and Phrases | | ● | ● | ● | ● | ● |
| Use Figurative Language | | | | | ● | ● |
| Use Colorful Details to Elaborate | | | | ● | ● | ● |
| Use Linking Words | | ● | ● | ● | ● | ● |
| Use Quotations | | ● | ● | ● | ● | ● |
| Use Precise Language and Vocabulary | | | | ● | ● | ● |
| Use Your Own Words | ● | ● | ● | ● | ● | ● |
| Sentence Fluency | ● | ● | ● | ● | ● | |
| Connect Ideas | | | | ● | ● | ● |
| Break Up Long Sentences | | | | ● | ● | ● |
| Combine Sentences | | | | ● | ● | ● |
| Vary Sentences | | ● | ● | ● | ● | ● |
| Production and Distribution of Writing | | | | | | |
| Produce Writing for Specific Tasks, Purposes, and Audiences | ● | ● | ● | ● | ● | ● |
| Prewrite | | ● | ● | ● | ● | ● |
| Analyze a Model | | ● | ● | ● | ● | ● |
| Determine the Role, Audience, Form, and Topic | | ● | ● | ● | ● | ● |
| Organize Ideas | | ● | ● | ● | ● | ● |

| Writing, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| Production and Distribution of Writing, continued | | | | | | |
| Draft | ● | ● | ● | ● | ● | ● |
| Use Appropriate Development and Organization | | ● | ● | ● | ● | ● |
| Use Technology to Produce Writing | ● | ● | ● | ● | ● | ● |
| Demonstrate Keyboarding Skills | | | | | ● | ● |
| Revise | ● | ● | ● | ● | ● | ● |
| Respond to Peer Suggestions | ● | ● | ● | ● | ● | ● |
| Add, Combine, or Delete Details | ● | ● | ● | ● | ● | ● |
| Edit and Proofread | | ● | ● | ● | ● | ● |
| Publish and Present | ● | ● | ● | ● | ● | ● |
| Use Visuals or Multimedia to Enhance Meaning | | ● | ● | ● | ● | ● |
| Keep a Portfolio | ● | ● | ● | ● | ● | ● |
| Writing Traits | | | | | | |
| Ideas | | ● | ● | ● | ● | ● |
| Organization | | ● | ● | ● | ● | ● |
| Voice | | ● | ● | ● | ● | ● |
| Word Choice | | ● | ● | ● | ● | ● |
| Sentence Fluency | | ● | ● | ● | ● | ● |
| Conventions | | ● | ● | ● | ● | ● |
| Presentation | | ● | ● | ● | ● | ● |
| Research to Build and Present Knowledge | | | | | | |
| Create Research and Writing Projects | ● | ● | ● | ● | ● | ● |
| Recall or Gather Information | ● | ● | ● | ● | ● | ● |
| Choose and Focus a Topic | ● | ● | ● | ● | ● | ● |
| Develop Research Questions | | | | | ● | ● |
| Locate Sources of Information | | ● | ● | ● | ● | ● |
| Evaluate Information | | | | | ● | ● |
| Find Information in Sources | | | ● | ● | ● | ● |
| Take and Sort Notes | | | ● | ● | ● | ● |
| Distinguish Plagiarism from Quoting or Paraphrasing | | | | | ● | ● |
| Distinguish Relevant from Irrelevant Information | | ● | ● | ● | ● | ● |
| Integrate Information from Multiple Sources | | | | ● | ● | ● |
| Provide a List of Sources | | | | ● | ● | ● |
| Draw Evidence from Text to Support Analysis, Reflection, and Research | | | | ● | ● | ● |
| Range of Writing | | | | | | |
| Write Routinely for a Variety of Tasks, Purposes, and Audiences | ● | ● | ● | ● | ● | ● |

Scope and Sequence, continued

| Speaking and Listening | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| Comprehension and Collaboration | | | | | | |
| Engage in Collaborative Discussions | ● | ● | ● | ● | ● | ● |
| Follow Agreed-Upon Rules | ● | ● | ● | ● | ● | ● |
| Build on and Connect Others' Idea | ● | ● | ● | ● | ● | ● |
| Ask for Clarification | ● | ● | ● | ● | ● | ● |
| Come to Discussions Prepared | ● | ● | ● | ● | ● | ● |
| Explain and Review Ideas and Understanding | ● | ● | ● | ● | ● | ● |
| Restate Ideas | ● | ● | ● | ● | ● | ● |
| Elaborate | ● | ● | ● | ● | ● | ● |
| Evaluate Information Presented in Diverse Media and Formats | ● | ● | ● | ● | ● | ● |
| Analyze the Message | | | ● | ● | ● | ● |
| Identify or Describe Media Elements including Visual, Functional and Auditory Details | | ● | ● | ● | ● | ● |
| Ask and Answer Questions for Information, Clarification, or Understanding | ● | ● | ● | ● | ● | ● |
| Identify a Speaker's Reasons and Evidence | | | | | ● | ● |
| Presentation of Knowledge and Ideas | | | | | | |
| Describe with Facts and Details | ● | ● | ● | ● | ● | ● |
| Tell a Story | ● | ● | ● | ● | ● | ● |
| Recount an Experience | ● | ● | ● | ● | ● | ● |
| Report on a Text or Topic | ● | ● | ● | ● | ● | ● |
| Present an Opinion | | | | | ● | ● |
| Speak Clearly, at an Appropriate Pace | ● | ● | ● | ● | ● | ● |
| Organize Ideas | | | | | ● | ● |
| Add Visual, Audio, or Multimedia Support | ● | ● | ● | ● | ● | ● |
| Produce Complete Sentences | ● | ● | ● | ● | ● | ● |
| Adapt Speech to the Context and Task | ● | ● | ● | ● | ● | ● |

Language

| Conventions of Standard English | | | | | | |
|---|---|---|---|---|---|---|
| Print Upper and Lower Case Letters | ● | ● | | | | |
| Sentences | ● | ● | ● | ● | ● | ● |
| Statements, Questions, Exclamations, and Commands | ● | ● | ● | ● | ● | ● |
| Negative Sentences | ● | ● | ● | ● | ● | ● |
| Compound Sentences | | ● | ● | ● | ● | ● |
| Complex Sentences | | | | ● | ● | ● |
| Complete Subject | ● | ● | ● | ● | ● | ● |
| Simple Subject | ● | ● | ● | ● | ● | ● |
| Compound Subject | | ● | ● | ● | ● | ● |

| Language, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| Conventions of Standard English, continued | | | | | | |
| Complete Predicate | ● | ● | ● | ● | ● | ● |
| Simple Predicate | ● | ● | ● | ● | ● | ● |
| Compound Predicate | | ● | ● | ● | ● | ● |
| Complete Sentences | ● | ● | ● | ● | ● | ● |
| Fragment/Dependent Clause | | | | | ● | ● |
| Independent Clause | | | ● | ● | ● | ● |
| Participial Phrases | | | | | | ● |
| Run-On Sentences | | | ● | ● | ● | ● |
| Subject-Verb Agreement | ● | ● | ● | | ● | ● |
| Parts of Speech | ● | ● | ● | ● | ● | ● |
| Nouns | ● | ● | ● | ● | ● | ● |
| Common and Proper | | ● | ● | ● | ● | ● |
| Count and Noncount | | ● | ● | ● | ● | ● |
| Plurals | ● | ● | ● | ● | ● | ● |
| Possessive | | ● | ● | ● | ● | ● |
| Abstract | | | | ● | | |
| Articles/Determiners | | ● | ● | ● | ● | ● |
| Pronouns | | ● | ● | ● | ● | ● |
| Subject | ● | ● | ● | ● | ● | ● |
| Object | ● | ● | ● | ● | ● | ● |
| Demonstrative | | | ● | ● | ● | ● |
| Indefinite | | ● | ● | ● | ● | ● |
| Reflexive | | | ● | ● | ● | ● |
| Relative | | | | | ● | |
| Possessive | | ● | ● | ● | ● | ● |
| Pronoun Agreement | ● | ● | ● | ● | ● | ● |
| Adjectives | ● | ● | ● | ● | ● | ● |
| Comparative and Superlative | | | ● | ● | ● | ● |
| Relative | | | | | ● | |
| Demonstrative | ● | ● | ● | ● | ● | ● |
| Predicate | | | | | ● | ● |
| Possessive | | ● | ● | ● | ● | ● |
| Indefinite | | ● | ● | ● | ● | |
| Proper | | | | | | ● |
| Order within Sentences | | | | | ● | ● |

Scope and Sequence, continued

| Language, continued | Grade | | | | | |
|---|-------|---|---|--|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| Conventions of Standard English, continued | | | | | | |
| Verbs | ● | ● | ● | ● | ● | ● |
| Action | ● | ● | ● | ● | ● | ● |
| Transitive/Intransitive | ● | ● | ● | ● | ● | ● |
| Linking | | | ● | ● | ● | ● |
| Modals | | | ● | ● | ● | ● |
| Helping | | | ● | ● | ● | ● |
| Present Tense | ● | ● | ● | ● | ● | ● |
| Past Tense (Regular and Irregular) | | ● | ● | ● | ● | ● |
| Future Tense | | ● | ● | ● | ● | ● |
| Present-Perfect Tense | | | | | | ● |
| Past-Perfect Tense | | | | | | ● |
| Future-Perfect Tense | | | | | | ● |
| Progressive Forms | | ● | ● | ● | ● | ● |
| Contractions | | ● | ● | ● | ● | ● |
| Adverbs | | ● | ● | ● | ● | ● |
| Comparative and Superlative | | | ● | ● | ● | ● |
| Relative | | | | | ● | ● |
| Adverbial Clauses | | | | | ● | ● |
| Prepositions | ● | ● | ● | ● | ● | ● |
| Prepositional Phrases | | | ● | ● | ● | ● |
| Conjunctions | ● | ● | ● | ● | ● | ● |
| Coordinating | | ● | ● | ● | ● | ● |
| Subordinating | | ● | ● | ● | ● | ● |
| Correlative | | | | | | ● |
| Interjections | | | | | | ● |
| Mechanics | ● | ● | ● | ● | ● | ● |
| Capitalization | ● | ● | ● | ● | ● | ● |
| End Punctuation | ● | ● | ● | ● | ● | ● |
| Abbreviations | | | ● | ● | ● | ● |
| Comma | | ● | ● | ● | ● | ● |
| Apostrophe | | | ● | ● | ● | ● |
| Quotation Marks | | | | ● | ● | ● |
| Underlining or Italics | | | | | | ● |
| Spelling | ● | ● | ● | ● | ● | ● |
| High Frequency Words | ● | ● | ● | Use Reach into Phonics for foundational spelling skills in G3–5 | | |
| Use Phonetic Knowledge to Spell | ● | ● | ● | Use Reach into Phonics 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 |
| Knowledge of Language | | | | | | |
| Compare Formal and Informal Uses of English | ● | ● | ● | | ● | ● |
| Recognize the Difference Between Spoken and Written English | ● | ● | ● | ● | ● | |
| Choose Words and Phrases or Punctuation for Effect | | | | ● | ● | ● |
| Vary Sentences for Meaning, Interest, and Style | | ● | ● | ● | ● | ● |
| Vocabulary Acquisition and Use | | | | | | |
| Determine Meanings of Unfamiliar and Multiple-Meaning Words | ● | ● | ● | ● | ● | ● |
| Acquire and Use Academic Vocabulary | ● | ● | ● | ● | ● | ● |
| Acquire and Use Domain-Specific Vocabulary | ● | ● | ● | ● | ● | ● |
| Use Inflections and Affixes | ● | ● | ● | ● | ● | ● |
| Use Context | ● | ● | ● | ● | ● | ● |
| Use Root Words | | ● | ● | ● | ● | ● |
| Use Prefixes and Suffixes | | ● | ● | ● | ● | ● |
| Use Individual Words Within Compound Words | | ● | ● | ● | ● | ● |
| Use a Glossary, Dictionary, and Thesaurus | | ● | ● | ● | ● | ● |
| Explore Word Relationships | ● | ● | ● | ● | ● | ● |
| Categorize Words | ● | ● | ● | ● | ● | ● |
| Identify Antonyms | ● | ● | ● | ● | ● | ● |
| Identify Synonyms | ● | ● | ● | ● | ● | ● |
| Identify Homographs | | | | | ● | ● |
| Identify Homophones | | | | | ● | ● |
| Connect Between Words and Their Uses | ● | ● | ● | ● | ● | ● |
| Distinguish Shades of Meaning | ● | ● | ● | ● | ● | ● |
| Identify Feeling Words and Sensory Words | ● | ● | ● | | ● | ● |
| Distinguish Literal from Nonliteral Meanings | | | | ● | ● | ● |
| Use Analogies | | | | | ● | ● |
| Figurative and Literary Language | | | | | ● | ● |
| Explain Similes and Metaphors | | | | | ● | ● |
| Identify Personification | | | | | ● | ● |
| Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings | | | | | ● | ● |

Grade 4 Common Core Standards

Reading

| Strand | Code | Standards Text | Grade 4 Units 1–8 Standards Correlations |
|---|---------------------|--|--|
| Literature | | | |
| Key Ideas and Details | CC.4.Rlit.1 | (1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Unit 1: SG18, SG19, SG20, SG21; Unit 2: T74, T75, T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T91, T92–93, T94, T95, T95a, T95b, T96, T96a, T97, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 3: T166a, T169; Unit 4: T252, T253, T254–255, T256–257, T258, T259, T268, T268a, T269, T270c, T271, T272, T273; Unit 5: T288, T289, T291, T292, T293, T294, T297, T300, T301, T302, T302a, SG8, SG9, SG14, SG15; Unit 6: T356a, T357, T358, T359, T362–363, T364–365, T366–367, T368–369, T378, T378a, T379j; Unit 7: T475b, T476, T476a, T477, T481a, T482, SG20, SG21; Unit 8: T499, T500–501, T502–503, T504–505, T506–507, T509, T510–511, T512, T513, T513a, T514, T514a, T515, T559g |
| | CC.4.Rlit.2 | (2) Determine a theme of a story, drama, or poem from details in the text; summarize the text. | Unit 1: T52, T57b, T58, T58a, T59, SG20, SG21, SG27; Unit 2: SG9, SG15; Unit 3: T143j, T147a, T148, T153, T158, T160, T161, T164, T166a, T167, T170, T173f, T173g, T173h, SG8, SG9, SG12, SG13, SG14, SG15; Unit 4: T260, T262–263, T268, T269, SG21, SG27; Unit 5: T284, T285, T285a, T286, T296, T297, T300, T301, T302, T302a, T303, SG8, SG9, SG14, SG15; Unit 6: T358, T359, T372, T373, T376, T377, SG9, SG14, SG15; Unit 7: T470, T475, T476, T476a, SG21, SG27; Unit 8: T508, T509, T514, T514a, SG9, SG14, SG15 |
| | CC.4.Rlit.3 | (3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | Unit 1: T36, T37, T37a, T38, T38a, T48–49, T50–51, T53, T56, T65a, T65b, T65f, T65g, T65h; Unit 2: T71i, T71o, T71p, T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T95b, T96, T96a, T97, T97a, T97b, T97c, T97q, T98a, T98b, T98c, T99, T100, T101, T102, T103, T103a, T104, T105, SG8; Unit 3: T143i; Unit 4: T252, T253, T254–255, T256–257, T258, T259; Unit 5: T296, T298–299, T301a; Unit 6: T355a, T356, T356a, T357, T374–375, T376, T377a, T378, T378a, T385g, SG8, SG9; Unit 7: SG26; Unit 8: T500–501, T506–507, T508, T509, T510–511, T512, SG14 |
| Craft and Structure | CC.4.Rlit.4 | (4) Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). | Unit 1: T4, T5, T5a, T6a, T7, T8, T36, T38a; Unit 2: T72, T74, T75, T75a, T76, T106, T107, T108, T108a, T109; Unit 3: SG15; Unit 4: T216, T217, T217a, T218, T218a, T219, T237o, T238, T238c, T240, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T273a, T275a, T275b, T275c, T275d, T275e, T275f, T275g, T270c, T271, T272; Unit 5: T284, T285, T285a, T288, T289, T314, T315, T316a, T317; Unit 6: T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; Unit 7: T426, T427, T428a, T429, T454, T455, T455a, T456a, T457, T458; Unit 8: T492, T493, T494a, T495, T526, T527, T528a, T529, T530, T531 |
| | CC.4.Rlit.5 | (5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | Unit 3: T173a, T173b, T173d; Unit 4: T272, T273; Unit 6: T361, T362–363, T364–365, T366–367, T368–369, T374–375, T383a |
| | CC.4.Rlit.6 | (6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Unit 5: T292, T295; Unit 7: T478a, T478b; Unit 8: T540–541, T546–T547, T557a |
| Integration of Knowledge and Ideas | CC.4.Rlit.7 | (7) Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Unit 3: T153, T156–157, T159, T198a, T198b; Unit 4: T260, T261, T267 |
| | CC.4.Rlit.9 | (9) Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g the quest) in stories, myths, and traditional literature from different cultures. | Unit 2: T90, T91, T92–93, T94, T95, T95a, T97j, T98a, T98b, T99, T100, T102, T103a, T104, T105a, T105b, T105d, T105g, T105h; Unit 6: T379j, T385f, T385g, T385h; Unit 7: T481a, T482; Unit 8: T523a, T559g |
| Range and Level of Text Complexity | CC.4.Rlit.10 | (10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Unit 1: T35r, T37a, T43, T44–45, T46–47, T48–49, T50–51, T53, T54–55, T56, T57, T63a, T64a, T65, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 2: T71j, T91, T92–93, T94, T95, T97j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 3: T143j, T153, T154–155, T156–157, T158, T159, T160, T161, T162–163, T164, T165, T165a, T167j, T168c, T169, T170, T173r, SG6, SG7, SG8, SG9; Unit 4: T245r, T247, T247a, T248a, T249, T250, T251, T269j, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 5: T281j, T284, T285a, T286, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 6: T351j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 7: T453r, T454, T455, T455a, T456, T456a, T457, T458, T459, T460, T461, T462–463, T464–465, T466–467, T468–469, T470, T471, T472–473, T474, T475a, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 8: T489j, T493a, T494, T494a, T496, T497, T499, T500–501, T502–503, T504–505, T506–507, T508, T509, T510–511, T512, T513, T513a, T549h, T550a, T550b, T551, T552–553, T554–555, T556, T557, T557a, T558, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15 |

Reading, continued

Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ngrach.com)



| Strand | Code | Standards Text | Grade 4 Units 1–8 Standards Correlations |
|---|--------------------|--|---|
| Informational Text | | | |
| Key Ideas and Details | CC.4.Rinf.1 | (1) Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text. | Unit 1: T1i, TT4, T5, T5a, T6, T10, T12–13, T14–15, T16–17, T18–19, T21, T22–23, T24–25, T26a, T27, T28a, T28b, T29, T30, T31, T32, T59j, T60, T60a, T60b, SG14; Unit 2: T106, T107, T107a, T108, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T128, T128a, T129, T129f, T129o, T130a, T130b, SG4, SG5, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 3: T199, T202–203, T205a, T205b, T205d, T205f, T205g, SG10, SG11; Unit 4: T223, T224–225, T226–227, T228–229, T230–231, T236, T236a, T237, T237o, T238, T238a, T238b, T245a, T245b, T245d, SG14, SG15; Unit 5: T305, T306–307, T308–309, T310, T311, T313a, T313b, T313c, T313d, T315a, T316, T318, T319, T321, T322–323, T324–325, T326–327, T330, T331, T332–333, T334–335, T336, T336a, T339, T340, T341, T342, T343, T345a, T345b, T345d, SG10, SG11, SG20, SG21, SG22, SG23, SG26, SG27; Unit 6: T380a, T380b, T381, T382, T383, T385d, T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T404, T405, T406, T407, T408, T409o, T410a, T410b, T410c, T411, T412–413, T417a, T417b, T417f, T417g, T417h, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 7: T432, T433, T434–435, T436–437, T438, T439, T444a, T445, T446a, T446b, T446c, T447, T450, T451, T451a, T452, T453a, T453b, T462–463, T464–465, T466–467, T468–469, T480, T481, T481a, T482, SG10, SG11, SG14; Unit 8: T499, T500–501, T502–503, T504–505, T506–507, T516a, T516b, T516c, T518–519, T520–521, T522, T523, T525a, T525b, T525g, T527a, T528, T533, T534–535, T536–537, T548, T548a, T549, T551, T552–553, T554–555, T556, T557, T559g |
| | CC.4.Rinf.2 | (2) Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Unit 1: T5, T5a, T6, T14–15, T16–17, T18–19, T21, T22–23, T24–25, T26a, T27, T29, T30, T60, T60a, T60b, SG8, SG9, SG10, SG11, SG14, SG15; Unit 2: T107a, T108, T113, T116–117, T118–119, T120–121, T124–125, T126–127, T128a, SG16, SG17, SG20, SG21, SG27; Unit 3: T174, T175a, T176, T181, T182–183, T184–185, T186–187, T188–189, T190, T192–193, T194–195, T196, T196a, T197, T205a, T205b, T205d, T205f, T205g, SG20, SG21, SG27; Unit 4: SG9, SG15; Unit 5: T324–325, T326–327, T328–329, T330, T336a, T341, T342, T343, SG21, SG27; Unit 6: T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T406, T408, SG18, SG19, SG20, SG21, SG22, SG23, SG27; Unit 7: T440, T441, T442, T453f, T453g, SG9, SG15; Unit 8: T525a, T525b, T538, SG16, SG17, SG21, SG26, SG27 |
| | CC.4.Rinf.3 | (3) Explain events, procedures, ideas, and concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. | Unit 1: T1i; Unit 2: T105r, T129f, SG22, SG23; Unit 3: SG16, SG17; Unit 4: T213j; Unit 5: T306–307, T310, T311, T313d, T313f, T313g, T313h, T337o, T338a, T338b, T345a, T345d, T345f, T345g, SG26, SG27; Unit 6: T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409h; Unit 7: T446a, T446b, T477j, SG14, SG22, SG23 |
| Craft and Structure | CC.4.Rinf.4 | (4) Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area. | Unit 1: T4, T5, T5a, T6, T6a, T7, T36, T38a, T39, T40, T41, SG16, SG17; Unit 2: T74, T75, T76, T97q, T98, T98c, T99, T105c, T105e, T106, T107, T108, T108a, T109, SG10, SG11; Unit 3: T174, T175, T175a, T176, T176a, T177, T190, T191, T205d, T205e; Unit 4: T216, T217, T218a, T219, T237o, T238, T238c, T245a, T245b, T245c, T245e, T245h, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T270c, T271, SG16, SG17; Unit 5: T284, T285, T285a, T286, T287, T314, T315, T316a, T317, T344; Unit 6: T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; Unit 7: T426, T427, T428a, T429, T453d, T453h, T454, T455, T456a, T458, SG4, SG5; Unit 8: T492, T493, T494a, T495, T496, T526, T527, T528a, T529, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559f, T559h |
| | CC.4.Rinf.5 | (5) Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Unit 1: T35a, T35b, T35d, T35f, T35g, SG4, SG5, SG22, SG23; Unit 2: T137a, T137b, T137d; Unit 4: T217, T217a, T223, T224–225, T226–227, T228–229, T230–231, T233, T234, T236a, SG8, SG14, SG20, SG22, SG23; Unit 5: T305, T306–307, T308–309, T310, T311, T315a, T316, T336a, T343a, T345, T345a, T345b, T345d, T345f, T345g, T345h, SG20; Unit 6: T383a, T387a, T388, SG17, SG20; Unit 7: T427a, SG8; Unit 8: T540–541, T546–547, SG4, SG5, SG8, SG10, SG11 |
| | CC.4.Rinf.6 | (6) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided. | Unit 6: SG4, SG5; Unit 7: T483a, T483b, T483f, T483g |
| Integration of Knowledge and Ideas | CC.4.Rinf.7 | (7) Interpret information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding a print or digital text. | Unit 1: T1i, T2, T3, T27h, T59i, T59j; Unit 2: T72, T73, T113, T114–115, T116–117, T120–121, T122; Unit 3: T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T198a, T198b, T200–201, T203a, T204a, SG22, SG23, SG26; Unit 4: T213i, T214, T215, T223, T224–225, T226–227, T232, T233, T234, T235, T236a, T237, T237h, T245r, SG4, SG5, SG10, SG11; Unit 5: T281j, T282, T283, T303i, T313r, T338c, T340, T341, T342, SG16, SG17; Unit 6: T351j, T380c, T382, T383, T385a, T385b, T385r, T390, T392, T394–395, T396–397, T398–399, T402, T415a, SG10, SG11; Unit 7: T432, T433, T434–435, T436–437, T438, T439, T441, T442, T443, SG16, SG17; Unit 8: T490, T491, SG22, SG23 |
| | CC.4.Rinf.8 | (8) Explain how an author uses reasons and evidence to support particular points in a text. | Unit 2: T137a, T137b, T137d, T137f, T137g, T137h; Unit 3: SG4, SG5; Unit 4: T238a, T238b, T240, T241, T242, T243a, T244, T245a, T245b, T245d, T245f, T245g, T245h; Unit 5: T313a, T313b; Unit 7: T448, T449, T453a, T453b, T453d, T453g; Unit 8: T516a, T516b |
| | CC.4.Rinf.9 | (9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Unit 2: T135a, T136; Unit 5: T303j, SG4, SG5; Unit 6: T385r, T409, T417f, T417g, T417h; Unit 7: T423o, T423p, T445a, T445b, T445h, T478b; Unit 8: T523a, T525d, T525g, T549a, T549b, T559f, T559g |

Grade 4 Common Core Standards

Reading, continued

| Strand | Code | Standards Text | Grade 4 Units 1–8 Standards Correlations |
|------------------------------------|---------------|---|---|
| Range and Level of Text Complexity | CC.4.Rinf.10 | (10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Unit 1: T1i, T7, T8, T11, T14–15, T16–17, T18–19, T27h, T27o, T28a, T28b, T29, T30, T31, T32, T33, T33a, T34, T34a, T40, T41, T59j, T60c, T61, T62, T63a, T64a, T65, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 2: T97j, T105r, T109, T110, T111, T129f, T130c, T131, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 3: T167j, T173r, T177, T178, T181, T182–183, T184–185, T186–187, T188–189, T191, T192–193, T194–195, T197h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 4: T213j, T219, T220, T221, T223, T224–225, T226–227, T228–229, T230–231, T232, T233, T234, T235, T236, T236a, T237, T245r, SG4, SG5, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 5: T303j, T303q, T304, T305, T306–307, T308–309, T310, T311, T311a, T312, T312a, T313, T313r, T337h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 6: T381, T382, T383, T385r, T409h, T410c, T411, T412–413, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 7: T423j, T428a, T429, T430, T431, T443a, T444, T444a, T445, T445h, T477j, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 8: T515j, T517, T518–519, T520–521, T522, T523, T525r, T530, T531, T533, T534–535, T536–537, T539, T540–541, T542–543, T544–545, T546–547, T549h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27 |
| Foundational Skills | | | |
| Phonics and Word Recognition | CC.4.Rfou.3 | (3) Know and apply grade-level phonics and word analysis skills in decoding words. | Unit 1: T1i, T1j, T1k, T27h, T27i, T27j, T27o, T28, T28c, T35d, T35e, T35r, T35s, T59j, T59k, T59l; Unit 2: T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130, T130c, T137c, T137e; Unit 3: T143j, T143k, T143l, T167j, T173r, T197h, T197j; Unit 4: T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T269j, T269k, T269l; Unit 5: T281j, T281k, T303j, T303k, T313r, T313s, T337h; Unit 6: T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385s, T385t, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; Unit 7: T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; Unit 8: T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e |
| | CC.4.Rfou.3.a | (a) Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Unit 1: T1i, T1j, T27h, T27i, T27j, T27o, T28, T28c, T35c, T35e, T35r, T35s, T35t, T37a, T40, T59j, T59k, T59l; Unit 2: T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130c, T137c, T137e; Unit 3: T143j, T143k, T167j, T167k, T167l, T173r, T173s, T173t, T197h, T197i, T205c; Unit 4: T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T245t, T269j, T269k, T269l; Unit 5: T281j, T281k, T281l, T303j, T303k, T313r, T313s, T337h; Unit 6: T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385e, T385r, T385s, T385t, T409h, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; Unit 7: T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; Unit 8: T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e |
| Fluency | CC.4.Rfou.4 | (4) Read with sufficient accuracy and fluency to support comprehension. | Unit 1: T1i, T5a, T8, T14–15, T21, T27h, T28a, T29, T34, T35b, T35r, T37a, T40, T44–45, T53, T61, T64, T65b; Unit 2: T71j, T75a, T81, T82–83, T99, T104, T104a, T105a, T105b, T105r, T107a, T110, T129o, T130a, T131, T136, T137b; Unit 3: T147a, T154–155, T161, T169, T173r, T175a, T178, T182–183, T198a, T199, T203a, T205b; Unit 4: T213j, T217, T217a, T220, T223, T224–225, T232, T233, T234, T235, T236, T236a, T237, T238a, T239, T241, T243a, T245b, T245r, T247a, T250, T253, T254–255, T270a, T270b, T271, T273a, T275b; Unit 5: T281j, T285a, T288, T292, T297, T304a, T305, T312, T313b, T313r, T315a, T318, T322–323, T331, T338a, T339, T345b; Unit 6: T351j, T355a, T358, T361, T362–363, T364–365, T374–375, T376, T380a, T380b, T381, T384, T385b, T385r, T387a, T390, T393, T394–395, T405, T410a, T410b, T411, T416, T417b; Unit 7: T423j, T427a, T430, T434–435, T441, T446a, T447, T452, T453b, T453r, T455a, T458, T462–463, T471, T478a, T479, T482, T483b; Unit 8: T489j, T493a, T496, T500–501, T509, T516a, T517, T524, T525b, T525r, T527a, T530, T534–535, T539, T549o, T550, T550a, T551, T558, T559b |
| | CC.4.Rfou.4.a | (a) Read on-level text with purpose and understanding. | Unit 1: T14–15, T21, T29, T44–45, T53, T60a, T61; Unit 2: T81, T82–83, T84–85, T86–87, T88–89, T90, T91, T92–93, T94, T95, T98, T98a, T99, T100, T101, T102, T103, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T131, T132–133, T134–135; Unit 3: T154–155, T161, T182–183, T191, T198a, T199; Unit 4: T223, T224–225, T226–227, T228–229, T230–231, T238c, T239, T240, T241, T253, T254–255, T260, T261, T262–263, T264–265, T266, T267, T270c, T271, T272, T273; Unit 5: T292, T297, T305, T322–323, T331, T339; Unit 6: T361, T364–365, T368–369, T374–375, T376, T381, T393, T394–395, T396–397, T398–399, T400–401, T402, T404, T405, T406, T410c, T411, T412–413, T414–415; Unit 7: T434–435, T441, T447, T462–463, T471, T479, T482; Unit 8: T500–501, T509, T517, T534–535, T539, T551 |
| | CC.4.Rfou.4.b | (b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | Unit 1: T1i, T14–15, T21, T26a, T35r, T44–45, T53, T59; Unit 2: T71j, T81, T82–83, T90, T91, T97, T105r, T112, T114–115, T129; Unit 3: T143j, T167, T171a, T173b, T182–183, T197; Unit 4: T213j, T236a, T245r, T269i, T268a, T269; Unit 5: T281j, T292, T297, T302a, T313r, T322–323, T331, T337; Unit 6: T351i, T362–363, T364–365, T368–369, T374–375, T376, T379, T385r, T393, T394–395, T405, T409; Unit 7: T423j, T434–435, T441, T445, T453r, T462–463, T471, T477; Unit 8: T489j, T500–501, T509, T515, T525r, T534–535, T539, T549 |
| | CC.4.Rfou.4.c | (c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Unit 1: T1i, T35r, T59j; Unit 2: T71j, T97j, T105r, T129f; Unit 3: T143j, T167j, T173r, T173t, T197h; Unit 4: T213j, T237h, T245r, T269j; Unit 5: T281j, T303j, T337h; Unit 6: T351j, T379j, T385r, T409h; Unit 7: T423j, T445h, T453r, T477j; Unit 8: T489j, T515j, T525r, T549h |

Writing

| Strand | Code | Standards Text | Grade 4 Units 1–8 Standards Correlations | |
|-------------------------|--|--|---|---|
| Text Types and Purposes | CC.4.W.1 | (1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | Unit 1: T35r, T58; Unit 2: T96, T97, T105d, T137d; Unit 3: T166, T171, T202–203; Unit 4: T237m, T237n, T238b, T245j, T245k, T281; Unit 5: T313q, T337m, T337n, T346, T347, T348, T349; Unit 7: T445g; Unit 8: T515i, T515o, T515p, T525i, T525j, T525k, T525l, T560, T561, T562, T563 | |
| | CC.4.W.1.a | (2) Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. | Unit 1: T35q; Unit 2: T137d; Unit 4: T237m, T237n, T245j, T245k; Unit 5: T337m, T337n, T346, T347, T348, T349; Unit 7: T445g; Unit 8: T525i, T525j, T525k, T525l, T560, T561 | |
| | CC.4.W.1.b | (b) Provide reasons that are supported by facts and details. | Unit 1: T35q; Unit 2: T96, T97, T105d, T137d; Unit 3: T171, T202–203; Unit 4: T237m, T237n, T245i, T245j, T245k; Unit 5: T346, T347, T348, T349; Unit 8: T515o, T515p, T525k, T525l, T560, T561, T562, T563 | |
| | CC.4.W.1.c | (c) Link opinions and reasons using words and phrases (e.g. for instance, in order to, in addition). | Unit 1: T35q; Unit 2: T137d; Unit 4: T237m, T237n, T245i, T245j, T245k; Unit 5: T346, T347, T348, T349; Unit 8: T515i, T525k, T525l, T560, T561, T562, T563 | |
| | CC.4.W.1.d | (d) Provide a concluding statement or section related to the opinion presented. | Unit 5: T337m, T337n, T347, T348; Unit 8: T562, T563 | |
| | CC.4.W.2 | (2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | Unit 1: T27g, T27m, T27n, T35, T35i, T35j, T35k, T35l, T35q, T35w, T35x, T59i, T66, T67, T68, T69; Unit 2: T71i, T105q, T129e, T139; Unit 3: T148, T176, T178, T179, T197m, T197n; Unit 4: T213i, T237g, T245q; Unit 5: T303i, T303j, T313i, T313j, T313k, T313l, T337g, T345; Unit 6: T379i; Unit 7: T423i, T423o, T423p, T445a, T445b, T453i, T453j, T453k, T453l; Unit 8: T525q, T549g | |
| | CC.4.W.2.a | (a) Introduce a topic clearly and group related information together in paragraphs and sections; include formatting (e.g headings), illustrations, and multimedia when useful to aiding comprehension. | Unit 1: T59j; Unit 2: T129m, T129n, T138; Unit 3: T206–207, T208; Unit 4: T237g, T269i; Unit 5: T303o, T303p, T313j, T313k, T313l, T346, T347; Unit 7: T423o, T423p, T445a, T445b, T453j, T453k, T453l | |
| | CC.4.W.2.b | (b) Develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic. | Unit 1: T35i, T35j, T35k, T35l, T35q, T35w, T35x, T66, T67, T68, T69; Unit 2: T138, T139, T140, T141; Unit 3: T197m, T197n, T208; Unit 4: T213i; Unit 5: T303o, T303p, T313i, T313j, T313q; Unit 6: T379i; Unit 7: T445a, T453j; | |
| | CC.4.W.2.c | (c) Link ideas within categories of information using words or phrases (e.g. another, for example, also, because). | Unit 1: T35w, T35x; Unit 3: T143o, T143p | |
| | CC.4.W.2.d | (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. | Unit 1: T35r; Unit 2: T71j; Unit 4: T267a, T268, T268a, T269; Unit 8: T489o, T489p, T525q, T549h | |
| | CC.4.W.2.e | (e) Provide a concluding statement or section related to the information or explanation offered. | Unit 5: T303i, T313q, T313r; Unit 7: T445b | |
| | CC.4.W.3 | (3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Unit 1: T27g, T59a, T59b, T59c, T59d; Unit 2: T71i, T71o, T71p, T97i; Unit 3: T143i, T167a, T167b, T167c, T167d, T196; Unit 5: T337i, T337j; Unit 6: T351i, T385q; Unit 7: T423i, T445g, T477a, T477b, T477c, T477d, T477i, T477o, T477p, T484, T485, T486, T487; Unit 8: T489j, T515a, T515b, T515c, T515d | |
| | CC.4.W.3.a | (a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | Unit 1: T35w, T35x; Unit 2: T71i, T97i, T97o, T97p, T105i, T105j, T105k, T105l; Unit 4: T245w, T245x, T269a, T269c; Unit 5: T337i; Unit 6: T351i, T385q; Unit 7: T423i, T445g, T477a, T477b, T477c | |
| | CC.4.W.3.b | (b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. | Unit 2: T105i, T105j, T105k, T105l; Unit 5: T281o, T281p, T303b, T303c, T303d; Unit 6: T385q; Unit 7: T453q, T477i | |
| | CC.4.W.3.c | (c) Use a variety of transitional words and phrases to manage the sequence of events. | Unit 2: T105i, T105j, T105k, T105l | |
| | CC.4.W.3.d | (d) Use concrete words and phrases and sensory details to convey experiences and events precisely. | Unit 3: T167o, T167p, T173i, T173j, T173k, T173l; Unit 4: T276, T277, T278, T279; Unit 8: T515a, T515b, T515c, T515d | |
| | CC.4.W.3.e | (e) Provide a conclusion that follows from the narrated experiences or events. | Unit 7: T453w, T453x, T477a, T477b, T477c; | |
| | Production and Distribution of Writing | CC.4.W.4 | (4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Unit 2: T71o, T71p, T97a, T97b; Unit 3: T167a, T167b, T167c, T167d, T197g; Unit 5: T281i, T303i, T313q; Unit 6: T385q, T409g; Unit 7: T477j; Unit 8: T489i, T515i, T525q |
| | | CC.4.W.5 | (5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) | Unit 1: T1m, T27l, T35i, T35j, T35v, T59a, T59b, T59c, T59d, T59n, T66, T67, T68, T69; Unit 2: T71i, T71m, T71n, T97a, T97b, T97c, T97d, T97n, T105v, T129l, T138, T139, T140; Unit 3: T143p, T167a, T167b, T167c, T167d, T173i, T173j, T173k, T173l, T206–207, T208, T208a, T209, T210, T211; Unit 4: T213m, T213n, T237k, T237l, T245i, T245j, T245k, T245l, T245v, T269a, T269b, T269c, T269n, T276, T277, T278, T279; Unit 5: T281n, T303a, T303b, T303c, T303d, T303n, T313i, T313j, T313k, T313l, T313v, T337l, T346, T347, T348, T349; Unit 6: T351n, T379a, T379b, T379c, T379d, T379n, T385i, T385j, T385k, T385l, T385v, T409l, T418, T419, T420, T421; Unit 7: T423n, T445l, T453i, T453j, T453k, T453l, T453v, T477a, T477b, T477c, T477d, T477n, T484, T485, T486, T487; Unit 8: T489n, T525v, T549l, T515a, T515b, T515c, T515d, T525i, T525j, T525k, T525l, T560, T561, T562, T563 |

Grade 4 Common Core Standards

Writing, continued

| Strand | Code | Standards Text | Grade 4 Units 1–8 Standards Correlations |
|--|------------|--|--|
| Production and Distribution of Writing | CC.4.W.6 | (6) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | Unit 2: T129e; Unit 3: T143j, T167a, T167b, T167c, T167d, T173r; Unit 6: T379o, T379p, T385j, T385k, T385l; Unit 8: T525j, T525k, T525l |
| Research to Build Knowledge | CC.4.W.7 | (7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. | Unit 1: T1i, T1n, T1o, T27a, T27b, T27h, T35q, T59j; Unit 2: T71j, T97i, T97j, T105r, T105w, T105x, T129a, T129e, T129f; Unit 3: T173w, T173x, T197a, T197b, T208, T208a; Unit 4: T213i, T213o, T213p, T237a, T237b, T237g, T237h; Unit 5: T281j, T303j, T313q, T313r, T337a, T337b, T337g, T337h; Unit 6: T351j, T379j, T409a; Unit 7: T423j, T453r, T477j, T445a; Unit 8: T489j, T515j, T525r, T525w, T525x, T549a, T549b |
| | CC.4.W.8 | (8) Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize evidence, and provide a list of sources. | Unit 1: T1h, T1i, T27h, T35q; Unit 2: T71i, T71j, T97i, T97j, T105r, T129a, T129b; Unit 3: T173w, T173x, T197a, T197b, T197h, T208a, T209; Unit 4: T213j, T213o, T213p, T237a, T237b; Unit 5: T313r, T313w, T313x, T337a, T337b, T337g, T337h; Unit 6: T385q, T385w, T385x, T409a, T409b, T409g, T409h; Unit 7: T423o, T423p, T445a, T445b, T453r; Unit 8: T489i, T515j, T525w, T525x, T549a, T549b |
| | CC.4.W.9 | (9) Draw evidence from literary or informational texts to support analysis, reflection, and research. | Unit 1: T6, T33, T35r, T38, T60b, T60c; Unit 2: T97j, T98a, T98b, T98c, T99, T126–127, T130b, T130, T131; Unit 3: T167j, T173r, T197h; Unit 4: T213o, T213p, T218, T237a, T237b, T243, T245a, T245d, T248, T273, T275a, T275d; Unit 5: T286, T304b, T311, T313w, T313x, T316, T337h, T338b, T343; Unit 6: T356, T381, T382, T385d, T385w, T385x, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409a, T409b, T409m, T409n, T409o, T410a, T410b, T410c, T411, T414–415, T418, T419, T420; Unit 7: T439, T443, T446b, T481, T483d; Unit 8: T506–507, T523, T525d, T525g, T528, T536–537, T549m, T549n, T550b, T557, T559d, T559g |
| | CC.4.W.9.a | (a) Apply grade 4 reading standards to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions.]”). | Unit 1: T50–51; Unit 2: T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T105f, T105g, T105h; Unit 4: T275c, T275d; Unit 5: T284, T286, T286a, T288, T289, T290, T295, T301b, T302; Unit 6: T356, T358, T359, T372, T374–375, T377a, T385d, T385g; Unit 8: T494 |
| | CC.4.W.9.b | (b) Apply grade 4 reading standards to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text”). | Unit 1: T6, T9, T35d, T35g, T38, T60b, T63, T65c, T65d, T65h; Unit 2: T137f, T137g, T137h; Unit 3: T174, T176, T180, T188–189, T205e, T205g; Unit 4: T216, T218, T235, T245a, T245b, T245d, T248, T275e, T275g, T275h; Unit 5: T314, T316, T316a, T318, T319, T320, T328–329; Unit 6: T390, T391, T396–397, T405, T406, T407, T408, T408a, T409, T417g; Unit 7: T439, T446b, T451, T453d, T478b, T483g; Unit 8: T525d, T525g, T536–537 |
| Range of Writing | CC.4.W.10 | (10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Unit 1: T4, T6, T6a, T9, T10, T18–19, T20, T24–25, T25a, T27, T35i, T35j, T35k, T35l, T36, T38, T38a, T41, T42, T50–51, T52, T57a, T66, T67, T68, T69, T70, T71, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T74, T76, T80, T84–85, T97b, T97c, T98c, T103, T106, T108, T108a, T110, T111, T112, T120–121, T127a, T128, T137d, T139, T140, T142, T143, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T143i, T146, T148, T152, T159, T160, T165a, T167a, T167b, T167c, T167d, T167o, T167p, T167a, T168b, T173c, T173d, T173e, T173g, T173j, T173k, T173l, T174, T176, T176a, T178, T179, T180, T188–189, T190, T194–195, T197m, T197n, T205c, T205d, T205e, T205g, T206–207, T208, T208a, T209, T210, T211, T212, T213, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T216, T218, T218a, T220, T221, T222, T230–231, T235a, T236, T245e, T245f, T245g, T245j, T245k, T246, T248, T248a, T250, T251, T252, T259, T267a, T268, T269b, T269c, T269i, T269q, T270b, T277, T278, T279, T280, T281, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T284, T286, T286a, T288, T289, T290, T295, T296, T301a, T301b, T302, T303a, T303b, T303c, T303d, T313c, T313d, T313e, T313g, T314, T316, T316a, T318, T319, T320, T328–329, T30, T334–335, T335a, T336, T343a, T345, T345c, T345d, T345e, T345g, T346, T347, T348, T349, T350, T351, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T351i, T354, T356a–359, T360, T371, T372, T377a, T377b, T378, T379a, T379b, T379c, T379d, T379q, T380b, T385g, T385i, T385j, T385k, T385l, T386, T388, T388a, T392, T403, T404, T407, T417d, T418, T419, T420, T421, T422, T423, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T426, T428, T428a, T431, T432, T439, T440, T441, T442, T443, T443a, T444, T453i, T453e, T453g, T453j, T453k, T453l, T454, T456, T456a, T458, T459, T460, T468–469, T470, T475a, T475b, T476, T477a, T477b, T477c, T477d, T484, T485, T486, T487, T488, T489, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T492, T494, T494a, T496, T497, T498, T506–507, T513b, T514, T515a, T515b, T515c, T515d, T515q, T516b, T525i, T525j, T525k, T525l, T526, T527, T528a, T530, T531, T532, T538, T546–T547, T547a, T548, T560, T561, T562, T563, T564, T565, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27 |

Speaking and Listening

| Strand | Code | Standards Text | Grade 4 Units 1–8 Standards Correlations | |
|---------------------------------|-------------------------------------|--|---|--|
| Comprehension and Collaboration | CC.4.SL.1 | (1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | Unit 1: T6a, T7, T8, T9, T10, T11, T12–13, T14–15, T16–17, T18–19, T20, T22–23, T24–25, T26a, T27, T57b, T58a, T59, T59j; Unit 2: T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T92–93, T95a, T96, T96a, T97, T105q, T137d, T137h, T142, T143; Unit 3: T152, T153, T154–155, T156–157, T158, T166a, T167, T167q, T168a, T168b, T171a, T172, T173, T176a, T177, T180, T181, T182–183, T184–185, T186–187, T188–189, T190, T196, T205f, T205g, T205h; Unit 4: T213i, T245r; Unit 5: T313r; Unit 6: T379j, T385r, T409g; Unit 7: T423i, T423j, T477i, T483h; Unit 8: T515i, T525r, T549g | |
| | CC.4.SL.1.a | (a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | Unit 1: T6a, T8, T14–15, T18–19, T20, T24–25, T25a, T26, T27, T35e, T35g, T35h, T57b, T58a, T59, T65e, T65h, T70, T71, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 2: T97i, T105f, T105g, T105h, T130a, T137f, T137h, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 3: T144, T145, T160, T165, T166, T166a, T167, T173e, T173f, T173h, T212, T213, SG7, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 4: T213i, T245f, T245g, T245h, T245r, T275e, T275f, T275g, T280, T281, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 5: T313f, T313g, T313h, T345e, T345g, T345h, T350, T351, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 6: T352, T353, T385h, T417h, T422, T423, SG6, SG7, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 7: T424, T425, T453h, T488, T489, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 8: T525e, T525r, T559h, T564, T565, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25 | |
| | CC.4.SL.1.b | (b) Follow agreed-upon rules for discussions and carry out assigned roles. | Unit 2: T106, T107, T107a, T108a, T109, T110, T112, T128, T143; Unit 3: T152, T153, T154–155, T156–157, T158, T167q, T168a, T168b, T171a, T172, T173b, T197o; Unit 4: T216, T217, T218a, T219, T232, T233, T234, T235, T235a, T236, T236a, T237, T237h; Unit 6: T351i, T385r | |
| | CC.4.SL.1.c | (c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | Unit 1: T1h, T36, T37, T37a, T38a, T41, T59i; Unit 2: T90, T92–93, T95a, T96, T96a, T97, T105q, T106, T107, T107a, T129b, T137h, T143; Unit 3: T165b, T166, T166a, T167, T169, T170; Unit 7: T423i, T445g, T454, T455, T456 | |
| | CC.4.SL.1.d | (d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | Unit 1: T27h, T27o, T28, T28a, T28b, T59q, T60, T60a, T60b; Unit 2: T97q, T98a, T98b, T130a, T130b; Unit 3: T173i, T173j, T173k, T176a, T177, T178, T179, T180, T182–183, T184–185; Unit 4: T248a, T249, T250, T251, T252, T253, T254–255, T256–257, T258, T259, T260, T261, T262–263, T264–265, T267a, T268, T268a, T269, T269q, T270a, T270b, T270c, T271, T272, T273, T273a, T274, T274a, T275, T275a, T275e, T275f, T275g, T275g; Unit 5: T303q, T304, T304a, T304b, T315, T315a, T316, T316a, T318, T319, T337o, T338a, T338b; Unit 6: T380a, T380b, T409g, T409o, T410a, T410b; Unit 7: T445h, T445o, T446, T446a, T446b, T453q, T477q; Unit 8: T515q, T526, T527, T528a, T530, T531, T549g, T549o, T550a, T550b | |
| | CC.4.SL.2 | (2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Unit 1: T2, T3, T59j; Unit 2: T71i, T90, T97i, T105q, T107a, T129e, SG21, SG27; Unit 3: T144, T145, T174, T175a, T181, T182–183, T184–185, T186–187, T188–189, SG21; Unit 4: T214, T232, T233, T234, T235, T237a, T237b, T237g, T245q; Unit 5: T281i, T313q, T337g; Unit 6: T380b, T385q, T409a, T409b, T409g; Unit 7: T424, T425, T432, T433, T434–435, T436–437, T438, T439, T445g, T453q, T477i; Unit 8: T515i, T525q | |
| | CC.4.SL.3 | (3) Identify the reasons and evidence a speaker provides to support particular points. | Unit 4: T245i, T245j, T245k; Unit 5: T337a, T337b | |
| | Presentation of Knowledge and Ideas | CC.4.SL.4 | (4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Unit 1: T27a, T27b, T27g, T33a, T34, T34a, T35, T35d, T37a, T38, T58a, T59i, T63a, T64, T65, SG20, SG21; Unit 2: T97i, T103a, T014, T105, T105a, T105b, T105d, T105r, T129e, T135a, T136, T137, T142, T143, SG14; Unit 3: T171a, T172, T173q, T197a, T197b, T203a, T204, T205e; Unit 4: T213i, T237g, T237h, T243a, T244, T245, T269i, T269j, T273a, T274, T274a, T275, T281; Unit 5: T281i, T281j, T285, T286a, T288, T289, T303i, T303j, T311a, T312, T337a, T337b, T337g, T343a, T344, T345; Unit 6: T351j, T379i, T383a, T384, T385r, T388a, T408, T409g, T409h, T416; Unit 7: T445h, T451a, T452, T453r, T456a, T458, T481a, T482, SG20; Unit 8: T494a, T496, T497, T524, T525, T525r, T549a, T549b, T549h, T557a, T558 |
| | | CC.4.SL.5 | (5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | Unit 3: T205e; Unit 4: T281; Unit 5: T303i; Unit 6: T351j, T379j; Unit 7: T445a, T445b, T477j; Unit 8: T515j |
| CC.4.SL.6 | | (6) Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) | Unit 1: T27g, T59i, T59o, T59p, T66, T67, T68, T69; Unit 2: T108a, T109, T110, T128, T129; Unit 7: T428a, T456a | |

Grade 4 Common Core Standards

Language

| Strand | Code | Standards Text | Grade 4 Units 1–8 Standards Correlations |
|---------------------------------|-----------------------|---|---|
| Conventions of Standard English | CC.4.L.1 | (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Unit 1: T11, T1m, T34a, T35, T35a, T35b, T35c, T35d, T35u, T35v, T59d, T59i, T59m, T59n, T64a, T65, T65h, T66, T67, T68, T69; Unit 2: T71m, T71n, T97c, T97d, T97n, T104a, T105, T105c, T105u, T105v, T107, T136a, T137; Unit 3: T143k, T143m, T143n, T143o, T143p, T167a, T167b, T167c, T167d, T167m, T167n, T172a, T173, T173i, T173j, T173k, T173l, T173u, T173v, T197k, T197l, T204a, T205, T210, T211; Unit 4: T213m, T213n, T237k, T237l, T244a, T245, T245l, T245q, T245u, T245v, T269d, T269m, T269n, T274a, T275, T276, T277, T278, T279; Unit 5: T281m, T281n, T285, T286, T303a, T303d, T303m, T303n, T312a, T313, T313l, T313r, T313u, T313t, T337k, T337l, T344a, T344a, T345, T348, T349; Unit 6: T351m, T351n, T351o, T351p, T354, T355, T355a, T379c, T379d, T379m, T379n, T384a, T385, T385l, T385u, T385v, T409k, T409l, T416a, T417, T420; Unit 7: T423m, T423n, T445k, T445l, T445m, T445n, T452a, T453, T453k, T453l, T453u, T453v, T477c, T477d, T477m, T477n, T482a, T483, T486; Unit 8: T489m, T489n, T515d, T515m, T515n, T524a, T525, T525e, T525h, T525u, T525v, T549k, T549l, T558a, T559, T562, T563 |
| | CC.4.L.1.a | (a) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | Unit 1: T35u, T35v, T59d, T59m, T59n, T66, T67, T68, T69; Unit 7: T453u, T453v, T477d |
| | CC.4.L.1.b | (b) Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses. | Unit 4: T213n, T237k, T237l; Unit 8: T515m, T515n, T525k, T525l, T525u, T525v, T549k, T549l, T562, T563 |
| | CC.4.L.1.c | (c) Use modal auxiliaries (e.g. can, may, must) to convey various conditions. | Unit 4: T269m, T269n; Unit 8: T525u, T525v |
| | CC.4.L.1.d | (d) Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag). | Unit 5: T303m, T303n, T313l, T337k, T337l |
| | CC.4.L.1.e | (e) Form and use prepositional phrases. | Unit 6: T351i; Unit 7: T486 |
| | CC.4.L.1.f | (f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | Unit 1: T11, T1m, T27k, T27l, T34a, T35, T35l, T59m, T59n, T66, T67, T68, T69; Unit 2: T105u, T105v, T129k, T129l, T139, T140; Unit 6: T379a, T379b, T379c, T379d; Unit 7: T445m, T445n, T453k, T453l |
| | CC.4.L.1.g | (g) Correctly use frequently confused words (e.g. to, too, two; there, their). | Unit 1: T1j, T27i, T59l; Unit 2: T71k, T71l, T97k, T105t, T129j; Unit 3: T143k, T167l, T173t; Unit 4: T213k, T237i, T245s, T269k; Unit 5: T281l, T303l, T313t, T337j; Unit 6: T351l, T379k, T385s, T409j; Unit 7: T423l, T445j, T453t, T477l; Unit 8: T489l, T515k, T525s, T549i |
| | CC.4.L.2 | (2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Unit 1: T1j, T1k, T1m, T27i, T27j, T27l, T34a, T35, T35l, T35s, T35t, T59i, T59k, T59l; Unit 2: T71l, T97c, T97d, T97l, T97n, T105t, T105u, T105v, T129j, T129k, T129l, T139, T140; Unit 3: T143k, T143l, T143m, T143n, T167a, T167b, T167c, T167d, T167l, T167m, T167n, T173i, T173j, T173k, T173s, T173t, T197i, T197j; Unit 4: T213l, T237i, T237j, T245s, T245t, T245u, T245v, T269k, T269l; Unit 5: T281n, T303d, T303l, T313t, T337j; Unit 6: T351k, T351l, T379k, T379l, T385t, T409j; Unit 7: T423l, T445j, T453q, T453t, T461, T464–465, T468–469, T477i, T477l; Unit 8: T489k, T489l, T489m, T489n, T515d, T515l, T525l, T525t, T549i, T549j |
| | CC.4.L.2.a | (a) Use correct capitalization. | Unit 1: T1m, T34a, T35, T35l, T59i; Unit 2: T105u, T105v, T129k, T129l |
| | CC.4.L.2.b | (b) Use commas and quotation marks to mark direct speech and quotations from a text. | Unit 2: T97m, T97n; Unit 5: T281o, T281p, T303d; Unit 6: T409a, T409b; Unit 8: T515k, T515l |
| | CC.4.L.2.c | (c) Use comma before a coordinating conjunction in a compound sentence. | Unit 2: T105u, T105v, T129k, T129l, T139, T140 |
| | CC.4.L.2.d | (d) Spell grade-appropriate words correctly, consulting references as needed. | Unit 1: T1k, T27i, T27j, T35s, T35t, T59l; Unit 2: T71k, T71l, T97k, T97l, T105t, T129j; Unit 3: T143k, T143l, T167k, T167l, T173s, T173t, T197i, T197j; Unit 4: T213l, T237j, T245t, T269k, T269l; Unit 5: T281k, T281l, T281n, T303d, T303k, T303l, T313t, T337i, T337j; Unit 6: T351l, T379k, T379l, T385s, T385t, T409i, T409j; Unit 7: T423k, T423l, T445i, T445j, T453s, T477k, T477l; Unit 8: T489l, T515k, T525s, T525t, T549i, T549j |
| | Knowledge of Language | CC.4.L.3 | (3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CC.4.L.3.a | | (a) Choose words and phrases to convey ideas precisely. | Unit 2: T139, T140; Unit 4: T252, T254–255, T256–257, T267, T267a, T268, T268a, T269; Unit 8: T528a, T529 |
| CC.4.L.3.b | | (b) Choose punctuation for effect.* | Unit 1: T59j; Unit 2: T97m, T97n, T139, T140 |
| CC.4.L.3.c | | (c) Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion). | Unit 1: T27g, T59o, T59p, T66, T67, T68, T69 |

Language, continued

| Strand | Code | Standards Text | Grade 4 Units 1–8 Standards Correlations |
|--------------------------------|---|--|--|
| Vocabulary Acquisition and Use | CC.4.L.4 | (4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | Unit 1: T27o, T28, T28c, T35c, T35e, T35f, T35g, T59q, T60, T60c, T61, T65c, T65d; Unit 2: T97q, T98, T98c, T99, T105c, T105e, T129f, T129o, T130, T130a, T130c, T131, T137a, T137b, T137c, T137e, T137f; Unit 3: T197j, T197o, T198, T198c, T199, T205c, T205d; Unit 4: T237h, T237o, T238, T238c, T240, T245a, T245c, T245e, T245h, T245q, T269q, T270c, T275c, T275d, T275e; Unit 5: T303q, T304, T304a, T304b, T305, T306–307, T308–309, T310, T311, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T339, T340, T345a, T345c, T345d, T345e, T345g; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T412–413, T417c, T417e; Unit 7: T445o, T446, T446c, T453c, T453e, T477q, T478, T478c, T479, T481a, T482a, T483, T483c, T483e; Unit 8: T515q, T516, T516c, T525c, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559e |
| | CC.4.L.4.a | (a) Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | Unit 2: T98c, T105c, T105e; Unit 4: T237o, T238, T238c, T245c, T245e, T269q, T270c, T275e |
| | CC.4.L.4.b | (b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph) | Unit 3: T167q, T168, T168c, T173c, T173e; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417c, T417e |
| | CC.4.L.4.c | (c) Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Unit 1: T1k, T27o, T28, T35c, T35e; Unit 2: T97l, T129j, T130, T130c, T137a, T137b, T137c, T137e; Unit 3: T143l, T173c, T173e, T197j; Unit 4: T269l; Unit 6: T379l, T409i; Unit 7: T453t; Unit 8: T489l |
| | CC.4.L.5 | (5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Unit 2: T95a; Unit 3: T162–163, T164, T165a, T168a, T168b, T170, T171a, T173r, T197i, T197o, T198, T198c, T205c, SG14; Unit 4: T252, T253, T254–255, T256–257, T259, T260, T261, T262–263, T264–265, T267, T269o, T269p, T269q, T270a, T270b, T271, T272, T273, T273a, T275f, T276, T277, T278, T279; Unit 5: T281i, T303q, T304, T304b, T305, T306–307, T310, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T345c, T345e; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417e; Unit 7: T423i; Unit 8: T513, T513a, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559e |
| | CC.4.L.5.a | (a) Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context. | Unit 3: T168a, T168b, T170, T171a; Unit 4: T270a, T270b, T272, T273, T273a |
| | CC.4.L.5.b | (b) Recognize and explain the meaning of common idioms, adages, and proverbs. | Unit 1: T44–45, T59q, T60, T60c, T61, T65c; Unit 8: T515q, T516, T516c, T525c, T559a, T559b, T559d |
| | CC.4.L.5.c | (c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | Unit 3: T143l; Unit 4: SG26; Unit 5: T303q, T304, T304b, T304b, T305, T306–307, T310, T313c, T313e, T337o, T338, T338c, T345c, T345e; Unit 8: T525r |
| CC.4.L.6 | (6) Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation). | Unit1: T1h, T4, T5, T5a, T6, T6a, T7, T8, T9, T10, T11, T12–13, T16–17, T18–19, T20, T21, T25a, T26, T27, T27g, T33a, T34, T35, T35q, T36, T37, T37a, T38, T38a, T40, T41, T42, T43, T50–51, T52, T53, T56, T57a, T57b, T58, T58a, T59, T59i, T63a, T64, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG4, SG25, SG26, SG27; Unit 2: T71i, T74, T75, T75a, T76, T80, T81, T82–83, T88–89, T90, T95b, T96, T97i, T103a, T105, T105q, T106, T107, T108, T108a, T109, T112, T122, T127a, T128, T128a, T129e, T135a, T136, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG17, SG18, SG19, SG20, SG21, SG23, SG24, SG25, SG26, SG27; Unit 3: T143i, T146, T147, T147a, T148, T148a, T149, T151, T152, T153, T158, T159, T160, T161, T162–163, T164, T165a, T165b, T166a, T167, T167i, T172a, T172, T173, T173q, T174, T175, T175a, T176, T176a, T177, T178, T179, T180, T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T192–193, T194–195, T195a, T196, T196a, T197, T197g, T203a, T204, T205, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 4: T213i, T216, T217, T218a, T219, T222, T223, T224–225, T226–227, T228–229, T232, T233, T234, T235, T235a, T236, T236a, T237, T237g, T243a, T245, T245q, T246, T247, T247a, T248a, T249, T250, T252, T253, T256–257, T259, T260, T261, T264–265, T267a, T269, T269i, T269o, T269p, T270c, T271, T272, T273a, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 5: T281i, T284, T285, T285a, T286a, T287, T288, T289, T290, T291, T292, T293, T294, T295, T296, T297, T298–299, T300, T301a, T301b, T302, T302a, T303, T303i, T311a, T312, T312a, T313, T313q, T314, T315, T315a, T316, T316a, T317, T320, T321, T322–323, T324–325, T326–327, T328–329, T330, T331, T332–333, T334–335, T335a, T336, T336a, T337, T337g, T343a, T344, T345, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 6: T351i, T354, T355, T355a, T356a, T357, T360, T372, T373, T377b, T378, T379i, T383a, T385, T385q, T386, T387, T387a, T388a, T389, T392, T393, T394–395, T396–397, T404, T406, T407a, T408, T408a, T409g, T415a, T416a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 7: T423i, T426, T427, T427a, T428, T428a, T429, T430, T431, T432, T433, T434–435, T436–437, T438, T439, T440, T441, T442, T443, T443a, T444, T444a, T445, T445g, T451a, T452, T453, T453q, T454, T455, T455a, T456, T456a, T457, T458, T460, T461, T462–463, T464–465, T466–467, T468–469, T470, T471, T472–473, T474, T475a, T475b, T476, T476a, T477, T477i, T481a, T482, T483, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 8: T489i, T492, T493, T493a, T494, T494a, T495, T496, T497, T499, T500–501, T502–503, T504–505, T506–507, T508, T509, T510–511, T512, T513, T513a, T513b, T514, T514a, T515, T515i, T523a, T524, T525q, T526, T527, T527a, T528, T528a, T529, T532, T533, T534–535, T536–537, T538, T539, T540–541, T542–543, T544–545, T546–547, 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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Mark-Up Models

Illustrations: 8.2 S1-2 Salima Alikhan

Photographs: 8.1 S1-3 Goldman Environmental Prize/Tom Dusenbery; 8.2 S1-2 iStockphoto/Eulenblau

Cross Curricular Teamwork

5 Artville. 11 Alan D. Carey/PhotoDisc/Getty Images. 31 Stephen Aaron Rees/Shutterstock. 33 lemonlight features/Alamy. 38 (t) Linda & Colin McKie/iStockphoto, (tr) C Squared Studios/Photo-Disc/Getty Images, (mc, mr) PhotoDisc/Getty Images. 48 Werner Pfunder/Photolibrary.

Language Builder Picture Cards

E1-E2 Marilyn Angel Wynn/Nativestock Pictures. E3 Hemis.fr/SuperStock/SuperStock. E4 Robin Nelson/PhotoEdit. E5 Rolf Richardson/Alamy Images. E6 Nancy Carter/North Wind Picture Archives. E7 Andrew Woodley/Alamy Images. E8 Radius Images/Alamy Images. E9 Gary Conner/PhotoEdit. E10 Olga Rosario Avendano/epa/Corbis. E11 Todd Gipstein/Corbis. E12 Bob Krist/Corbis. E13 V1/Alamy Images. E14 Marsha Goldenberg/Shutterstock. E15 Mihai Dancaescu/Shutterstock. E16 Radius Images/Alamy Images. E17 Cindy Haggerty/Shutterstock. E18 Corel. E19 David G. Miller/Getty Images. E20 Master le. E21 Susan E. Degginger/Alamy Images. E22 Nick Koudis/Digital Vision/Getty Images. E23 Steven Senne/AP Images. E24 moodboard/Alamy Images. E25 Jim Parkin/iStockphoto. E26 David H. Wells/Corbis. E27 Alexander Chaikin/Shutterstock. E28 Richard T. Nowitz/Corbis. E29 Arthur Tilley/Jupiterimages. E30 Cindy Miller Hopkins/Danita Delimont/Alamy Images. E31 David S. Boyer and Arlan R. Wiker/National Geographic Image Collection. E32 Sue Flood/Getty Images. E33 Jason Gilmore/National Geographic Image Collection. E34 Richard Coomber/Taxi/Getty Images. E35 Kiyomasa Miyashita/Yamanashi Fujicolor/Dex Image/Getty Images. E36 Stephen Alvarez/National Geographic Image Collection. E37 Bill Brooks/Alamy Images. E38 Frank and Helen Schreider/National Geographic Image Collection. E39 W. Robert Moore/National Geographic Image Collection. E40 Glen Allison/Photodisc/Getty Images. E41 Belinda Pretorius/Shutterstock. E42 Luc Novovitch/Alamy Images. E43 James P. Blair/National Geographic Image Collection. E44 Norbert Michalke/imagebroker/Alamy Images. E45 Nobor/Shutterstock. E46 Brittany Courville/Shutterstock. E47 Corbis Premium RF/Alamy Images. E48 Mike Theiss/National Geographic Image Collection. E49 Master le. E50 Karl Weatherly/Getty Images. E51 Matt Carr/Getty Images. E52 Jim Cummins/Taxi/Getty Images. E53-E54 Dennis Kunkel Microscopy, Inc./Phototake/Alamy Images. E55 Steve Gschmeissner/Science Photo Library/Alamy Images. E56 Louise Gubb/Corbis Saba/Corbis. E57 Igor Dutina/Shutterstock. E58 Bettmann/Corbis. E59 Daniel Dillon/Alamy Images. E60 Schieren - StockFood Munich/StockFood America. E61 Foodcollection/Alamy Images. E62 Tim Pannell/Corbis Premium RF/Alamy Images. E63 Gianni Tortoli/National Geographic Image Collection. E64 Dr. Morley Read/Shutterstock. E65 blickwinkel/Alamy Images. E66 George F. Mobley/National Geographic Image Collection. E67 Charles E. Rotkin/Corbis. E68 Paul Springett 08/Alamy Images. E69 BMCL/Shutterstock. E70 The Granger Collection, New York. E71 Arteficient/Shutterstock. E72 IIC/Axiom/Getty Images. E73 Bill Curtsinger/National Geographic Image Collection. E74 DK Limited/Corbis. E75-E78 Victor R. Boswell, Jr./National Geographic Image Collection. E79 Michael Newman/PhotoEdit. E80 Jose Carillo/PhotoEdit. E81 max blain/Shutterstock. E82 Louis Fox/Getty Images. E83 Gordon Scammell/Alamy Images. E84 Dave Nagel/Getty Images. E85 Bob Daemmrich/PhotoEdit. E86 James A. Sugar/National Geographic Image Collection. E87 Stockbyte/Getty Images. E88 NASA - Image of the Day Gallery. E89 Richard T. Nowitz/Corbis. E90 Stockbyte/Getty Images. E91 NASA Image Exchange. E92 C. C. Lockwood 2004. E93 Maria Stenzel/National Geographic Image Collection. E94 The Granger Collection, New York. E95 Kenneth Garrett/National Geographic Image Collection. E96 O. Louis Mazzatenta/National Geographic Image Collection. E97 Cindy Miller Hopkins/Danita Delimont/Alamy Images. E98 Sarah Leen/National Geographic Image Collection. E99 Bob Daemmrich/PhotoEdit. E100 Natalie Fobes/Corbis. E101 Patrick Ward/Corbis. E102 PhotoDisc/Getty Images. E103 Jocelyn Augustino/FEMA. E104 Stretch Photography/Blend Images/Corbis.

Language and Literacy Teamwork

30 Accent/Shutterstock.