


Unit
2

GRADE 5

Teacher's Edition

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





exploration

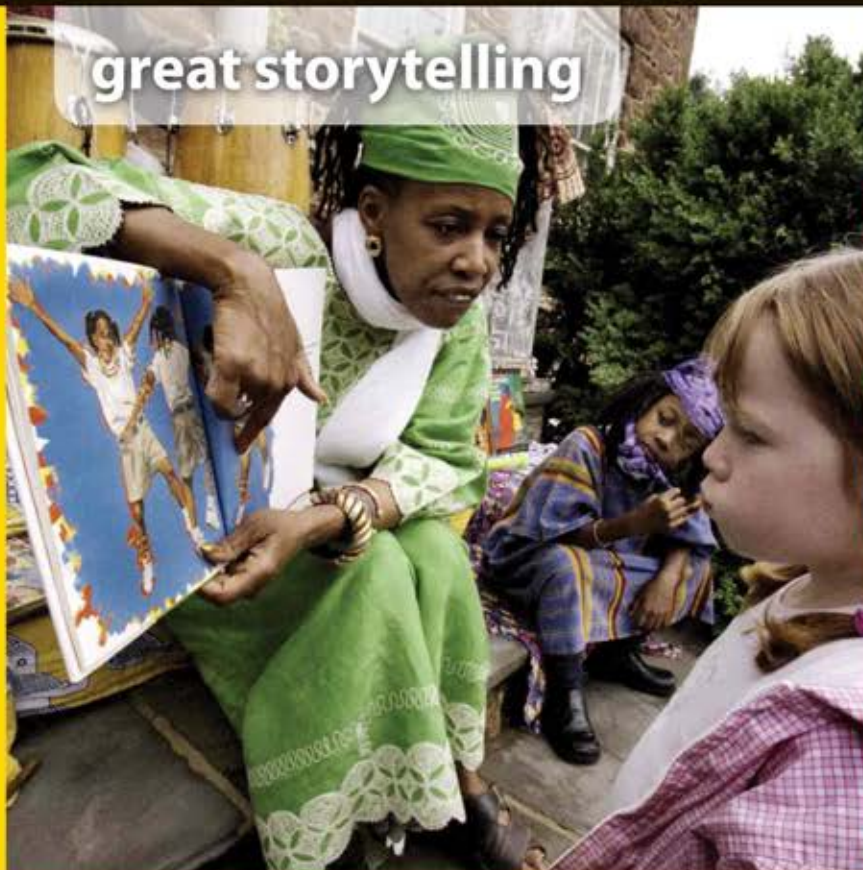


compelling
visuals



education

Forwarding the National Geographic Mission



great storytelling




celebration of cultures



authenticity

Unit
2

Teacher's Edition

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



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 NATIONAL
GEOGRAPHIC

 Hampton-Brown



Meet the Artist



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

Acknowledgments

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Catching the Light



? BIG QUESTION

What is the power of the sun?



READING SKILLS

Character Ask Questions	<p>Week 1 T75g</p> <p>Ten Suns Chinese Myth T85 retold by Eric A. Kimmel; illustrated by Merilee Heyer</p> <p>Writing Project: Story Ending T101a</p>	<p> Comprehension Coach</p> <p> Magazine Maker</p>
Compare Characters Ask Questions Compare Story Events Analyze Approach to a Topic Compare Approaches to a Topic	<p>Week 2 T101g</p> <p>How the Fifth Sun Came to Be Aztec Myth T103 retold by Lulu Delacre; illustrated by Rafael López</p> <p>The Sun God and the Moon God Myth T111a by Alonso Mantega</p> <p>Writing Project: Compare-Contrast Essay T111i</p>	<p> Interactive Whiteboard</p> <p> Magazine Maker</p>
Goal and Outcome Ask Questions	<p>Week 3 T111o</p> <p>Energy for the Future Blog T119 by Thomas Taha Rassam Culhane</p> <p>Research Project: Solar Energy T135a</p>	<p> Comprehension Coach</p>
Quote to Explain Ask Questions Use Multiple Resources to Answer a Question Summarize Information Integrate Information	<p>Week 4 T135e</p> <p>How to Make a Solar Oven How-To Article T137 by Solargirl</p> <p>Adventures in Solar Cooking Blog T143a by Nick Tsuruda</p> <p>Solar Cookers Newspaper Article T143a by Kate Levine</p> <p>Writing Project: Myth T144</p>	<p> Interactive Whiteboard</p> <p> Interactive Whiteboard</p>

RESOURCES

Practice Masters PM2.1–PM2.42 Assessment Masters A2.1–A2.47
Small Group Reading SG1–SG68 Reteaching Masters RT2.1–RT2.15

Classroom Management

Whole Group Time

TEACHER

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

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

Catching THE LIGHT


BIG
Question

What is the power of the sun?

Energy and Electricity

Week 1
The Sun

Week 2
The Sun

Week 3
Electricity

Week 4
Alternative Energy

Unit 2 Program Resources

WHOLE GROUP TIME

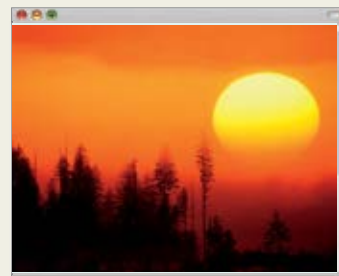


Student Technology

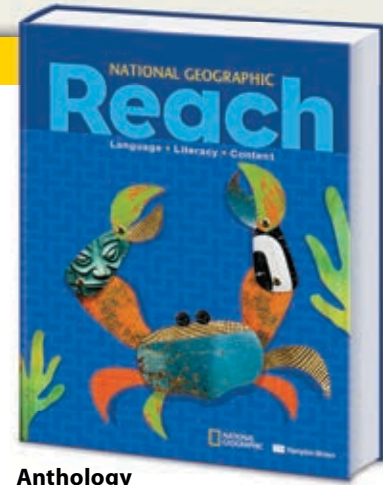
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard

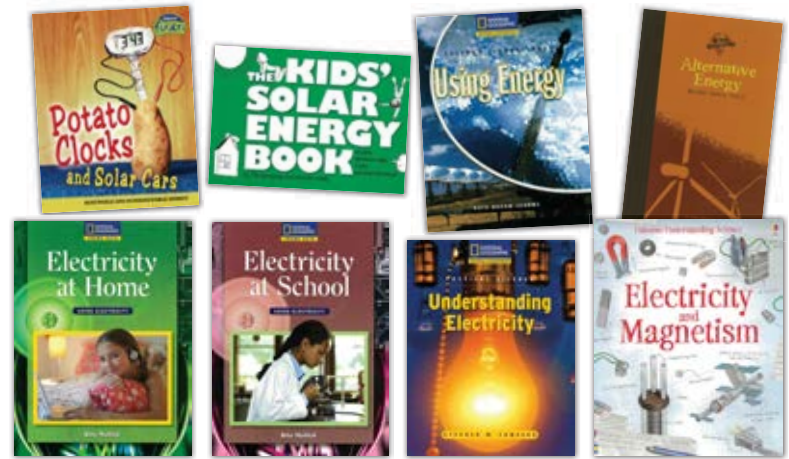


Mark-Up Models 2.1, 2.2

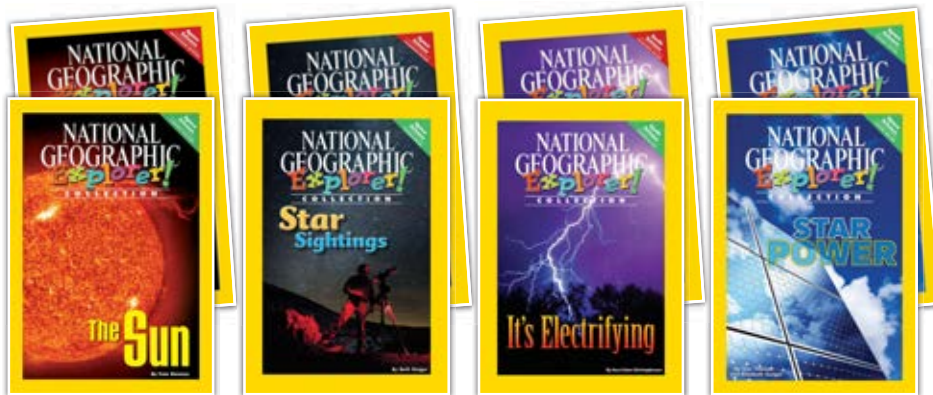
SMALL GROUP READING TIME



Fiction Books



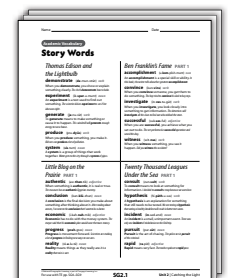
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters
SG2.1–SG2.32

LEARNING STATION TIME



NGReach.com

Student Technology

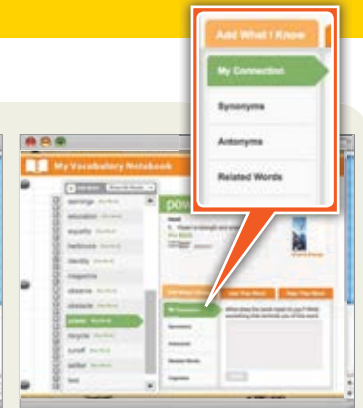
- My Assignments
- Digital Library
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Comprehension Coach



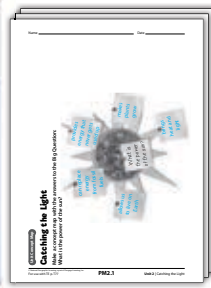
Digital Library



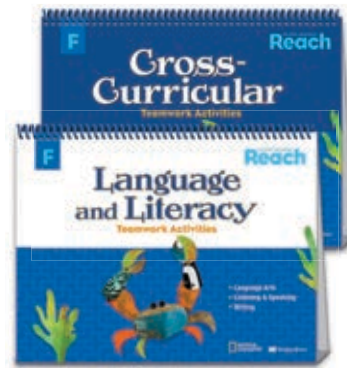
My Vocabulary Notebook



Practice Book
PM2.1–PM2.33



Practice Masters
PM2.1–PM2.33



Teamwork Activities

ESL Kit



Reach into Phonics Kit

PLANNING RESOURCES



NGReach.com

Teacher Technology

- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 2.1–2.36
- Family Newsletter 2 (in seven languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



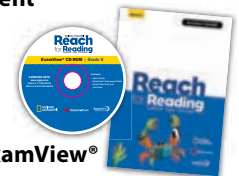
Teacher's Edition

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

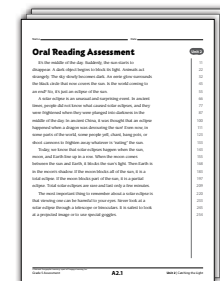
ASSESSMENT & RETEACHING



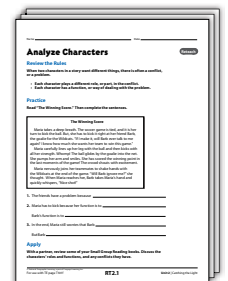
eAssessment™



ExamView®





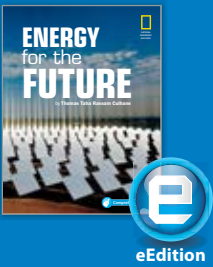
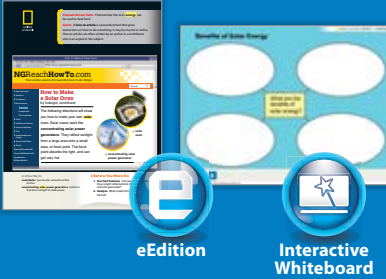
Assessment Masters
A2.1–A2.47























Reteaching Masters
RT2.1–RT2.13

Unit 2 Skills at a Glance

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

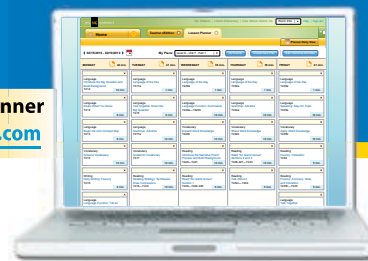
<h2 style="margin: 0;">Introduce Unit 2</h2>	BUILD BACKGROUND VIDEO ■ INTRODUCE THE BIG QUESTION		
	WHOLE GROUP TIME		
	Speaking and Listening	Language and Vocabulary	Reading
<h3 style="margin: 0;">Week 1</h3> 	Give and Carry Out Commands Ask and Answer Questions	<ul style="list-style-type: none"> ✔ Daily Spelling and Word Work: Words with Short <i>e</i> and Commonly Misspelled Words ✔ Daily Grammar: Introductory Elements and Participial Phrases ✔ Science Vocabulary absorb heat reflect thermal transmit ✔ Academic Vocabulary assume conflict event explanation power mood theory 	Read and Comprehend a Myth <ul style="list-style-type: none"> ✔ Analyze Characters ✔ Learn to Ask Questions ✔ Fluency: Practice Intonation, Accuracy, and Rate
<h3 style="margin: 0;">Week 2</h3> 	Compare Events Relate Readings to the Big Question	<ul style="list-style-type: none"> ✔ Daily Spelling and Word Work: Words with the Digraphs <i>ck</i>, <i>sh</i>, and Commonly Misspelled Words ✔ Daily Grammar: Introductory Elements; Punctuate Elements with Commas ✔ Word Origins 	Read and Comprehend an Origin Myth <ul style="list-style-type: none"> ✔ Compare Characters ✔ Learn to Ask Questions Read and Comprehend An Origin Myth <ul style="list-style-type: none"> ✔ Compare Story Events ✔ Compare Approaches to Topic ✔ Fluency: Practice Expression, Accuracy, and Rate
<h3 style="margin: 0;">Week 3</h3> 	Verify Build On Others' Ideas	<ul style="list-style-type: none"> ✔ Daily Spelling and Word Work: Words with the Digraphs <i>th</i>, <i>ng</i> and Commonly Misspelled Words ✔ Daily Grammar: Interjections and Items in a Series ✔ Science Vocabulary circuit conduct electrical insulate solar volt watt ✔ Academic Vocabulary alternative decrease diagram energy obstacle outcome rely 	Read and Comprehend a Blog <ul style="list-style-type: none"> ✔ Determine Goal and Outcome ✔ Learn to Ask Questions ✔ Fluency: Practice Phrasing, Accuracy, and Rate
<h3 style="margin: 0;">Week 4</h3> 	Discuss a Question Relate Readings to the Big Question	<ul style="list-style-type: none"> ✔ Daily Spelling and Word Work: Consonant Blends: <i>nd</i>, <i>st</i>, <i>lt</i>, <i>mp</i>, <i>nt</i>, <i>fr</i>, <i>sm</i>, <i>sn</i>, <i>sl</i>, <i>cl</i>, <i>tr</i>, <i>pl</i>, <i>dr</i> and Commonly Misspelled Words ✔ Daily Grammar: Compound and Complex Sentences ✔ Word Origins 	Read and Comprehend a How-to Article <ul style="list-style-type: none"> ✔ Quote to Explain ✔ Learn to Ask Questions Read and Comprehend Web and Print Articles <ul style="list-style-type: none"> ✔ Use Multiple Sources to Answer a Question ✔ Intergrate Information ✔ Fluency: Practice Phrasing, Accuracy, and Rate
<h2 style="margin: 0;">Unit 2 Wrap-Up</h2>	ANSWER THE BIG QUESTION ■ UNIT PROJECTS		

BIG Question What is the power of the sun?

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About a Character Write Questions Write About Visual Elements Writer's Craft: Description Write About It</p> <p>Daily Writing Skills: Use Sensory Details Writing Project: Write a Story Ending</p>	<p> <i>The Sun</i></p> <p> <i>Thomas Edison and the Lightbulb</i></p> <p> <i>Ben Franklin's Fame</i> (Part 1)</p> <p> <i>Little Blog on the Prairie</i> (Part 1)</p> <p> <i>Twenty Thousand Leagues Under the Sea</i> (Part 1)</p>	<p>Speaking and Listening Command Central; Announce the News</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Ancient Origins; Write a New Story</p> <p>Cross-Curricular Heating Land and Water; Its Electric!</p> <p>Reading and Intervention Comprehension Coach; Author Study; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ask Questions <input checked="" type="checkbox"/> Character <input checked="" type="checkbox"/> Fluency: Intonation, Accuracy, and Rate <input checked="" type="checkbox"/> Science and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with Short e and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Introductory Elements; Participial Phrases <input checked="" type="checkbox"/> Writing: Use Sensory Details <input checked="" type="checkbox"/> Writing Trait: Word Choice
<p>Power Writing Write to Compare Characters Write a Response Write to Reinforce Grammar Write to Explain Events Write About a Myth</p> <p>Daily Writing Skills: Organize Your Writing Writing Project: Write a Compare-Contrast Essay</p>	<p> <i>Star Sightings</i></p> <p> <i>The Energy Stars</i></p> <p> <i>Ben Franklin's Fame</i> (Part 2)</p> <p> <i>Little Blog on the Prairie</i> (Part 2)</p> <p> <i>Twenty Thousand Leagues Under the Sea</i> (Part 2)</p>	<p>Speaking and Listening Retell a Myth; Act Out a Dialogue</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Origin Myths; Write a Constellation Myth</p> <p>Cross-Curricular Ancient Chinese and Aztec Numbers; Research the Aztec Calendar</p> <p>Reading and Intervention Read a Myth About Yosemite; Determine Theme; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ask Questions <input checked="" type="checkbox"/> Character <input checked="" type="checkbox"/> Fluency: Expression, Accuracy, and Rate <input checked="" type="checkbox"/> Word Origins <input checked="" type="checkbox"/> Spelling: Words with the Digraphs <i>ck, sh</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Grammar: Introductory Elements; Punctuate Elements with Commas <input checked="" type="checkbox"/> Writing: Organize Your Writing <input checked="" type="checkbox"/> Writing Trait: Organization
<p>Power Writing Write About Goal and Outcome Write to Verify Information Write to Explain Text Write with Informal Language Write About It</p> <p>Daily Writing Skills: Use a Variety of Sources Research Project: Use a Variety of Sources</p>	<p> <i>It's Electrifying</i></p> <p> <i>Electricity at Home</i></p> <p> <i>Electricity at School</i></p> <p> <i>Understanding Electricity</i></p> <p> <i>Electricity and Magnetism</i></p>	<p>Speaking and Listening Talk About Electricity; Discuss Solar Power</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Blog Power; Write Instructions</p> <p>Cross-Curricular Powered by the Sun; Learn About infrared Energy</p> <p>Reading and Intervention Comprehension Coach; Read About Thomas Culhane; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ask Questions <input checked="" type="checkbox"/> Goal and Outcome <input checked="" type="checkbox"/> Fluency: Phrasing, Accuracy, and Rate <input checked="" type="checkbox"/> Science and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with the Digraphs <i>th, ng</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Interjections; Items in a Series <input checked="" type="checkbox"/> Writing: Use a Variety of Sources
<p>Power Writing Write to Explain Write a Response Write to Reinforce Grammar Write About a Source Write to Integrate Information</p> <p>Daily Writing Skills: Vary Sentences Writing Project: Write a Myth</p>	<p> <i>Star Power</i></p> <p> <i>Potato Clocks and Solar Cars</i></p> <p> <i>The Kid's Solar Energy Book</i></p> <p> <i>Using Energy</i></p> <p> <i>Alternative Energy: Beyond Fossil Fuels</i></p>	<p>Speaking and Listening Solar Cooking; Make an Announcement</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Greenest Goods; Renewable Energy</p> <p>Cross-Curricular Measuring Temperature; Experiment with Light</p> <p>Reading and Intervention Solar-Powered Airplanes; Additional Reading; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ask Questions <input checked="" type="checkbox"/> Quote to Explain <input checked="" type="checkbox"/> Fluency: Phrasing, Accuracy, and Rate <input checked="" type="checkbox"/> More Word Origins <input checked="" type="checkbox"/> Spelling: Consonant Blends: <i>nd, st, lt, mp, nt, fr, sm, sn, sl, cl, tr, pl, dr</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Compound Sentences; Complex Sentences <input checked="" type="checkbox"/> Writing: Vary Sentences <input checked="" type="checkbox"/> Writing Trait: Voice

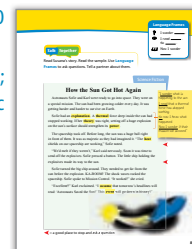
Week 1 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening 🕒 5–10 minutes	Science Background CC.5.SL.2 Introduce the Big Question; Preview Unit Projects T76–T77	Read and Comprehend
	Language and Vocabulary 🕒 15–25 minutes	Academic Talk CC.5.SL.1.b Give and Carry Out Commands T78	Academic Talk CC.5.Rlit.10; CC.5.SL.1.c Ask and Answer Questions T80a
	Reading 🕒 20–40 minutes	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Words with Short e and CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c Commonly Misspelled Words T75k	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T75k CC.5.Rfou.3.a; CC.5.L.2.e
	Writing 🕒 15–45 minutes	Daily Grammar CC.5.L.1; CC.5.L.2.b ☑ Introductory Elements T75m	Daily Grammar CC.5.L.1; CC.5.L.2.b ☑ Participial Phrases T75m
		Science Vocabulary CC.5.L.6 ☑ Key Words T78–T79 absorb conflict heat reflect thermal transmit	Academic Vocabulary CC.5.L.6 ☑ More Key Words T80a–T81 assume event explanation power theory
		Reading Read Aloud: Realistic Fiction T79a	Reading CC.5.Rlit.10 Read Science Fiction T83
		Comprehension CC.5.Rlit.3; CC.5.Rlit.10 ☑ Analyze Characters T79	Comprehension CC.5.Rlit.10; ☑ Ask Questions CC.5.SL.1.c T82
		Fluency CC.5.Rfou.4 ☑ Model Intonation T79a	Fluency CC.5.Rfou.4 ☑ Practice Intonation T82
		Power Writing T78 CC.5.W.10 Daily Writing Skills CC.5.W.3.d ☑ Sensory Details T75o	Power Writing T80a CC.5.W.10 Daily Writing Skills CC.5.W.3.d ☑ Sensory Details T75o
		Writing CC.5.Rlit.3; CC.5.Rlit.10; Write About a Character T80 CC.5.W.10	Writing CC.5.Rlit.10; CC.5.W.10; Write Questions T82–T83 CC.5.SL.1.c
		Writing Project: Narrative CC.5.W.3.d; CC.5.W.10 Study a Model T101a	Writing Project: Narrative CC.5.W.3; CC.5.W.3.d; Prewrite T101b CC.5.W.5



SMALL GROUP READING TIME		Read Science Articles	Read Fiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.5.L.6 Learn Science Vocabulary SG5	Vocabulary CC.5.L.6 Learn Story Words SG6–SG7
		Reading CC.5.Rinf.7 Read and Comprehend Literature SG4–SG5 Build Comprehension SG5 Use Multiple Sources to Answer a Question SG4–SG5	Reading CC.5.Rlit.2–3; CC.5.Rlit.6; Introduce SG6–SG7 CC.5.SL.1.a Read and Comprehend Literature SG6–SG9 ☑ Analyze Characters SG8–SG9 ☑ Ask Questions SG8–SG9



LEARNING STATION TIME			
20 minutes		Speaking and Listening T75i CC.5.SL.6	
		Language and Vocabulary T75i CC.5.SL.6	
		Writing T75j CC.5.W.3; CC.5.L.4; CC.5.L.4.c	
		Cross-Curricular T75j CC.5.W.2; CC.5.SL.2	
		Reading and Intervention CC.5.Rlit.10; CC.5.Rfou.3; T75j; SG68 CC.5.Rfou.3.a; CC.5.Rfou.4; CC.5.Rfou.4.c	

BIG Question What is the power of the sun?

Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
<p>Academic Talk CC.5.Rlit.7; CC.5.SL.2 Preview and Predict T84</p> <p>Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e ✓ Practice T75l</p> <p>Daily Grammar CC.5.L.1; CC.5.L.2.b ✓ More Participial Phrases T75n</p> <p>Vocabulary Practice CC.5.L.6 ✓ Expand Word Knowledge T84 mood</p>	<p>Academic Talk CC.5.Rlit.2; CC.5.SL.1.b; CC.5.SL.2 Summarize Reading T94</p> <p>Daily Spelling and Word Work CC.5.L.2.e ✓ Practice T75l</p> <p>Daily Grammar CC.5.W.5; CC.5.L.1; CC.5.L.2.b Grammar and Writing T75n</p> <p>Vocabulary Practice CC.5.L.6 ✓ Share Word Knowledge T94</p>	<p>Academic Talk CC.5.SL.1.c Talk About It T100</p> <p>Daily Grammar CC.5.W.5; CC.5.L.1; CC.5.L.2.b Review T75n</p> <p>Vocabulary Practice CC.5.L.6 ✓ Apply Word Knowledge T99b</p>
<p>Reading CC.5.Rlit.10 Read a Myth T85–T92</p> <p>Comprehension CC.5.Rlit.3; CC.5.Rlit.7; CC.5.Rlit.10; CC.5.SL.2 ✓ Analyze Characters T88–T89, T91–T92 ✓ Ask Questions T86–T89, T92–T93 Analyze Visual Elements T90</p>  <p>Fluency CC.5.Rfou.4 ✓ Practice Intonation, Accuracy, and Rate T86–T87</p>	<p>Reading CC.5.Rlit.10 Read a Myth T95–T99</p> <p>Comprehension CC.5.Rlit.3; CC.5.Rlit.7; CC.5.Rlit.10 ✓ Analyze Characters T98 ✓ Ask Questions T98–T99 Describe Features of Myth T96–T97</p>  <p>Fluency CC.5.Rfou.4 ✓ Practice Intonation, Accuracy, and Rate T95</p>	<p>Reading Reread a Myth T85–T99</p> <p>Comprehension CC.5.Rlit.3; CC.5.SL.1.a ✓ Review Compare Characters T100a</p> <p>Fluency CC.5.Rfou.4 ✓ Check Intonation, Accuracy, and Rate T101</p>
<p>Power Writing T84 CC.5.W.10 Daily Writing Skills CC.5.W.3.d ✓ Sensory Details T75p</p> <p>Writing CC.5.Rlit.7; CC.5.W.10; CC.5.SL.2 Write About Visual Elements T93</p> <p>Writing Project: Narrative CC.5.W.3; CC.5.W.3.d; CC.5.W.10 Draft T101b</p>	<p>Power Writing T94 CC.5.W.10 Daily Writing Skills CC.5.W.3.d ✓ Use Sensory Details T75p</p> <p>Writing CC.5.W.3; CC.5.W.10 Writer's Craft: Description T99a</p> <p>Writing Project: Narrative CC.5.W.3.e; CC.5.W.5; CC.5.L.2 Revise/Edit and Proofread T101c–T101d</p>	<p>Power Writing T99b CC.5.W.10 Daily Writing Skills CC.5.W.3.d ✓ Use Sensory Details T75p</p> <p>Writing CC.5.W.1; CC.5.W.10; CC.5.L.6 Write About It T100</p> <p>Writing Project: Narrative CC.5.W.3; CC.5.W.3.d Publish and Present T101d</p>
Read Fiction Books	Read Fiction Books	Read Fiction Books
<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG6–SG9</p> <p>Reading CC.5.Rlit.3; CC.5.Rlit.6; CC.5.SL.1.a Read and Comprehend Literature SG6–SG9 ✓ Analyze Characters SG8–SG9 ✓ Ask Questions SG8–SG9</p> 	<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG6–SG9</p> <p>Reading CC.5.Rlit.3; CC.5.Rlit.6; CC.5.SL.1.a Read and Comprehend Literature SG6–SG9 ✓ Analyze Characters SG8–SG9 ✓ Ask Questions SG8–SG9</p> 	<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG6–SG9</p> <p>Reading CC.5.Rlit.2 Connect Across Texts SG9</p> <p>Writing CC.5.W.10 Choose a Writing Option SG8–SG9</p> 

ASSESSMENT & RETEACHING

Assessment and Reteaching T101e–T101f

✓ Reading Comprehension Test A2.4–A2.5	CC.5.Rlit.3; CC.5.Rlit.4; CC.5.Rlit.10	✓ Spelling Test: Words with Short e and Commonly Misspelled Words T75k	CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c
✓ Reading Strategy Assessment SG2.30–SG2.31	CC.5.Rlit.10	✓ Writing, Revising, and Editing Test A2.8–A2.9	CC.5.W.3.d; CC.5.W.10; CC.5.L.1; CC.5.L.2.b
✓ Oral Reading Assessment A2.1–A2.3	CC.5.Rfou.4	Reteaching Masters RT2.1–RT2.2	
✓ Vocabulary Test A2.6–A2.7	CC.5.L.6		



Week 1 Learning Stations

Speaking and Listening

Option 1: Command Central



PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 12

Digital Library: Language Builder Picture Cards F15–F22

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

Adapt Speech CC.5.SL.6

Option 2: Announce the News

Ten suns spotted in Earth's sky!

MATERIALS

index cards (optional)

Have students work in pairs to be TV or radio news announcers.

- Have partners brainstorm ideas about what might happen if ten suns shone on Earth.
- Ask students to think about the words and phrases TV or radio announcers use when delivering the news and how the announcers' voices sound.
- Have each student prepare a live news report for television or radio on the possible effects of ten suns. Students may choose to make notes on index cards.
- Have one student play the role of news announcer and give his or her report verbally.
- Have partners switch roles and repeat.

Adapt Speech CC.5.SL.6

Language and Vocabulary

Key Words

absorb · assume · conflict · event · explanation
heat · power · reflect · theory · thermal
mood · transmit

Option 1: Vocabulary Games



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

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Option 2: My Vocabulary Notebook



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

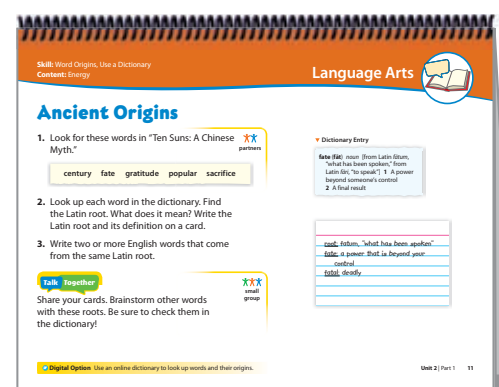
Have students expand their word knowledge.

- Under Add More Information > Use This Word > Write a Sentence, have students use the words to write sentences with sensory details.
- Under Add More Information > My Connection, have students select a Key Word and write something that reminds them of the word.

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Writing

Option 1: Ancient Origins



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 11

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

dictionary (print or online) • index cards

Determine Meanings of Words and Phrases CC.5.L.4
Consult Print References CC.5.L.4.c

Option 2: Write A New Story



MATERIALS

colored markers

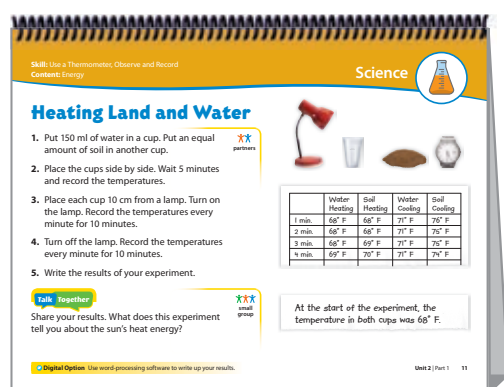
Have students review the plot of "Ten Suns: A Chinese Myth" and write a brief story or paragraph about what happens to the brothers who become crows.

- Remind students to use sensory details in their narratives.
- Have students illustrate their stories and read them aloud to a partner or small group.

Write Narratives CC.5.W.3

Cross-Curricular

Option 1: Heating Land and Water



Heating Land and Water

	Water Heating	Soil Heating	Water Cooling	Soil Cooling
1 min.	68° F	68° F	71° F	75° F
2 min.	68° F	68° F	71° F	75° F
3 min.	68° F	69° F	71° F	75° F
4 min.	69° F	70° F	71° F	74° F

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 11

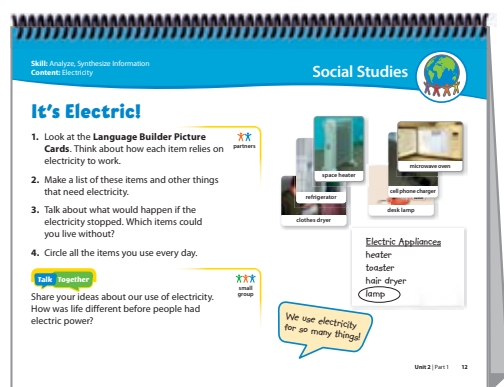
Teacher's Guide on [NGReach.com](https://www.ngreach.com)

measuring cups • paper or plastic cups • soil • water • thermometers • desk lamp with 100-watt bulb

Write Informative/Explanatory Text to Convey Information

CC.5.W.2

Option 2: It's Electric!



It's Electric!

1. Look at the Language Builder Picture Cards. Think about how each item relies on electricity to work.

2. Make a list of these items and other things that need electricity.

3. Talk about what would happen if the electricity stopped. Which items could you live without?

4. Circle all the items you use every day.

Electric Appliances: heater, toaster, hair dryer, lamp.

We use electricity for so many things!

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 12

Digital Library: Language Builder Picture Cards F15–F19, F21

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

Summarize Visual Information

CC.5.SL.2

Reading

Option 1: Comprehension Coach



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

Read and Comprehend Literature CC.5.Rlit.10
Read with Accuracy and Fluency to Support Comprehension CC.5.Rfou.4

Option 2: Author Study

Lulu Delacre

Character Chart

Title	Character	Role	Function	Conflict

MATERIALS

books by Lulu Delacre such as Alicia Afterimage, Rafi And Rosi, and Salsa Stories

As students read multiple books over the week, have them develop the Character Chart.

Then have partners use their charts to discuss the similarities and differences in the books, including characters' roles, functions, and conflicts.

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

Read and Comprehend Literature CC.5.Rlit.10

Intervention

Option 1: Phonics Games



[NGReach.com](https://www.ngreach.com) Online Phonics Games

Apply Phonics and Word Analysis Skills CC.5.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.5.Rfou.3.a

For Reteaching Masters, see pages RT2.1–RT2.3.

Additional Resources

Reach into Phonics



Lessons 18 and 19

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T76–T101

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: The Sun

- ✔ Spell Words with Short e
- ✔ 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 Short e

1. avenge	In the movie, the cowboy challenged the villain to a duel at sundown to avenge the death of his friend.
2. ceremony	We should hold a ceremony , or formal event, to welcome the sun back after the rainy season.
3. comet	We spotted many objects in the night sky, including planets, stars, and even the bright tail of a comet .
4. chemical	The chemical in my sunblock makes my eyes water.
5. constellation	That pattern of stars is the constellation called Orion.
6. density	When lots of people move to a sunny place, the population density there increases.
7. excessive	A little sunlight is good for this plant, but excessive sunlight can scorch it.
8. intense	The heat was more intense in the bright sunlight.
9. penetrate	Open the blinds to let the sun penetrate the darkness.
10. prominent	The prominent mountain peak is so big that it blocks out the afternoon sun.
11. sensory	When I feel the warm sun on my face, I have a pleasant sensory experience.
12. splendor	I love the splendor , or great beauty, of sunny scenes.
13. temperature	The blazing sun caused the temperature to rise quickly.
14. translucent	I could see only blurry images through the frosted, translucent glass.
15. vessel	She filled the vessel with water and left it in the sun.

Watch-Out Words

16. desert	I watched a show about the hot, dry desert .
17. dessert	I ate my chocolate dessert during the commercials.
18. intense	Many animals looked for shade from the intense sun.
19. intents	For all intents and purposes, an umbrella would work as well as a tree.

Short e Syllables

Day 2



Option 1

MATERIALS

index cards, ten per pair of students

Teach

Display the word *density*. Point out the CVC pattern and explain: *One vowel between two consonants usually has a short-vowel sound, but there are exceptions to this rule.*

Point out that in *constellation*, *prominent*, and *translucent* the *e* makes the schwa sound. *Ceremony* (*cer/e/mo/ny*) is another exception. The first syllable has neither a short *e* nor a schwa sound. The word *comet* (*com/et*) is not a CVC word, and its *e* sounds like a short *i*.

Prepare

Have pairs of students collaborate to write each of these words on a separate card and then consult a dictionary and divide each word into syllables: *avenge*, *chemical*, *density*, *excessive*, *intense*, *penetrate*, *sensory*, *splendor*, *temperature*, and *vessel*.

Practice

- Have Partner 1 hold up a card.
- Have Partner 2 say the word, point to the short *e*, and tell which consonants come before and after the vowel. Partner 2 then spells the word aloud. Students may look at the word while spelling it if they wish to do so.
- Partners take turns holding up cards and spelling words.

density

Apply Phonics and Word Analysis Skills

CC.5.Rfou.3

Use Letter-Sound Correspondences and Syllabication to

Read Multisyllabic Words

CC.5.Rfou.3.a

Consult References

CC.5.L.2.e

Word Webs

Day 2



Option 2

MATERIALS

one print thesaurus or online thesaurus per pair of students

Use Graphic Organizers

Have partners make a word web for each of the following words: *avenge*, *ceremony*, *excessive*, *intense*, *penetrate*, *prominent*, *splendor*, *vessel*.

- Have partners write the spelling word in a center circle.
- Then have partners use a thesaurus to find synonyms and write them in circles radiating out from the spelling word.
- At the bottom of the web, have students write an original sentence using the spelling word.
- Extend the activity by having students create their word webs electronically.

Consult Print and Digital References

CC.5.L.4.c

Oh No!

Day 3



Option 1

MATERIALS

index cards, 21 per pair of students • timer

Prepare

Arrange two pairs of students in a group of four. Have each pair collaborate to write each spelling word on a separate card, so that the group ends up with two cards for each spelling word. Then have the group write “Oh no!” on the two remaining cards.

Play a Game

- Have students shuffle all the cards, including the “Oh no!” cards, and place them face down in a pile.
- Have students take turns selecting a card and reading it aloud to the person on his or her right.
- The person on the right spells the word and keeps the card if he or she spells it correctly. If not, it goes back in the pile.
- If a student draws an “Oh no!” card, all the cards he or she has gathered go back in the pile. When time is called, the student with the most cards wins.

Spell Grade-Appropriate Words

CC.5.L.2.e

Homophone Hints

Day 3



Option 2

MATERIALS

index cards, 4 per pair of students • dictionary, one per pair

Play a Game

- Have partners work together to look up each Watch-Out Word in a dictionary and write each word and its definition on a separate card.
- Then have partners write hints to help them remember how to spell each Watch-Out Word. For example: *I would walk across a **desert** to get two **desserts**.*
- Tell students to refer to the definitions on their cards as needed as they create their Watch-Out Word hints.

Consult References

CC.5.L.2.e

Demonstrate Command of Spelling

CC.5.L.2

Comic Strips

Day 3



Option 3

Make a Drawing

- Have students use as many spelling words as possible to create a comic strip about the sun or sunlight.
- Have them underline each spelling word. Display the comics.

Demonstrate Command of Spelling

CC.5.L.2t

Tic-Tac-Toe

Day 4



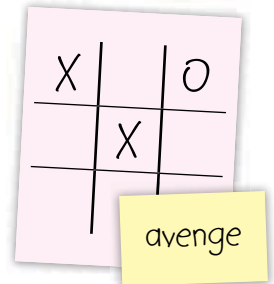
Option 1

MATERIALS

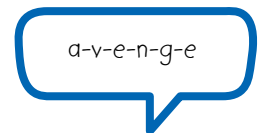
index cards, 19 per pair of students

Prepare

- Have pairs of students collaborate to write each spelling word on a separate card.
- Have them shuffle the cards and place them face down in a pile.
- Instruct students to draw a tic-tac-toe board and decide who will be X and who will be O.

**Play a Game**

- Have one partner choose a card from the pile and read aloud the word.
- The other partner spells the word. If the spelling is correct, the speller writes X or O on the tic-tac-toe board. If not, the speller loses a turn.
- Have players take turns until one student gets “Tic-Tac-Toe!”
- Reshuffle and play again.



Spell Grade-Appropriate Words

CC.5.L.2.e

Money Words

Day 4



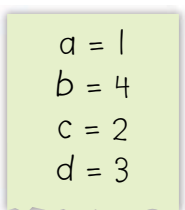
Option 2

MATERIALS

calculator, one per pair of students (optional)

Add the Values

- Have pairs collaborate to assign different point values to each letter of the alphabet. For example, the letter *a* may be worth one point, the letter *b* four points, and so on.
- Have Partner 1 write the first ten spelling words on a sheet of paper, and have Partner 2 write the next nine on a different sheet of paper.
- Have students add up the values to find out how many points each word is worth.
- Have students switch lists and repeat the activity. Have pairs compare their answers and correct any mathematical mistakes.
- Have them list the words in order from least to most “expensive.”



Spell Grade-Appropriate Words

CC.5.L.2.e

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: The Sun

- ✓ Grammar: Use Introductory Elements
- ✓ Grammar: Use Participial Phrases

COMMON CORE STANDARDS

- | | |
|--|------------|
| Edit Writing | CC.5.W.5 |
| Demonstrate Command of Grammar and Usage | CC.5.L.1 |
| Use Commas in Introductory Elements | CC.5.L.2.b |

Day 1

PROGRAM RESOURCES

Introductory Elements: eVisual 2.2

Teach the Rules

Use the suggestion on page T80 to introduce introductory elements. Then use **eVisual 2.2** to teach them. Use the third example sentence to discuss using commas for clarity.

Introductory Elements

- An **introductory element** appears at the beginning of a sentence. It may be a word, phrase, or clause.
Yesterday, I saw the sun rise.
Still sleepy, I went to bed.
In summer, mornings come very early!
- Use a comma to set off an introductory element.
This afternoon, we made a gallon of sun tea.
- An **adverbial element** can begin a sentence. It tells about a verb, adjective, or adverb.

[NGReach.com](#) Introductory Elements: eVisual 2.2

Play a Game

Have two teams play "Introduce My Sentence." Explain:

- Team 1 says a sentence about the sun.*
- Team 2 adds a prepositional phrase or an adverbial element.*
- If the new sentence makes sense, Team 2 scores one point.*
- Then Team 2 says a sentence and play continues.*
- The first team to score five points wins.*

Differentiate

AL Above Level

ISSUE Students use dependent clauses instead of prepositional phrases and adverbial elements in the game.

STRATEGY Affirm that dependent clauses can be introductory elements, but explain that this game calls for prepositional phrases and adverbial elements, which do not have a subject or a verb.

Day 2

PROGRAM RESOURCES

Participial Phrases: eVisual 2.7

Teach the Rules

Use the suggestion on page T83 to introduce participial phrases. Review participles as verb forms ending in *-ed* or *-ing*. Then use **eVisual 2.7** to teach participial phrases.

Participial Phrases

- Participles** and **participial phrases** describe **nouns** and often appear at the beginning of a sentence followed by a comma.
Heated by the sun, Earth's **surface** can support life.
Moving slowly, the **sun** rose in the sky.
- To avoid confusion, place a **participial phrase** and the **noun** it describes next to each other.
Clear: Sparkling brightly, the **sunlight** made us squint.
Confusing: Sparkling brightly, we squinted at the **sunlight**.

[NGReach.com](#) Participial Phrases: eVisual 2.7

Generate Sentences

Have students write sentences with participial phrases:

- Write two sentences about things the sun does for Earth. Begin each one with a participial phrase. Use participles that end in -ed.*
- Write two sentences about things the sun does for you. Begin each one with a participial phrase. Use participles that end in -ing.*

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

Differentiate

SN Special Needs

ISSUE Students struggle to begin sentences with participial phrases.

STRATEGY Provide sentence frames for practice. First, model adding a participle and a comma at the beginning. Then model creating participial phrases by adding an adverb or a prepositional phrase between the participle and the comma.



Day 3

PROGRAM RESOURCES

More Participial Phrases:
eVisual 2.8

Game: Practice Master PM2.3

MATERIALS

large paper clips

Teach the Rules

Use the suggestion on page T93 to review participial phrases. Then display eVisual 2.8 to extend the concept.

More Participial Phrases

- Participial phrases can come before or after a **noun**, set off by commas. **Worried about sunburn, Mrs. Archer** always wears a hat and stays in the shade.
- Always put a **participial phrase** next to the **noun** it modifies. **Mrs. Archer, worried about sunburn,** always wears a hat and stays in the shade.

[NGReach.com](#) More Participial Phrases: eVisual 2.8

Play a Game

Pair students to play a game of "What Else Am I Doing?" Distribute paper clips and Practice Master PM2.3.

Name _____ Date _____

Grammar: Game
What Else Am I Doing?

Directions:

- Play with a partner to develop an imaginative story about an astronaut's trip to the sun.
- Player 1 writes a simple sentence describing what the astronaut is doing.
- Player 2 then spins the spinner and uses the participle on the wheel to write a participial phrase to add to the sentence.
- Player 2 adds the participial phrase to the sentence and writes the new sentence on a separate piece of paper.
- Switch roles and repeat for the next sentence. Players build on the earlier sentences to make a story.
- Play until all the words on the spinner have been used.
- Share your story with the class.

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.

Examples:

- The astronaut climbed into the spaceship.
- Dressed in his flight suit, the astronaut climbed into the spaceship.

Spinner: thinking, exciting, going, waving, worried, playing, turning, sleeping

PM2.3 Unit 2 | Catching the Light

[NGReach.com](#) Practice Master PM2.3

Differentiate

BL Below Level

ISSUE Students have difficulty thinking of participial phrases to go with sentences.

STRATEGY Model how to use the participle to ask questions about the subject of the sentence. Write: The astronaut climbed into her spacecraft. Write the participial phrase *Turning to wave to the onlookers*. Explain: *I add the participial phrase to make the final sentence "Turning to wave to the onlookers, the astronaut climbed into her spacecraft."*

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM2.4

Grammar and Writing

Distribute Practice Master PM2.4. Have students use editing and proofreading marks to correct errors with introductory elements and participial phrases.

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

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

- correct use of introductory elements
- correct use of participial phrases
- correct use of commas

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↗	Move to here.
⌢	Add comma.
⊙	Add period.

Summer Discovery

On a bright summer day, Quentin walked up to his front porch. He saw a large pitcher of water tripping up the steps. In the pitcher, golden brown water had many tea bags floating in it. Quentin, feeling suspicious, wondered why this pitcher was left on the porch. Carefully, Quentin carried the pitcher to the kitchen table. Margaret saw the pitcher on the table, walking into the kitchen. Looking confused, she asked Quentin why the sun tea was inside. Cautiously, Quentin asked Margaret what sun tea was. After a sip of tea, Quentin decided that he loved sun tea!

PM2.4 Unit 2 | Catching the Light

[NGReach.com](#) Practice Master PM2.4

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A2.8–A2.9

Review and Assess

Challenge partners to rewrite each sentence below. Have one partner add an introductory element and the other add a participial phrase. Have partners discuss how their additions affect meaning. Remind students to use commas correctly.

- The people were astonished to see ten suns in the sky.
- The ten suns decided to walk across the sky together.
- Hu Yi fired his arrows toward the suns.
- The messenger rode to the top of White Mountain.

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

Week 1 Daily Writing Skills

OBJECTIVE

Thematic Connection: The Sun

✔ Use Sensory Details

COMMON CORE STANDARDS

Use Sensory Details

CC.5.W.3.d

Introduce Sensory Details

Day 1



PROGRAM RESOURCES

Sensory Details Passages: eVisual 2.3

Word Web: eVisual 2.3

Teach the Skill

Display the two passages in **eVisual 2.3**. Choose a volunteer to read aloud each passage.



Sensory Details Passages

Paragraph 1: I opened my eyes this morning. I knew Grandma was making breakfast.

Paragraph 2: I opened my eyes this morning and saw the sun peeking over the hill. Pots and pans clattered downstairs in the kitchen. In the air, I smelled the wonderful aroma of Grandma's pancakes for breakfast.

NGReach.com Sensory Details Passages: eVisual 2.3



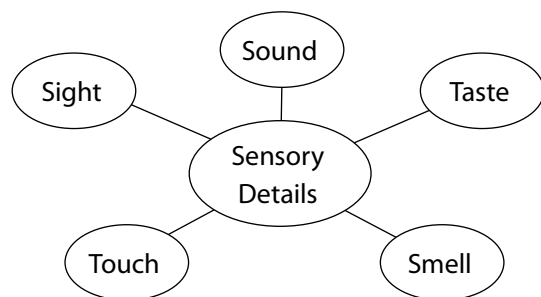
INTERACTIVE WHITEBOARD TIP: Underline words that add sensory details.

Explain: *The first paragraph tells only the basics. The second paragraph is a much better description of the same event. That's because the writer added details about what he or she saw, heard, and smelled. We call these sensory details. They make a piece of writing come to life.*

Display the word web in **eVisual 2.4**. Explain that the web shows all the senses that can be described through writing.



Word Web



NGReach.com Word Web: eVisual 2.4



INTERACTIVE WHITEBOARD TIP: Have students highlight the senses that were used in Paragraph 2.

Challenge students to add two sentences to the end of Paragraph 2 that include sensory details involving taste and touch.

Identify Sensory Details

Day 2



Option 1

Introduce

Explain that sensory details make writing more exciting for the reader.

Practice

Copy and display the following paragraph without underlines. Have students copy the paragraph and then, working alone, underline phrases and clauses that add sensory details.

Last night there was a terrible storm. Thunder rattled the windows. Lightning flashed in the sky. You could feel the rain pounding against the sidewalk. I couldn't sleep. I thought of my little sister and rushed into her room. I saw her sitting up in bed, her cheeks wet with tears. "Dry your eyes," I told her, brushing her hair from her face. "The storm will pass soon." But deep inside, I wasn't so sure.

After students have underlined sensory details on their own, have them show their paragraphs to a partner. Tell partners to compare their underlines and discuss which sense each detail relates to—sight, sound, taste, touch, or smell.

Describe an Image

Day 2



Option 2

PROGRAM RESOURCES

Digital Library: Language Builder Picture Card F26

Introduce

Display **Language Builder Picture Card F26**. Say: *An easy way to describe this picture is to say "This is a picture of a bunch of power lines in front of mountains," but that isn't very descriptive.*



Practice

Have each student write a description based on the image, using as many sensory details as possible. Encourage students to imagine that they are gazing at the scene in person. Suggest that they add details of not only sights, but also sounds, smells, and touch.



SUGGESTED PACING

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

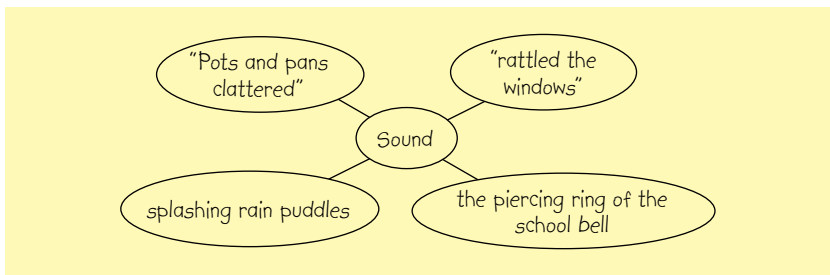
Create Sensory Word Webs Day 3 Option 1

Practice

Have students collaborate to create a set of word webs for the five senses. Have one pair of students create a word web for one of the senses, the next pair create one for another sense, and so on, until all five senses are covered within the group.

Suggest that students use some of the sensory details from the passages on Days 1 and 2 to fill in their ovals. They can then fill in the remaining ovals with sensory details of their own creation.

When they are finished, have students share their webs with the whole group.



Edit for Sensory Details Day 4

Practice

Have students choose a piece of descriptive writing from their Weekly Writing folders. Ask students to add at least three sensory details to their writing. Encourage them to use three different senses.

Have volunteers share their writing by reading it aloud to a partner. Ask them to identify the sensory details they added during revision.

Write with Sensory Details Day 3 Option 2

Introduce

Discuss our five senses. Ask: *How do sensory details help create pictures in the reader's mind?*

Practice

Have partners think of an activity they both like to do outdoors. Ask them to create a chart of sensory details that come to mind when they think of the activity.

Activity: Watching a Softball Game				
Sight watching players run the bases	Sound the sound of the bat hitting the ball	Taste cold ice cream	Touch crowding onto the bleachers	Smell the smell of grass that's just been cut

Have each partner write a short paragraph based on the chart. Then ask partners to compare paragraphs and discuss their sensory details.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A2.8–A2.9

Review the Skill

Have small groups of students plan and write a short paragraph that uses sensory details. Tell students that they may use the following prompt or choose a topic of their own.

Encourage students to include at least one sensory detail for each of the five senses.

You and your friends are meeting in the park this weekend. Describe what you have planned for the day. Be sure to include sensory details.

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

Day 1 Introduce Unit 2

OBJECTIVE

Thematic Connection: The Sun

Preview Content by Paraphrasing Information

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 2


Unit Concept Map: Practice Master PM2.1

TECHNOLOGY ONLY

Unit 2 Build Background Video

MATERIALS

timer • markers • colored pencils



WARM-UP

Point to the photo on **Anthology** pages 76–77, and have students describe what it shows. Ask: *What are some ways you benefit from the sun in your everyday life?* Have students discuss why they chose the benefits they did.

Science Background

1 Big Question **Anthology** page 76

Have a volunteer read aloud the Big Question. Explain that this unit is about energy and electricity. Students will be reading about ways people rely on the sun as a source of energy and electricity. Distribute **Family Newsletter 2**.

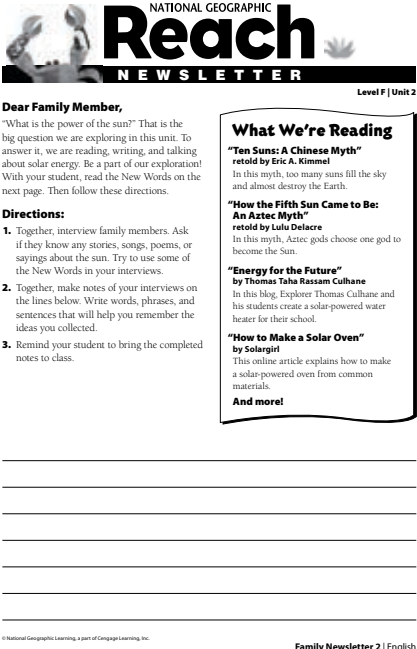
2 Share What You Know **Anthology** page 77

Activate prior knowledge: *When I say the word sun, what comes to mind?* Display **Student eEdition** page 77, review the directions, and distribute materials. Encourage the class to notice the differences and similarities in the pictures.

3 Build Background Video

Set a purpose for viewing: *Watch and listen for reasons the sun is important.* Play the video, and invite students to note the reasons as they appear. After viewing, ask:

- *Could we live without the sun? Explain your answer.*
- *How do we use the power of the sun?*



NATIONAL GEOGRAPHIC Reach NEWSLETTER
Level F | Unit 2

Dear Family Member,
"What is the power of the sun?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about solar energy. 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. Ask if they know any stories, songs, poems, or sayings about the sun. Try to use some of the New Words in your interviews.
2. Together, make notes of your interviews on the lines below. Write words, phrases, and sentences that will help you remember the ideas you collected.
3. Remind your student to bring the completed notes to class.

What We're Reading

"Ten Suns: A Chinese Myth"
retold by Eric A. Kimmel
In this myth, too many suns fill the sky and almost destroy the Earth.

"How the Fifth Sun Came to Be: An Aztec Myth"
retold by Lulu Delacre
In this myth, Aztec gods choose one god to become the Sun.

"Energy for the Future"
by Thomas Taha Rassam Culhane
In this blog, Explorer Thomas Culhane and his students create a solar-powered water heater for their school.

"How to Make a Solar Oven"
by Solargirl
This online article explains how to make a solar-powered oven from common materials.
And more!

Family Newsletter 2 | English

NGReach.com Family Newsletter 2
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Summarize Visual Information

CC.5.SL.2

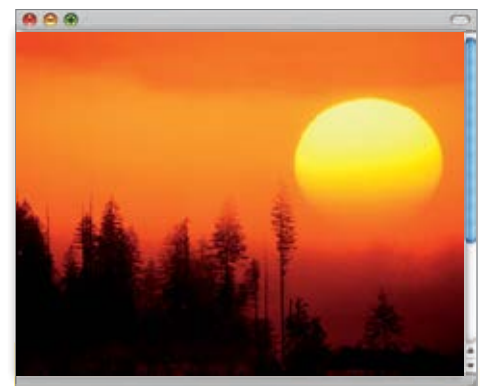
Mini Lesson

Analyze Film Editing

Explain: *A filmmaker edits by deciding when to join shots or change from one scene to another.* Replay the video and pause after 20 seconds. Explain: *I think the editor cut from the sunflowers to the prairie because both scenes show how plants get energy from the sun.* Describe these film editing terms:

- In a *cut*, one scene ends and the next begins with no transition.
- In a *fade*, one scene slowly turns black and then reveals a new scene.
- In a *dissolve*, the end of one scene merges with the start of a new one.

Play scenes that use different film edits. For each one, have partners discuss what the editor did and why.



NGReach.com Build Background Video

Catching THE LIGHT

Unit at a Glance
 ▶ Language: Give and Carry Out Commands, Verify, Science Words
 ▶ Literacy: Ask Questions
 ▶ Content: Energy

Unit 2

?
BIG Question
 What is the power of the sun?

STUDENT TECHNOLOGY



Student eEdition



Video



Resources

NGReach.com

Share What You Know



- 1 Think of words that describe the sun. Make a list.
- 2 Choose a word from your list and draw it.
- 3 Share your drawing with the class.



Build Background: Watch a video about the sun.
NGReach.com

Anthology
 pages 76–77

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, based on information garnered from images and headings.

Display the unit concept map using **Student eEdition** page 148 or a bulletin board in the classroom. Explain: *As you go through this unit, you will organize your answers to the Big Question on a concept map.* Distribute **Practice Master PM2.1** and model how to fill in the concept map. Ask: *What ideas can we add from the Build Background Video?*



Concept Map

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 149. Have students read the project options so they can begin to think about which one they will choose.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T75o–T75p)
- ✓ Power Writing (T78, T80a, T84, T94, T99b)
- ✓ Writing (T80, T82–T83, T93, T99a, T100)
- ✓ Writing Project (T101a–T101d)

Name _____ Date _____

Unit Concept Map
Catching the Light
 Make a concept map with the answers to the Big Question: What is the power of the sun?

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PM2.1 Unit 2 | Catching the Light

NGReach.com Practice Master PM2.1

OBJECTIVES

Thematic Connection: The Sun

- Use Domain-Specific Words
- Analyze Characters

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 2
- Unit Concept Map: Practice Master PM2.1
- Character Chart: Practice Master PM2.2

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 2.1

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about what it feels like to experience the heat of the sun.

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

COMMON CORE STANDARDS

Reading

Compare Characters	CC.5.Rlit.3
Read and Comprehend Literature	CC.5.Rlit.10
Read With Fluency to Support Comprehension	CC.5.Rfou.4

Writing

Write Over Shorter Time for Specific Purposes	CC.5.W.10
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Speaking and Listening

Carry Out Assigned Roles	CC.5.SL.1.b
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Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6
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Academic Talk

1 Give and Carry Out Commands Anthology page 78

Read aloud the instructions and play the **Sing with Me Language Song**: “Make Sun Tea.” Explain: *When you give a command, you tell someone to do something. Most commands begin with verbs.* Point out the title and ask: *What task does “Make Sun Tea” tell you to do?* (Use sunlight to make tea.)

Explain: *When you carry out a command, it is important to know what task you are to do, to listen carefully to the directions, and to do the steps in order.* Ask: *What is the first step in making sun tea?* (First, put the tea bags in water.)

Have partners practice giving and carrying out simple commands, such as making a paperclip chain, creating a bookmark, or finding a definition in a dictionary. Remind the partner giving commands to use time-order words and to be clear and concise. Remind the partner carrying out the commands to listen carefully. Then have partners reverse roles and repeat the activity with a new task.

Science Vocabulary

2 Key Words Anthology page 79

Explain and model using **Vocabulary Routine 1** and the illustration on **Student eEdition** page 79 to learn the Key Words.

- **Pronounce the word** and point to the pertinent step: **heat**.
- **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:** **Heat** is energy that makes you or something warm.
- **Elaborate.** Relate the word to your experience: We use **heat** to cook food.

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

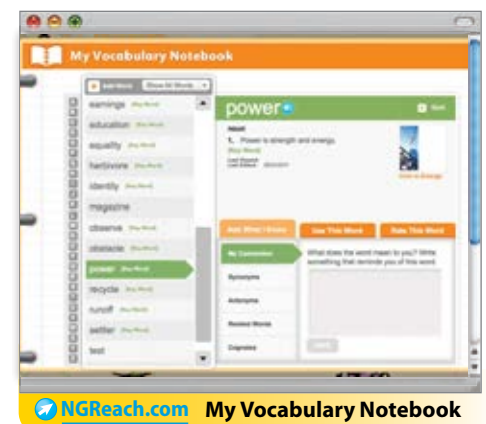
For more images of the Key Words, use the **Digital Library**.

Key Words

absorb · heat · reflect
thermal · transmit

Have partners take turns repeating the routine for each word using page 79. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**





- Put _____.
- Give _____ to _____.

Give and Carry Out Commands

Listen to Alfredo and Susana's song. Then use **Language Frames** to give commands to a partner. Have your partner restate the commands before doing them.



Make Sun Tea *Song* ((MP3))

How I want some iced tea, Susana, Susana,
Will you make some for me, Susana my friend?

You can make tea with sunlight, Alfredo, Alfredo,
In an hour it's done right, Alfredo my friend.

Put tea bags in water, Alfredo, Alfredo,
It gets hotter and hotter, Alfredo my friend.

Then you put in some fresh ice, Alfredo, Alfredo,
And the iced tea is quite nice, Alfredo my friend.

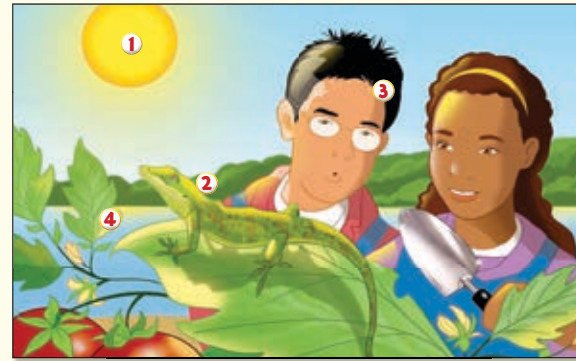
Give the pitcher to me, Susana, Susana,
And I'll make the iced tea, Susana my friend.

Tune: "There's a Hole in the Bucket"

- absorb
- heat
- reflect
- thermal
- transmit

Key Words

Look at this illustration. Use **Key Words** and other words to talk about how the sun **transmits** energy.



- 1 The sun **transmits** energy, or sunlight.
- 2 Plants, animals, and objects can **reflect** or **absorb** the sunlight.
- 3 Light that is absorbed can change into **thermal** energy, or **heat**.
- 4 Plants change sunlight into food.

Talk Together

How do plants and animals use the power of the sun? With a group, use **Key Words** to describe what a day in your life might be like without any sunshine at all.



Student
eEdition



Sing
with Me



My Vocabulary
Notebook



Resources

3 Talk Together Anthology page 79

Read aloud the instructions on **Anthology** page 79. Review with students how the sun provides heat and light to the Earth. Ask them to think of ways that plants and animals rely on the sun. (Possible responses: Plants use light from the sun for photosynthesis. Animals use the sun for warmth and for light so they can see to move around and find food.)

Circulate and encourage students to use the Key Words as they discuss what a day without sun would be like.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students give and carry out commands, listen for correct usage of Key Words. If students use words incorrectly, provide sentence frames using the words, such as:

- Sponges _____, or soak up, water. (**absorb**)
- Light can _____, or bounce off, a shiny surface. (**reflect**)
- The sun can _____, or send, energy to Earth. (**transmit**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 2** for translations in seven languages. Use cognates for Spanish speakers:

absorb/absorber *reflect/reflejar*
thermal/termal *transmit/transmitir*

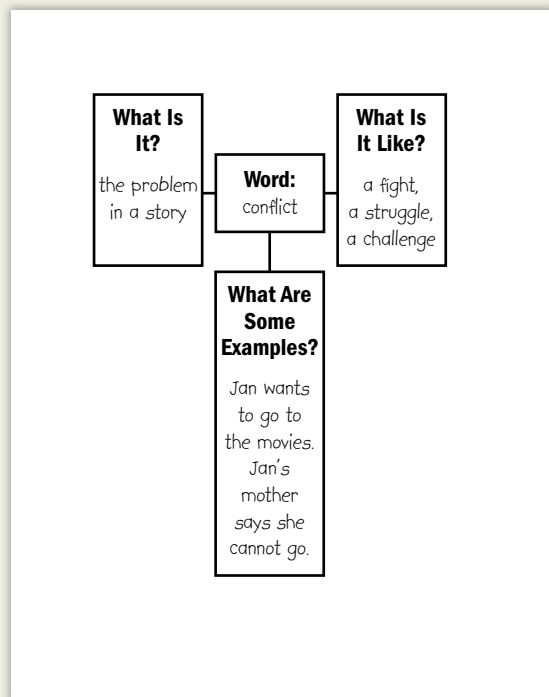
SN Special Needs

ISSUE Students have difficulty learning the new vocabulary.

STRATEGY Make the words familiar by saying examples the students can relate to, such as:

*I **transmit** an e-mail from my computer to your computer. When you spill juice on the table, you use a sponge to **absorb** it.*

Word Map



Fluency

Model Intonation Explain the concept: *Fluent readers read with intonation. They make their voices rise and fall to match the words they are reading. They also help express what characters in a story are feeling.* Model intonation by reading aloud the lines of dialogue spoken by Alfredo and Susana in “Make Some Tea for Me.” As you read, raise your voice to reflect the frustration felt by the characters as the conflict builds. Have students practice intonation by reading aloud the song lyrics on **Anthology** page 78.

Comprehension

4 **Character** **Anthology** page 80

Use a Word Map to teach the term **conflict**. Then project **Student eEdition** page 80 and read aloud the introduction. Explain: *A **conflict** can happen when two characters want different things. Each character plays a different role in the **conflict**.* Then display **eVisual 2.1** and read aloud “Make Some Tea for Me.”



Read Aloud

Realistic Fiction

Make Some Tea for Me

“I’ve been out in the **heat** all day,” Alfredo moaned. “I need a cool drink.”

“We have juice and lemonade in the refrigerator,” Susana offered.

“I’ve actually been dreaming of a refreshing glass of tea full of frosty cold ice cubes,” Alfredo said, smacking his lips. “Please make me some iced tea!”

“You can make your own tea,” Susana said helpfully. “Here are the ingredients you need.” She handed Alfredo a glass pitcher and a handful of tea bags.

“Oh, I don’t know how,” Alfredo frowned.

Susana smiled and said, “I will teach you. First, put the tea bags in water. Next, place the pitcher in the **heat** of the sun. Then wait until the water gets hot. Give the tea some time to brew. Lastly, add some ice in the water.”

“But I don’t want to go outside,” Alfredo insisted. “It’s too hot.”

“You don’t have to go outside!” Susana cried in exasperation. “You can set the pitcher inside next to a window where it is sunny.”

Alfredo doubtfully followed Susana’s instructions. To his surprise, soon he had made a delicious pitcher of iced tea with the help of the sun—and Susana, of course!

Read Aloud: eVisual 2.1



INTERACTIVE WHITEBOARD TIP: Highlight Alfredo’s conflict.

5 **Map and Talk** **Anthology** page 80

Have students read how to make a character chart. Help them identify the different roles played by the characters. Ask: *Who gives the commands?* (Susana is the teacher.) *Who carries out the commands?* (Alfredo’s role is to be the follower.)

6 **Talk Together** **Anthology** page 80

Have students use **Practice Master PM2.2** to make a character chart for the characters in a favorite story.

Check & Reteach

OBJECTIVE: Analyze Characters

Check that students can compare the characters from their chosen stories.

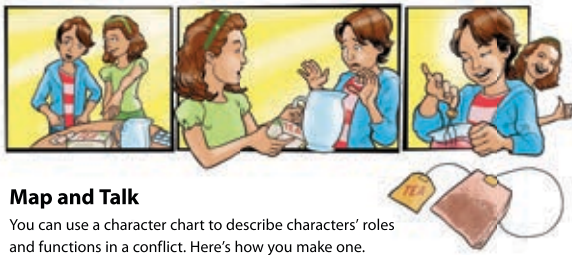
If students have difficulty comparing character conflicts, ask: *What is the main character’s problem? What does he or she try to do about it? What role does the character have?*



Character

When you think about the conflict, or problem, that **characters** in a story face, you often think about their roles, or parts they play, in the conflict. You also think about their functions, or what they do.

Look at these pictures of Alfredo and Susana.



Map and Talk

You can use a character chart to describe characters' roles and functions in a conflict. Here's how you make one.

Character	Role	Function	Conflict
Alfredo	learner	tries to get Susana to make tea for him	Susana wants Alfredo to make the tea.
Susana	teacher	tries to teach Alfredo to make sun tea	Alfredo wants Susana to make the tea

Write each character's name here.

Write each character's role here.

Write each character's function here.

Write each character's conflict here.

Talk Together

With a partner, think of a story with a conflict. Use a character chart to show each character's role and function in the conflict.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T75k

Daily Grammar ✓

Point to Susana's line *Fortunately, I like to teach others* from the **Read Aloud**. Then use page T75m to teach introductory elements.

Daily Writing Skills ✓

Point out the sensory details *frosty cold ice cubes* in the **Read Aloud**. Then use page T75o to teach using sensory details.

Writing

7 Write About a Character

Introduce: *Now you will write a paragraph to tell about one of the characters from the story you discussed with your partner.* Model the process with "Make Some Tea for Me."

Think Aloud

First, I write a character's role.

Then I write his function.

*Finally, I explain the **conflict**.*

Write

Alfredo is the learner.

Alfredo tries to get Susana to make iced tea for him.

Alfredo wants Susana to make the tea, but Susana wants Alfredo to make it himself.

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

Have students use the character chart they made in **Talk Together** to write their paragraphs. Have partners share their writing. Then have them add the paragraphs to their Weekly Writing folders.

WRAP-UP

Have partners give and carry out commands to make sun tea and include information about how the sun helps make sun tea.

Name _____ Date _____

Character Chart

Our Characters

Character	Role	Function	Conflict
Responses will vary but should include the people, animals, or imaginary creatures from the story partners choose.	Responses will vary but should include the parts the characters play.	Responses will vary but should include what the characters do.	Responses will vary but should include the characters' problems.

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PM2.2 Unit 2 | Catching the Light

OBJECTIVES

Thematic Connection: The Sun

- Use Academic Words
- Ask Questions to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 2
- Unit Concept Map: Practice Master PM2.1

TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook


MATERIALS

timer

Power Writing

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

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



WARM-UP

Have students recall what they read yesterday about how the sun's heat can be used to make tea. Give small groups three minutes to list as many other uses for the sun's heat as they can. The group with the most uses recorded wins the game.

Academic Talk

1 Ask and Answer Questions

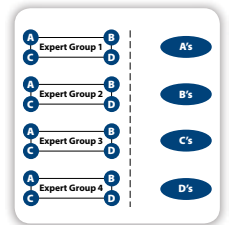
Explain how to ask and answer questions: *When you don't understand what someone says, you can ask for an explanation. When someone asks you for an explanation, you can answer by restating the information in a clearer way. You can also try to give more information.*

Review "Make Sun Tea" on **Anthology** page 78. Model restating lines 5–6: *If someone asks, "What gets hotter and hotter?" I can restate the information in a clearer way: "The water gets hotter and hotter."* Ask: *How can you answer the question with more information?* (The water gets hotter because of the sun.)

Have students talk about how to use the sun's energy. They should ask and answer questions to clarify information. Use a **Jigsaw**:

- Have students form "expert" groups.
- Each group discusses a different way to use the sun's energy.
- Students regroup so that each expert group is represented.
- Have experts share information about the sun. Group members can ask and answer questions.

For **Jigsaw**, see page BP45.



Jigsaw

Academic Vocabulary

2 More Key Words Anthology page 81

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

- **Pronounce the word** and point to the image: **event**.
- **Rate the word.** Hold up your fingers to show how well you know the word (1 = very well; 2 = a little; 3 = not at all). Tell what you know about this word.
- **Define the word:** An **event** is something that happens.
- **Elaborate.** Relate the word to your experience: I bought tickets for the concert in the park. The **event** is on Saturday.

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

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

Key Words

assume · event · explanation
power · theory

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.5.Rlit.10
Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Pose and Respond to Questions, and Draw on Preparation and Other Information CC.5.SL.1.c

Language and Vocabulary

Acquire and Use General Academic Words CC.5.L.6

More Key Words

Use these words to talk about "Ten Suns" and "How the Fifth Sun Came to Be."

assume
(a-sūm) verb



When you **assume** something, you think it is true without checking the facts.

event
(i-vent) noun



An **event** is something that happens. The street fair is a big **event**.

explanation
(ek-splū-nā-shun) noun



An **explanation** gives a reason or makes something easy to understand.

power
(pow-ur) noun



Power is strength or energy. This machine has the **power** to lift heavy things.

theory
(thē-u-rē) noun



A **theory** is an idea that explains something. Her **theory** is that the dog did it.

Talk Together

Work with a partner. Write a question using a **Key Word**. Answer the question using a different **Key Word**. Use all the words twice.

Question: What is a theory?

Answer: an explanation of something.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

81

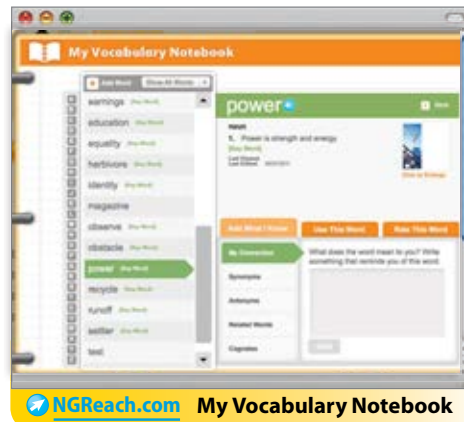
Anthology page 81

Have partners use page 81 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 81

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



Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 2** for translations in seven languages. Use cognates for Spanish speakers:

event/evento explanation/explicación
power/poder theory/teoría

BL Below Level

ISSUE Students struggle to use new vocabulary when asking questions.

STRATEGY Have students choose one Key Word and study the image on page 81. Students can ask a question about the image using the Key Word.

Check & Reteach

OBJECTIVE: Use Academic Words

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

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

- *When you **assume** something, do you make a statement based on facts or just say what you think?* (just say what you think)
- *What does a car need in order to move?* (**power**)
- *What do you call an **explanation** for something you observe?* (**theory**)

Fluency

Practice Intonation As partners read aloud “How the Sun Got Hot Again,” circulate and listen for correct intonation.

Comprehension

4 Learn to Ask Questions Anthology pages 82–83

Project **Student eEdition** page 82 and read aloud the introduction. Explain: *Good readers ask questions to clarify information that is unclear.* Point to details in the illustration as you model how to ask questions:


- *I wonder what happened to the sun.*
- *I read that the sign says “total eclipse of the sun.” So I know that the sun is in eclipse, or blocked from view.*
- *Now I wonder why the sun is in total eclipse. I can read on to find out.*

5 Talk Together Anthology page 83

Read aloud the instructions on page 83. Echo read the first two paragraphs of “How the Sun Got Hot Again,” including the sample questions. Ask: *How does asking questions help you understand the story better?* (Possible response: When I wonder why something happens, I can read on to look for the answer.)

Have partners read the rest of the story and ask and answer questions to clarify their understanding. Circulate to monitor their discussions.

Check & Reteach

OBJECTIVE: Ask Questions to Comprehend Literature 

Ask: *What question can you ask about the third paragraph?* (Possible response: Why does the spaceship need heat shields?)

If students have difficulty thinking of questions to ask, provide sentence frames to guide their questioning: I need to understand _____. I ask myself _____. I read on and find out that _____.

Writing

6 Write Questions

Introduce: *We are going to write questions about the science fiction story “How the Sun Got Hot Again.”* Model the process.

Think Aloud	Write
<i>First, I write about what I do not understand.</i>	I read that the spaceship’s heat shields are working. I wonder why the spaceship needs heat shields.
<i>Then I explain how I found the answer to my question.</i>	Later, Karl says that the ship will melt if the shields do not work. Now I know that the shields must protect the ship from the sun’s heat .

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



Learn to Ask Questions

Look at the cartoon. When you wonder or get confused about something, you usually **ask a question** and then try to find the answer.



When you read, you can **ask questions**, too. The answers to some questions can be found **in the book**. Read to find the answers. This will help you understand the story better.

How to Ask Questions

- | | |
|--|----------------------------|
| 1. As you read, ask a question. | I wonder _____. |
| 2. Look for an answer in the text. You might find the answer right there in the text. Or you might have to think and search. | I read _____.
So _____. |
| 3. Think about the answer. Read on and ask more questions. | Now I wonder _____. |

Language Frames

- ? I wonder _____.
- 👁️ I read _____.
So _____.
- 📖 Now I wonder _____.

Talk Together

Read Susana's story. Read the sample. Use **Language Frames** to ask questions. Tell a partner about them.

Science Fiction

How the Sun Got Hot Again

Astronauts Sofie and Karl were ready to go into space. They were on a special mission. The sun had been growing colder every day. It was getting harder and harder to survive on Earth.

Sofie had an **explanation**. A **thermal** force deep inside the sun had stopped working. If her **theory** was right, setting off a huge explosion on the sun's surface should strengthen its **power**.

The spaceship took off. Before long, the sun was a huge ball right in front of them. It was as majestic as they had imagined it. "The **heat** shields on our spaceship are working," Sofie noted.

"We'd melt if they weren't," Karl said nervously. Soon it was time to send off the explosives. Sofie pressed a button. The little ship holding the explosives made its way to the sun.

Sofie turned the big ship around. They needed to get far from the sun before the explosion. KA-BOOM! The shock waves rocked the spaceship. Sofie spoke to Mission Control. "It worked!" she cried.

"Excellent!!" Karl exclaimed. "I **assume** that tomorrow's headlines will read: 'Astronauts Saved the Sun!' This **event** will go down in history!"

"I wonder what is happening to the sun."
"I read that a thermal force has stopped working."
"So now I know what happened."
"Now I wonder if their mission will succeed."



◀ = a good place to stop and ask a question

Anthology
pages 82–83

Have students write some of the questions they had about "How the Sun Got Hot Again." They should include explanations of the answers they found and where they found them in the text. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T75k

Daily Grammar ✓

Point out the participial phrase *setting off a huge explosion* on **Anthology** page 83. Then use page T75m to teach how participial phrases are used at the beginning of sentences.

Daily Writing Skills ✓

Point out the sensory details in the sentence *The shock waves rocked the spaceship* from **Anthology** page 83. Then use page T75o to practice using sensory details.

WRAP-UP

Have students sketch a quick drawing showing what effect the absence of the sun had on Earth in "How the Sun Got Hot Again." Ask students to write a sentence explaining what is happening in their drawings. Have student volunteers share their drawings and sentences with the class.

Differentiate

AL Above Level

ISSUE Students' questions require a higher level of critical thinking to answer them.

STRATEGY Above-level students can work in pairs to discuss possible answers to their questions before determining which answer to write.

OBJECTIVES

Thematic Connection: The Sun

- Analyze Characters
- Ask Questions to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 2

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings:

MP3 or CD 1 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 *conflict*.

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

COMMON CORE STANDARDS

Reading

Compare Characters	CC.5.Rlit.3
Analyze Visual Elements	CC.5.Rlit.7
Read and Comprehend Literature	CC.5.Rlit.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

Write Over Shorter Time for Specific Audiences	CC.5.W.10
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Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1.a
Summarize Visual Information	CC.5.SL.2

Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6
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WARM-UP

Point out to students that many cultures have stories, songs, poems, and sayings about the sun. Invite students to share what they learned in the family interviews from **Family Newsletter 2**. Explain that today students will be reading a myth about the sun.

Vocabulary Practice

1 Expand Word Knowledge

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

- 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 BP36.

Key Words

absorb · assume · conflict
 event · explanation · heat
 power · reflect · theory
 thermal · transmit

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

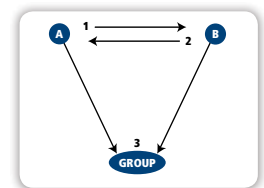
2 Preview and Predict

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

Display the Key Words *heat*, *power*, and *conflict*. Have students use a **Three-Step Interview** to share their predictions about “Ten Suns.”

- Have students preview the illustrations on **Anthology** pages 86–93 independently.
- Have partners interview each other, using Key Words to share their predictions about what will happen in the story. The first partner predicts what will happen on **Anthology** pages 86–89, while the second partner predicts what will happen on **Anthology** pages 90–93.
- Partners use Key Words to present each other’s predictions to the class.

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



Three-Step Interview

Read a Story

Genre

A **myth** is a very old story. Its purpose is to explain something about the world. Myths often include gods and characters who have special powers, but who act in human ways.

Point of View

Point of view describes who tells a story. In third-person point of view, a narrator outside of the story tells the story. The narrator uses words like *he*, *she*, or *they* to explain what characters experience, think, and feel.

But the **gratitude** of the earth's people and the importance of their work meant nothing to the boys. They **found their task** boring.

84

Ten Suns

A Chinese Myth

retold by **Eric A. Kimmel** • illustrated by **Marilee Heyer**

Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

Anthology
pages 84–85

Reading

3 Read a Story Anthology pages 84–85

GENRE Have a volunteer read aloud the definition of a myth. Elaborate: *Myths are often used to explain how something in the world started or came to be.*

POINT OF VIEW Have a volunteer read aloud the information about point of view. Ask students to identify the third-person point of view signal word in the sample. (*They*)

SOCIAL STUDIES BACKGROUND Share information to build background:

- *Many cultures have myths that are passed down from generation to generation.*
- *“Ten Suns” is a Chinese myth. The character names are Chinese and the houses and clothing worn by the characters reflect ancient Chinese culture.*

Have students read pages 86–93. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ ALOUD

Display the Key Words. Read aloud the selection, pausing to discuss and elaborate on the meaning of each Key Word.

OL On Level

READ TOGETHER

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

AL Above Level

READ INDEPENDENTLY

As students read silently, have them take notes about the characters. Use the questions to build comprehension.

Best Practices

Group Strategically Assess students' strengths and needs periodically, and rearrange groupings so that students are continually challenged and encouraged to grow at their own rate.

Set a Purpose 1 AL

Find out about an unusual family who lives in the sky.



Long ago, when the world was new, a giant mulberry tree grew on the far side of the sea, on the edge of the **eastern horizon**. Its roots plunged deep into the earth. Its branches scraped the sky.

2 Nestled in the topmost branches of this tree stood a **jade** palace. Hammered sheets of gold formed its roof. Its windows were made of the thinnest **panes of amethyst and lapis lazuli**. This was the palace of Di Jun (**dē jūn**), the eastern emperor, the god who ruled the regions of the sky where the sun arises.

In Other Words
eastern horizon the land where the sun rises
jade green stone

panes of amethyst and lapis lazuli purple and blue crystal

86

Anthology
pages 86–87



In those days there were ten suns: the children of Di Jun and his wife, Xi He (**shē hoo**). They never walked across the sky together. That would produce too much **heat** for the world to **bear**. Instead, every morning before dawn, Xi He would awaken one of her sons. They would climb into her dragon chariot and drive to a point on the eastern horizon where Xi He's son would begin his walk. **3 EL**

In Other Words
bear survive



87

Fluency

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

Read and Build Comprehension

- 1 Set a Purpose** Have students read aloud the introduction at the top of **Anthology** page 86 and think about how this family differs from traditional families.
- 2 Describe Setting** *Where and when do the story events on these pages take place?* (The story takes place in the sky long ago, when the world was new.)
- 3 Ask Questions** *What is something you wonder after reading pages 86–87? How can you find the answer to your question?* (Students should base their questions on the text or illustrations. Remind them to reread or read on to find answers.)

Differentiate

AL Above Level

ISSUE After setting a purpose for reading, students read too rapidly and fail to notice specific ideas and details.

STRATEGY Have students rephrase their purpose for reading into a question. As they read, have students note any information that helps them to answer their question.

EL English Learners

ISSUE Students lack practice in asking and answering questions in English.

STRATEGY Remind students that in English, many questions begin with one of these words: *Who, What, Where, When, Why, and How*. Have students copy the question words onto index cards and select one that represents the question they would ask.

Each day one of the suns would walk across the sky from east to west. When the people on Earth saw the sun crossing the heavens, bringing warmth and light, they offered thanks to Di Jun, Xi He, and their family.

But the **gratitude** of the earth's people and the importance of their work meant nothing to the boys. They **found their task** boring. Day after day, year after year, century after century, they followed the same path across the sky. There was no one to talk to, nothing new to see, nothing to do except follow that same **weary track** over and over again.

One night, as Di Jun's boys lay in bed, they began talking. Huo Feng Huang (**hwō fung hwang**), the oldest, said, "I would not mind walking the path so much if I **had some company**." **1**



In Other Words
gratitude thankfulness
found their task thought their job was
weary track old path
had some company was not alone



EL "I feel the same way," Pi Li Xing (**pē' lē shing**), the youngest, replied. "Tomorrow, let's do something different. Why don't we all get up early, take the dragon chariot, and walk across the sky together?"

The others agreed. "A splendid idea!"

In the dark of night, while their parents slept, the boys **arose**, put on their brightest **garments**, **hitched** the dragon to their mother's chariot, and rode across the star-swept sky to the eastern horizon. Laughing, chattering, with their arms around one another's shoulders, they began their walk. **2 3 BL**

In Other Words
arose got out of bed
garments clothes
hitched connected

Before You Move On

- 1. Ask Questions** Why are the children called both **suns** and **sons** in the story? Where can you find the answer?
- 2. Character/Plot** What is the role of the sons in the story? What is their conflict?

Read and Build Comprehension

- 1 Analyze Characters** ✓ *What is the function of the oldest son in the story?* (Possible response: He makes his brothers want to try something new.)
- 2 Ask Questions** ✓ *What is something you wonder about the ten sons? How can you find the answer to this question?* (Students' questions will vary. They can search for answers by rereading the text or reading on.)
- 3 Analyze Author's Point of View** *How can you tell this story's point of view?* (This story is told from third-person point of view. The narrator is not a character in the story and uses words such as *they* and *their* to tell about what the characters do.)

Differentiate

EL English Learners

ISSUE Students have difficulty pronouncing the names of the sons.

STRATEGY Direct students to the phonetic spelling in parentheses. Explain the diacritical marks and model how to pronounce each word. Have students echo read.

BL Below Level

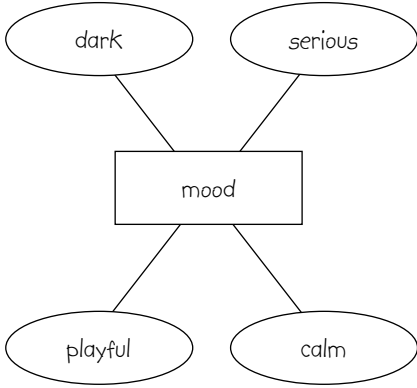
ISSUE Students have difficulty asking original questions about the story.

STRATEGY Reread the last paragraph on **Anthology** page 89. Provide sentence starters for students to complete: I wonder why the sons _____. How did they _____? Where did the ten sons _____? Remind students that they can read on to find the answers and clarify their understanding of the story and characters.

Answers Before You Move On

- 1. Ask Questions** ✓ Possible response: The children are the ten sons of the emperor god and they are also suns that shine in the sky and provide warmth for the planet. I find the answer by locating the spellings s-o-n-s and s-u-n-s. By reading further, I learn that the boys are Di Jun and Xi He's sons. They are also like the sun that creates sunlight.
- 2. Character/Plot** ✓ Possible response: The role of the sons in the story is to walk across the sky from east to west, one at a time, to act as a sun and bring light and warmth to the people on Earth. Their **conflict**, or story problem, is that they become bored and do not want to walk alone anymore.

Word Web



Mini Lesson

Analyze Visual Elements

Review: *The illustrations in a story provide details that support the text. They set the **mood**, or the feeling a reader gets from story.* Use a Word Web to discuss examples of mood from illustrated stories that students know.

Display the illustrations on **Student eEdition** pages 90–91. Model identifying a detail in the illustration and explaining how it supports the meaning of the text: *I see dry, dying plants. This detail shows me what the story means when it says, “Crops withered in the fields.” It helps me to understand how the plants suffer from the **heat** of too many suns.*

Ask: *What are some other details you see in the illustrations?* (Possible responses: fainting people; bright yellow sky) *What do they help you understand about the text?* (Possible responses: They support the description of how people and animals grew faint and what the blazing **heat** of ten suns shining down at once would feel like. They show how Earth is affected by the sons’ actions.)

Elaborate: *Taken together, the details in an illustration set a **mood**, or overall feeling. What **mood** does the illustration on pages 90–91 set?* (Possible responses: sad, harsh, hopeless, painful, desperate)

To check understanding, have students identify other details in the illustrations and explain how they support the text and set a mood for the story.

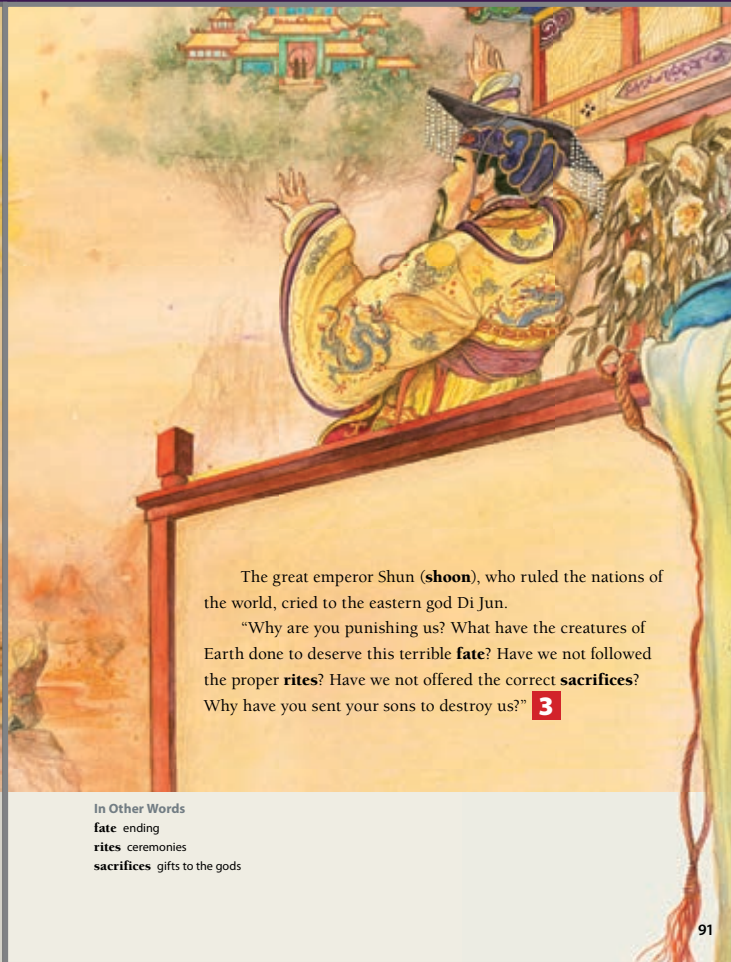
Predict 1 EL

What will happen to Earth when the sons cross the sky together?



When dawn came, the people who lived on Earth were **astonished** to see ten suns appear above the horizon. The blazing heat of ten suns shining down at once was more than the world could bear. Crops **withered** in the fields. Forests caught fire. Lakes and rivers dried up. Mountains shattered to pieces. The sea began to boil. People and animals grew **faint**. They stretched themselves on the **scorching** ground and waited to die. **2 SN**

In Other Words
astonished very surprised
withered dried up and died
faint weak and dizzy
scorching burning hot



The great emperor Shun (**shoon**), who ruled the nations of the world, cried to the eastern god Di Jun.
“Why are you punishing us? What have the creatures of Earth done to deserve this terrible **fate**? Have we not followed the proper **rites**? Have we not offered the correct **sacrifices**? Why have you sent your sons to destroy us?” **3**

In Other Words
fate ending
rites ceremonies
sacrifices gifts to the gods

Read and Build Comprehension

- 1 Predict** Read aloud the predict question on **Anthology** page 90. Remind students to use story details and information from the illustrations to support their predictions.
- 2 Contrast** *How is Earth different under the **heat** of ten suns?* (Possible responses: Plants wither and catch fire. Water dries up or boils. People and animals become faint and lie down to die.)
- 3 Analyze Characters** *What is the function of the great emperor Shun in the story?* (Shun’s role is to ask Di Jun how to solve the **conflict**.)

Differentiate

EL English Learners

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

STRATEGY If students have difficulty, have them draw pictures of their predictions. Then have students repeat as you describe what you see in the drawings.

SN Special Needs

ISSUE Students have trouble contrasting the settings in question 2, above.

STRATEGY If students have difficulty, review: *When you contrast two things, you find ways that they are different.* Ask: *What was the land like before the ten suns?* (The sun brought light and warmth. The people were happy and thankful.) *What was the Earth like after the ten suns?* (Crops died, rivers dried up, and the sea boiled. People and animals suffered in the **heat**.) Ask: *What other differences can you think of?*

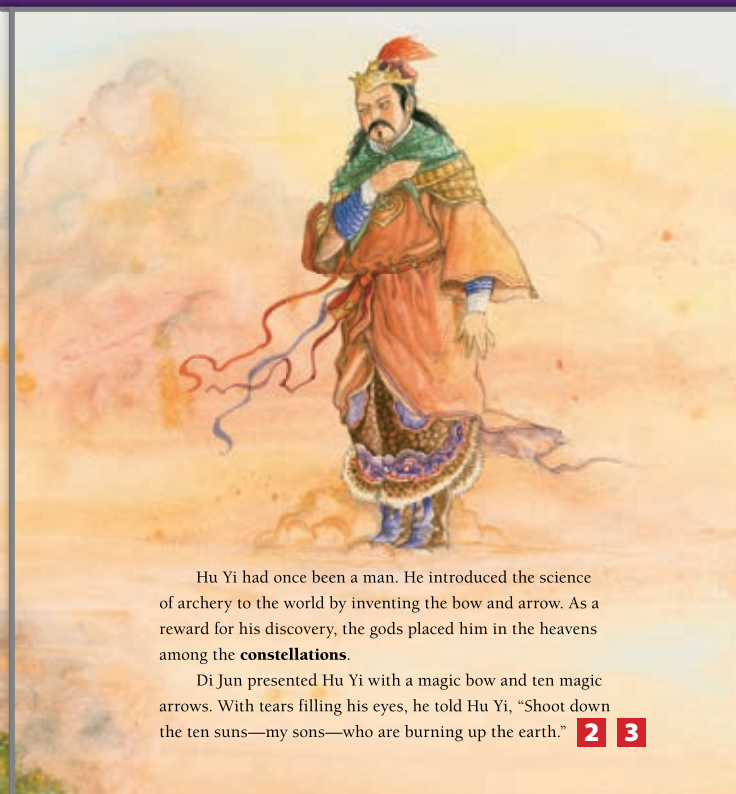


1 The great emperor's cries woke Di Jun and Xi He. They looked out the window of the jade palace. In the distance, they saw their ten sons marching together across the sky. Di Jun and Xi He called to them, "Come back at once! Go no further!"

But the boys did not listen. Earth was far below. They could not see the damage they were causing. Higher and higher they climbed, until they reached the place where the sun stands at noon.

Di Jun could not allow the world to be destroyed. The **existence** of all living things depended on him. If his sons would not **abandon their reckless walk**, he would have to stop them. Di Jun **summoned** Hu Yi (**hū yī**), the Archer of Heaven.

In Other Words
existence survival
abandon their reckless walk stop walking across the sky
summoned called for



Hu Yi had once been a man. He introduced the science of archery to the world by inventing the bow and arrow. As a reward for his discovery, the gods placed him in the heavens among the **constellations**.

Di Jun presented Hu Yi with a magic bow and ten magic arrows. With tears filling his eyes, he told Hu Yi, "Shoot down the ten suns—my sons—who are burning up the earth." **2 3**

In Other Words
constellations stars

► Before You Move On

- 1. Ask Questions** Look at the picture of Hu Yi. What questions could you ask about him?
- 2. Character/Plot** What conflict does Di Jun face? How does he work to solve it?

Anthology
 pages 92–93

Read and Build Comprehension

- 1 Check Predictions** *Was the prediction you made on page 90 correct? Why or why not?* Have students revise their predictions based on what they now know.
- 2 Ask Questions** *What questions do you have about Di Jun? How can you find the answers?* Encourage students ask questions that clarify details in the text. Remind them to read on to find answers to their questions.
- 3 Analyze Characters** *How is Di Jun's function different from his sons'?* (Possible response: Di Jun is selfless and willing to destroy the sons he loves to save Earth. His sons just do what they want without thinking about others.)

Check & Reteach

OBJECTIVE: Analyze Characters

Check for accurate responses to all of the comprehension questions about characters. If students have difficulty, remind them that the function of a character is related to his or her role and the conflicts in the story. Ask: *What is the **conflict** in this story? What is Hu Yi's role? What is his function in solving the **conflict**?*

OBJECTIVE: Ask Questions to Comprehend Literature

Check that students can ask and answer questions correctly while reading. If students have difficulty answering questions, have them write one question for each page. Then have students share their questions with a partner. They can work together to review the text and illustrations, looking for information that answers the question.

Answers Before You Move On

- 1. Ask Questions** Encourage students to ask questions based on the illustration of Hu Yi, search for answers in the text and illustrations, and read on to ask more questions.
- 2. Character/Plot** Possible response: Di Jun's **conflict** is that he has to protect Earth and its people, but his sons are hurting them. He decides to solve this **conflict** by having Hu Yi shoot down the sons because they are burning up Earth.

Writing

4 Write About Visual Elements

REVIEW Ask: *What can visual elements such as illustrations add to a story?* (They can provide details that support the text and create a **mood**.)


Display **Anthology** page 88 and model how to explain how the illustration contributes to the meaning of the story:

Think Aloud	Write
<i>First, I identify details in the illustration.</i>	The ten sons of Di Jun lay in bed together talking. The nine younger brothers are listening to the oldest brother speak. The mood is happy: they are all wearing bright-colored pajamas, and there is a cat lying at their feet.
<i>Then I explain what the illustration helps me understand about the story.</i>	This illustration shows how contented the sons are when they are together. I also see how seriously the younger brothers take the oldest brother's feelings. It helps me understand why they do not think about the consequences of their actions.

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

Have each student write a paragraph that explains how one of the illustrations contributes to the meaning of the story. Remind students to think about who and what is shown in each illustration and to pay attention to details such as how color and picture details add to the mood of the text. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



WRAP-UP Have students use the information about the sun's power that they read in "Ten Sons" to write and draw warning signs that Di Jun could post to remind his sons not to walk across the sky together.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T75l

Daily Grammar ✓

Show the participial phrase *Nestled in the topmost branches of this tree* on **Anthology** page 86. Then use page T75n to teach rules for participial phrases.

Daily Writing Skills ✓

Point out the sensory detail *blazing heat* on **Anthology** page 90. Then use page T75p to practice using sensory details.

Differentiate

SN Special Needs

ISSUE Students have trouble describing the illustrations.

STRATEGY Have students make a list of the people, animals, and objects shown in an illustration. Then provide sentence frames to help them use the list as the basis for creating sentences: The illustration of _____ shows _____, _____, and _____. This helps me understand when the story says _____.

EL English Learners

ISSUE Students have insufficient English to write about illustrations.

STRATEGY Have students use self-stick notes to write words or phrases about the details in an illustration. Have them include their notes as they write their paragraphs.

OBJECTIVES

Thematic Connection: The Sun

- Analyze Characters
- Ask Questions to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY


My Vocabulary Notebook

Read with Me: Selection Recordings:
MP3 or CD 1 Track 9

Comprehension Coach

MATERIALS

timer



WARM-UP

List characters from the story on the board: Di Jun, Xi He, the oldest son (Huo Feng Huang), the youngest son (Pi Li Xing), the ten sons (as a group), the people of Earth, emperor Shun, and Hu Yi. Have partners take turns naming a character and describing the role played by the chosen character.

Power Writing

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

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

Vocabulary Practice

1 Share Word Knowledge

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

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

Vocabulary Routine 3:

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

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

Key Words

absorb · assume · conflict
event · explanation · heat
mood · power · reflect
theory · thermal · transmit

Academic Talk

2 Summarize Reading

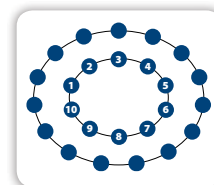
REVIEW Remind students: *When you summarize a story, you retell its most important parts.* Explain that students will use Key Words to summarize what they have read of “Ten Suns.”

Write these Key Words: *absorb, explanation, thermal, and transmit.*

Use a **Fishbowl** to help students summarize:

- Group students into two concentric circles that face each other.
- Have students on the inside summarize **Anthology** pages 86–89 while students on the outside listen for Key Words and important events.
- Have groups change positions. The new inside group summarizes **Anthology** pages 90–93.

For **Fishbowl**, see page BP45.



Fishbowl

COMMON CORE STANDARDS

Reading

Summarize Text	CC.5.Rlit.2
Compare Characters	CC.5.Rlit.3
Analyze Visual Elements	CC.5.Rlit.7
Read and Comprehend Literature	CC.5.Rlit.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

Use Description	CC.5.W.3
Write over Shorter Time for Specific Tasks	CC.5.W.10

Speaking and Listening

Follow Rules for Discussion	CC.5.SL.1.b
Summarize Text and Oral Information	CC.5.SL.2

Language and Vocabulary

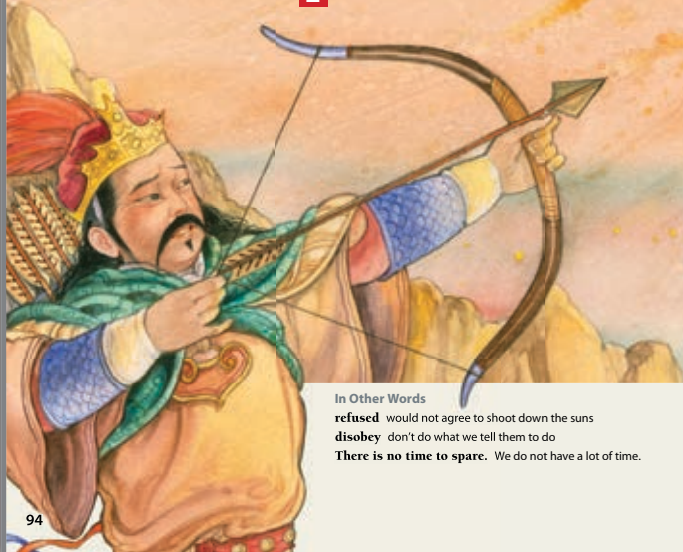
Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6
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Hu Yi **refused**. “How can I harm your boys? They are like my children. I taught them to shoot with a bow and arrow. We both still love them, even when they **disobey**.”

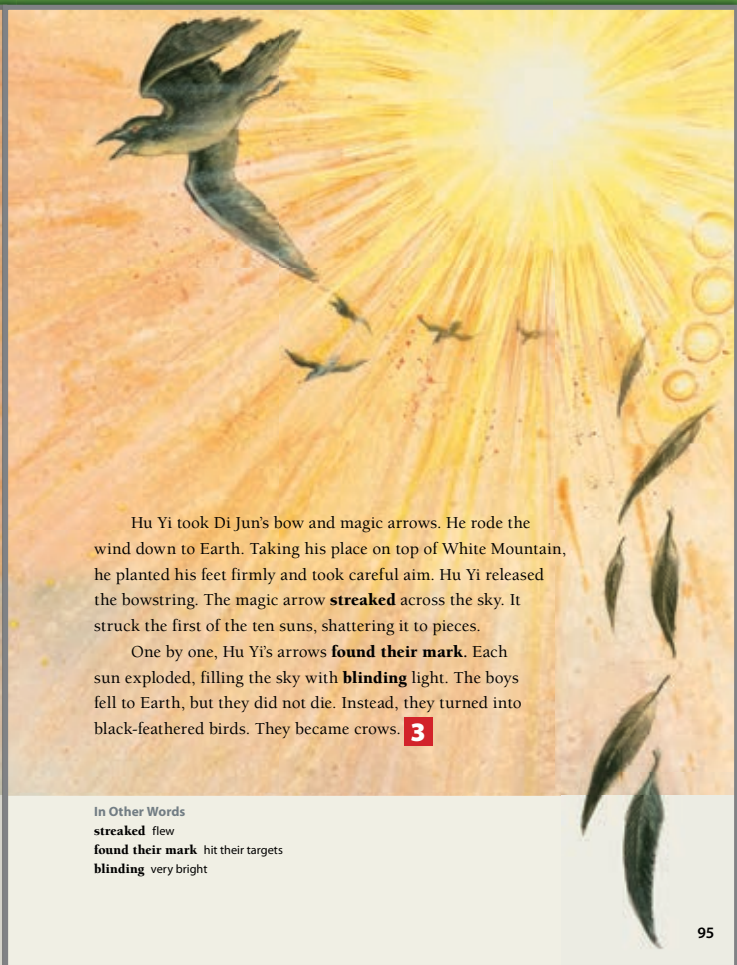
“I love the creatures of Earth, too. I must protect them,” Di Jun told Hu Yi. “Do not be afraid. You will not harm the boys. My sons will not be hurt, but they will be changed. Never again will they cross the sky as suns. They will be gods no more. Hurry! Do as I command. **There is no time to spare.** Earth is dying.”

EL

2



In Other Words
refused would not agree to shoot down the suns
disobey don't do what we tell them to do
There is no time to spare. We do not have a lot of time.



Hu Yi took Di Jun's bow and magic arrows. He rode the wind down to Earth. Taking his place on top of White Mountain, he planted his feet firmly and took careful aim. Hu Yi released the bowstring. The magic arrow **streaked** across the sky. It struck the first of the ten suns, shattering it to pieces.

One by one, Hu Yi's arrows **found their mark**. Each sun exploded, filling the sky with **blinding** light. The boys fell to Earth, but they did not die. Instead, they turned into black-feathered birds. They became crows.

3

In Other Words
streaked flew
found their mark hit their targets
blinding very bright

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 94–95

Reading

3 Read and Build Comprehension

- 1 Predict** Have students view the illustration to make predictions about who will save Earth and how. Remind them to read on to check their predictions.
- 2 Analyze Characters** *How are Di Jun and Hu Yi's roles alike?* (They both have a duty to protect Earth.) *How are their functions different in solving the conflict?* (Di Jun decides to sacrifice his sons to save the world, but Hu Yi defies the emperor to save the sons.)
- 3 Ask Questions** *What question might you ask after reading pages 94–95?* (Possible response: Where did the crows come from?) *How can you find the answer?* (Possible response: I reread the text to learn that each sun becomes a crow. Now I realize that the crows were the suns and, therefore, the boys.)

Differentiate

BL Below Level

ISSUE Students have difficulty making a prediction in question 1, above.

STRATEGY Point out that the question begins with the word *Who*. Have students review the illustrations and point to the character they think will solve the conflict.

EL English Learners

ISSUE Students may not understand the meaning of “There is no time to spare.”

STRATEGY Remind students that they can refer to the In Other Words feature and substitute the sentence “We do not have a lot of time.” in the paragraph.

Fluency

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

The emperor Shun watched the suns exploding in the sky. Suddenly he realized that if Hu Yi destroyed all the suns, there would be no heat or light. The earth would **be plunged into** icy darkness. **1**

There was no time to **spare**. The emperor Shun summoned his fastest messenger.

“Go to the top of White Mountain. Find Hu Yi. Remove one arrow from his **quiver** to make sure he does not shoot down all the suns.”



In Other Words
be plunged into suddenly become a place of
spare wait
quiver bag of arrows

96

The messenger **mounted** his horse. He rode faster than he had ever ridden in his life, all the way to the top of White Mountain. There he saw Hu Yi. By now, only one sun remained in the sky. Shun's messenger **plucked** the last arrow from Hu Yi's quiver just as the Archer of Heaven reached for it. Finding no more magic arrows, Hu Yi **assumed** his work was done. He unstrung his bow and rode the wind back to the stars. **2**



In Other Words
mounted climbed onto
plucked took

97

Anthology
 pages 96–97

Best Practices

Link to Experience As students talk, link “Ten Suns” to students’ cultural heritage. For example, encourage students to talk about any sun myths or stories they have been taught by their families.

Mini Lesson

Describe Features of Myth

Explain: *A myth like “Ten Suns” is an old story that describes how something in the world came to be. Many myths explain the origins, or beginnings, of things or **events**.*

Introduce common features in myths and provide examples from “Ten Suns.”

Explain that many origin myths include:

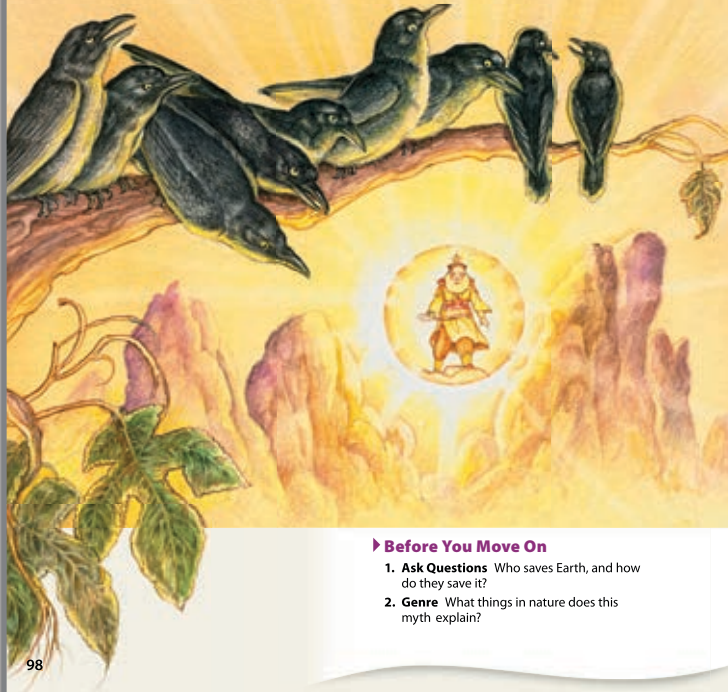
- characters, such as gods, goddesses, and heroes, with special powers but who act in human ways. Explain: *One character in “Ten Suns” is the god Di Jun. He acts like a human father, but he gives the archer a magic bow and magic arrows.*
- explanations for why things in nature happen. Ask: *What thing in nature does this story explain?* (Possible response: why there is one sun in the sky)
- lessons about life from a culture. Ask: *What cultural lessons does the myth teach?* (Possible response: You should obey your parents and help others.)

Explain that when a conflict develops in an origin myth, the resolution of the conflict explains how things came to be. Emphasize that without a conflict, there can be no resolution, and then there is no change. Ask: *What is the **conflict** in “Ten Suns”?* (The ten sons are destroying the Earth.)

To check understanding, have students identify examples of each element in this myth.

Since that day only one sun shines overhead. Every morning, the crows gather on White Mountain to greet the dawn. "Gua! Gua!" they call to their brother, the sun, as he begins his lonely walk across the sky.

- 3** For they remember that once they too were gods and hope for the day when their parents, Di Jun and Xi He, will forgive them. ❖



► **Before You Move On**

- 1. Ask Questions** Who saves Earth, and how do they save it?
- 2. Genre** What things in nature does this myth explain?

Anthology page 98

4 Read and Build Comprehension

- 1. Analyze Sensory Details** *What vivid words does the author use to help you visualize the action on page 96?* (Possible response: The phrase “plunged into icy darkness” helps me imagine how Earth would look and feel without suns.)
- 2. Analyze Characters** ✓ *What is the function of the messenger?* (The messenger’s function is to resolve a **conflict**, or to take Hu Yi’s last arrow from his quiver, thereby saving one sun for Earth.)
- 3. Ask Questions** ✓ *What do you wonder as you read the last page of the story?* (Possible response: Why do the crows greet the dawn?) *How can you answer this question?* (Possible response: I reread that the crows are calling to their brother, the sun. I find that he reminds them of when they were gods.)

Check & Reteach

OBJECTIVE: Analyze Characters ✓

Check for accurate responses to all of the comprehension questions about characters. If students cannot identify a character’s role, have students make a list of the actions performed by the character and examine how each action affects the other characters.

OBJECTIVE: Ask Questions to Comprehend Literature ✓

Check that students can ask and answer questions correctly while reading. If students have difficulty asking and answering questions, provide them with sentence frames: I need to understand _____. I ask myself _____. I read on and find _____.

Answers Before You Move On

- 1. Ask Questions** ✓ Possible response: The messenger saves the world by removing one arrow from Hu Yi’s quiver. I read that Hu Yi does not have enough arrows to shoot down the last sun. Now I understand that Earth still has sunshine.
- 2. Genre** The myth explains where the sun comes from and why there is only one sun.

Meet the Author

Eric A. Kimmel

Eric A. Kimmel says that his greatest love is to share stories from different countries and cultures. It must be true, because he has retold over fifty tales from around the world! He often travels to different countries, and he is always looking for story ideas.

In China, Eric visited the Forbidden City, where Chinese emperors lived hundreds of years ago. There, the most important buildings face toward the east, to honor the sun.

◀ Eric Kimmel likes to travel the world in search of story ideas.

Writer's Craft

The author doesn't just say that the suns were hot. Instead, he uses words like "blazing," "scorching," and "blinding" to describe them. Such vivid words make the myth more exciting for the reader. Write a description of the moon rising in the sky. Use vivid words to describe its light.

99

Anthology page 99

5 Meet the Author Anthology page 99

Have students silently read the biography. Explain that in China's Forbidden City, people see ancient buildings and learn about what was important to the people in the past. Note that Kimmel researches different cultures for his stories.

After students read the biography, build comprehension:

ANALYZE POINT OF VIEW *From what point of view is this biography told? How can you tell?* (This biography is told from third-person point of view because it uses words such as *his* and *he* to tell about Kimmel's life and experiences.)

COMPARE AND CONTRAST *What do Kimmel's stories have in common? How are they different?* (Possible response: His stories tell tales from other countries and cultures. They come from different places around the world.)

ANALYZE DETAILS *How can you tell that the sun was important to people in ancient China?* (Possible response: The most important buildings in the Forbidden City faced east, where the sun rises.)

ASK QUESTIONS *What is something you wonder while reading about Eric Kimmel?* (Possible response: Why does Kimmel travel so much?) *How can you answer this question?* (Possible response: I read that Kimmel is always looking for story ideas, and that his greatest love is to share stories from around the world. Now I understand that he travels to collect ideas for more stories.)

Writing

6 Writer's Craft: Description Anthology page 99

Read aloud the instructions for the Writer's Craft feature on page 99. Elaborate: *Vivid words can make the places and **events** in a story seem real and exciting. They help a reader to experience the story instead of just reading it.*

Clarify that each student will use vivid words to write a description of the moon. Model how to write a description:

Think	Write
<i>I will write about what the moon does and how it looks.</i>	The full moon rises. It is very bright.
<i>Next, I will revise my sentences to include vivid words.</i>	The dazzling white circle rises high up in the sky. Like a glowing pearl, it reflects warm light from the sun.

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

Prompt: *What do you think of when you see the moon? Describe the color and texture of the moon and the way it makes you feel when you look at it.* Have partners brainstorm vivid words they can include in their descriptions of the moon. Then have students work independently to write their descriptions.

Have students add their descriptions to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T75l

Daily Grammar ✓

Have students find a participial phrase on **Anthology** page 95 (*shattering it to pieces*). Then use page T75n to practice editing and proofreading introductory elements and participial phrases.

Daily Writing Skills ✓

Point out sensory details such as *streaked across the sky* on **Anthology** page 95. Then use page T75p to practice using sensory details.

Differentiate

SN Special Needs

ISSUE Students have difficulty writing coherent sentences.

STRATEGY Invite students to record their ideas as isolated words and phrases. Then provide a variety of sentence frames, for example: The _____ moon looks _____. It is like a _____.

AL Above Level

ISSUE Students become overwhelmed with ideas for description.

STRATEGY Encourage students to create multiple versions of the same description using different descriptive details. Students can then ask partners to choose the most effective versions.

A colorful illustration of a sunset over a city skyline with trees and buildings.

WRAP-UP Have partners compare and contrast "Ten Suns" with "How the Sun Got Hot Again." Ask students to consider who the characters are, what the conflict is, and the role the sun's power plays in each story.

OBJECTIVES

Thematic Connection: The Sun

- Compare Characters
- Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM2.5
- Character Chart: Practice Master PM2.6
- Fluency Practice: Practice Master PM2.7

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 3

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- | | |
|--|-------------|
| Compare Characters | CC.5.Rlit.3 |
| Read with Fluency to Support Comprehension | CC.5.Rfou.4 |

Writing

- | | |
|---|-----------|
| Write Opinions | CC.5.W.1 |
| Write Over Shorter Time for Specific Purposes | CC.5.W.10 |

Speaking and Listening

- | | |
|---|-------------|
| Come to Discussions Prepared and Draw on Preparation to Explore Ideas | CC.5.SL.1.a |
| Pose and Respond to Questions | CC.5.SL.1.c |

Language and Vocabulary

- | | |
|--|----------|
| Acquire and Use General Academic and Domain-Specific Words | CC.5.L.6 |
|--|----------|

WARM-UP

Have partners take the roles of Di Jun and Hu Yi. Inform the student playing Di Jun to give commands for how to save Earth from the heat of ten suns without destroying the last sun. Have the student playing Hu Yi act out how to carry out these commands while explaining his or her actions aloud. Partners trade roles and repeat the activity.

Vocabulary Review

1 Apply Word Knowledge

Write: **heat**, **thermal**. Call students' attention to the other Key Words on **Student eEdition** page 100. Then have students apply their knowledge of the Key Words to play Picture It. Explain the instructions:

- *I am going to write some vocabulary words.*
- *Each group will choose a word without telling it to the rest of the class. The group will plan how to use a drawing to show what the word means.*
- *One member of the group will draw the picture. Then the other groups will try to guess the word.*
- *The group that guesses the most words wins.*

Have students begin the game.

- Give each group time to make a word sketch, like the one shown here for *thermal*.
- The other groups will quietly discuss the sketch and give an answer.
- The group that makes the first correct guess is awarded one point. Continue the game until a group has scored three points.



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

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

Key Words

absorb · assume · conflict
 event · explanation · heat
 mood · power · reflect
 theory · thermal · transmit



Key Words

absorb	power
assume	reflect
event	theory
explanation	thermal
heat	transmit

Talk About It

1. Describe two elements of the story that make it a **myth**.

I know "Ten Suns" is a myth because _____.

2. Imagine that you are Di Jun. **Give commands** to a messenger. Say what he must give to Hu Yi in order to save the world. Use your own words.

Give _____ to _____.

3. Tell a partner about a part of the story that you thought was hard to understand. Explain how you asked yourself questions to understand it better.

I wondered _____.

I read _____, so _____.

Then I wondered _____.

Learn test-taking strategies.
NGReach.com

Write About It

Do you think that Di Jun made the right decision about his sons? Write a paragraph that explains your answer. Include details from the myth in your **explanation**. Use **Key Words**.

I think that Di Jun _____.
One reason I think that is _____.
Another reason is that _____.



STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Daily Language Arts

Daily Spelling and Word Work

Test page T75k

Daily Grammar

Have students find introductory elements and participial phrases on **Anthology** page 95 (*Taking his place on top of White Mountain*). Then use page T75n to review and assess introductory elements and participial phrases.

Daily Writing Skills

Ask students to find sensory details on **Anthology** page 95 (*filling the sky with blinding light*). Then use page T75p to assess students' understanding of sensory details.

Answers Talk About It

- 1. Myth** Possible response: I know "Ten Suns" is a myth because it includes powerful gods and explains why there is only one sun.
- 2. Give and Carry Out Commands** Possible response: Give this magic bow to Hu Yi. Give these magic arrows to him, too.
- 3. Ask Questions** Possible response: I wondered why there could not be ten suns at once. I read that ten suns would make too much **heat**. So I understood that ten suns would harm Earth. Then I wondered how this **conflict** would be resolved.

Academic Talk

2 Talk About It Anthology page 100

Have partners use Key Words as they discuss the **Talk About It** questions. Encourage students to ask clarifying and follow-up questions to find the answers.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM2.5** to ask more questions about the selection.

Writing

3 Write About It Anthology page 100

Read aloud the directions on **Anthology** page 100. Explain that students will be writing a paragraph that states an opinion. The first sentence should state clearly whether a student thinks that Di Jun was right or wrong. The rest of the paragraph should provide details that explain and support that opinion.

Encourage students to use Key Words as they write their paragraphs, for example: I think that Di Jun used his **power** wisely. One reason I think so is because he thought a lot about what would happen to people on Earth. Another reason is that he made his decision to help others even though it meant sacrificing his sons.

Have students add their paragraphs to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Read Directions Carefully

Answer the question by choosing the correct answer choice and shading the letter on your answer sheet.

Sample

- What happened after Hu Yi shot the first arrow?
 - A New suns appeared.
 - A sun shattered.
 - Suns streaked higher.
 - A sun circled Earth.

Read the question about "Ten Suns." Choose the best answer.

- What did Hu Yi invent?
 - the constellations
 - the bow and arrow
 - the ten suns
 - the jade palace

Fill in the blank to complete the second sentence.

- Di Jun's sons thought their job was boring.

Read the question. Then write your answer in the space provided.

- What did the emperor Shun tell his messenger?
 "Go to the top of the White Mountain. Find Hu Yi. Remove one arrow from his quiver to make sure he does not shoot down all the suns."

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

Differentiate

SN Special Needs

ISSUE Students lack focus necessary to analyze characters.

STRATEGY Have students focus on the character's role and function. For each character, suggest that they ask themselves: *What does the character do? What does the character do to try to solve the problem?*

EL English Learners

ISSUE Students lack language proficiency necessary to explain the conflict in the story.

STRATEGY Prompt with forced-choice questions, such as: *What happens to Earth when the sons cross the sky together? How does Di Jun act when he sees this?*

AL Above Level

ISSUE Students can analyze a character, but they have difficulty supporting their conclusions.

STRATEGY Remind students that, after they have identified the role and function of a character, they should look for evidence in the text to support their ideas. For example, ask: *How do you know what the character's role/function is?* Students should provide quotes or details from the story to support their ideas.

Name _____ Date _____

Character Chart
"Ten Suns"

Character	Role	Function	Conflict
Di Jun	father	to save the world from too many suns	sons want to light the sky all at once
ten sons	a god's sons	don't listen to their father about how to light the sky	father wants them to light the sky one at a time
Hu Yi	archer	shoots down most of the sons	doesn't want to hurt the sons
messenger	to transmit messages	rides fast and takes one of Hu Yi's arrows	no time to spare

Use your chart to retell the myth to a partner.

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Comprehension

4 **Character** ✓ **Anthology** page 101

REVIEW Display **Student eEdition** page 101. Read aloud the introduction and the sample character chart. Review: *Characters have **conflicts**, or problems, in a story. Each character may also serve a function or play a role in how the **conflict** is solved.*

Review **Anthology** page 92 and model adding the following function for Di Jun: *to save the world from too many suns.* Explain: *Adding the function helps me understand the **conflict** between the characters better.*

Have partners work together to complete **Practice Master PM2.6**. Circulate and use the questions below to guide students in filling in the information about the ten sons.

See **Differentiate**

Character Element	Guiding Questions
Role	<i>What jobs do each of the characters have in the story?</i>
Function	<i>What do the characters try to do?</i>
Conflict	<i>What effect do the sons' actions have? Who can stop them?</i>

Check & Reteach

OBJECTIVE: Compare Characters ✓

As students retell the story, monitor their descriptions of the main characters and their actions.

If students have difficulty comparing characters, remind them to focus on the characters' roles and functions. Ask: *What are the sons' roles?* (Possible response: They start the **conflict** by not obeying their parents.) *How is that role different from their father's?* (Possible response: Their father's role is to stop them and save Earth.)

Character

With a partner, discuss the characters and the conflict in "Ten Suns." Then make a character chart to tell about the characters' roles and functions in the conflict.

Character	Role	Function	Conflict
Di Jun	father		sons want to light the sky all at once
ten sons			

With your partner, use the chart to describe the characters and what happens to them. Use the sentence frames and **Key Words**. Record your retelling.

Di Jun's conflict is with his sons. He wants _____. But his sons want _____.

Fluency Comprehension Coach

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

Talk Together

How did the sons misuse their **power**? Draw a picture showing what happened. Use **Key Words** as labels. Share your picture with the class.

5 Fluency Anthology page 101

Have students read aloud the passage on **Practice Master PM2.7** or use the **Comprehension Coach** to practice fluency.



NGReach.com Comprehension Coach

Check & Reteach

OBJECTIVE: Read with Fluency 

Monitor students' oral reading.

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

6 Talk Together Anthology page 101

Invite volunteers to describe the sun's power to transmit heat. Together, discuss how Di Jun's ten sons misused this power. Then read aloud the directions, and have students draw and label their pictures independently.



WRAP-UP Have students use what they read about the power of the sun this week to write a set of commands telling Di Jun how to manage the ten suns, explaining the dangers of using either too much sunlight or not enough.

Name _____ Date _____

Fluency Practice

"Ten Suns"

Use this passage to practice reading with proper intonation.

Hu Yi refused. "How can I harm my boys? They are like my children. I taught them to shoot with a bow and arrow. We both still love them, even when they disobey."

"I love the creatures of Earth, too. I must protect them," Di Jun told Hu Yi. "Do not be afraid. You will not harm the boys. My sons will not be hurt, but they will be changed. Never again will they cross the sky as suns. They will be gods no more. Hurry! Do as I command. There is no time to spare. Earth is dying."

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.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \frac{\text{words correct per minute (wcpm)}}{\text{wcpm}}$$

Week 1 Writing Project

OBJECTIVES

Thematic Connection: The Sun

✔ Write a Story Ending: Word Choice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A2.42

TECHNOLOGY ONLY

Sample Story Ending: eVisual 2.5

Writing Trait: Word Choice: eVisual 2.6

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

Use Descriptive Details	CC.5.W.3
Use Sensory Details	CC.5.W.3.d
Provide Conclusion	CC.5.W.3.e
Plan, Revise, and Edit Writing	CC.5.W.5
Write Over Extended Time for Specific Tasks	CC.5.W.10

Language and Vocabulary

Use Commas in Introductory Elements	CC.5.L.2
-------------------------------------	----------

Write a Story Ending

Display and read aloud the prompt.

At the end of "Ten Suns," a messenger snatches Hu Yi's arrow just in time. But what if he hadn't? Using descriptive words and details, write a new ending that shows what else could have happened. You and your classmates will read your stories aloud at a writers' conference.

Study a Model

Read a Story Ending

Explain: *Let's read one student's new ending.* Display and read aloud **eVisual 2.5**.



Sample Story Ending

The messenger mounted his horse and rode faster than the wind. At the top of White Mountain, he saw Hu Yi drawing his arrow.

"Stop!" shouted the messenger.

Startled, Hu Yi turned to look back just as he was releasing his arrow. Luckily, the arrow missed the sun, but it came so close that it caught fire. The red-hot arrow sizzled and hissed as it flew across the sky, leaving behind a long, fiery tail.

Even now, the arrow still hasn't stopped flying through the heavens. If you ever look up and see a comet, you've spotted Hu Yi's flaming arrow.

[NGReach.com](#)

Sample Story Ending: eVisual 2.5



INTERACTIVE WHITEBOARD TIP:

Underline descriptive words and sensory details.

Teach the Trait: Word Choice

Introduce the concept: *Think carefully about which words you use when writing. When you choose precise, vivid words, your message is clear. Using descriptive sensory details makes your writing come to life.* Display and read aloud **eVisual 2.6**.



Writing Trait: Word Choice

Vivid writing uses

- precise verbs and nouns
- descriptive words that appeal to the five senses.

[NGReach.com](#)

Word Choice: eVisual 2.6



INTERACTIVE WHITEBOARD TIP:

Underline the words *precise*, *descriptive*, and *five senses*.

Read this sentence aloud: *The arrow flew across the sky, leaving behind a long tail.* Have students suggest descriptive words to make it more vivid. Then have them compare their ideas to the corresponding sentence on **eVisual 2.5**: *The red-hot arrow sizzled and hissed as it flew across the sky, leaving behind a long, fiery tail.* Summarize: *Paint a picture in your reader's mind with language that appeals to the five senses.*



Prewrite

Choose a Topic

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

Role: Fiction writer

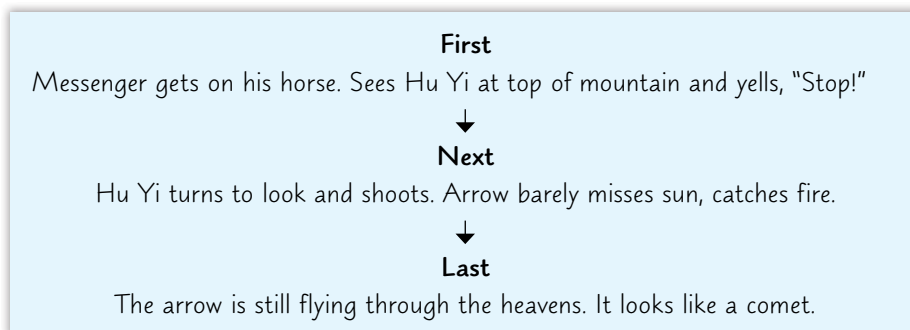
Audience: Other students

Form: New story ending

Have students work in pairs to brainstorm ideas about different story endings for “Ten Suns.” Explain that if they decide that the last sun is destroyed, they should describe the effects of that. Have individual students complete a RAFT once they have chosen a topic.

Get Organized

Review the sample: *The new ending for “Ten Suns” starts at the point where the messenger gets on his horse. Then the events follow each other in a logical sequence.* Display a sequence chain and review: *You can use a sequence chain to plan the sequence of events for your new ending. Show what happens first, next, and last.* Model using events from the alternative ending for “Ten Suns” to complete the sequence chain.



Sequence Chain

Have students use a sequence chain to plan their new endings for “Ten Suns.”

Draft

Write Ideas

Have students draft their new endings. Remind them to use precise language and descriptive, sensory words: *Make your new ending vivid. Use precise verbs and nouns that say exactly what you mean. Think of sensory words to “paint a picture” in the mind of your reader.*

Show students how they can choose from several pre-built layouts in **Magazine Maker** or create their own customized layout.



See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students have trouble thinking of descriptive words and phrases.

STRATEGY Have students create a five-column chart with a symbol at the top of each column representing one of the five senses: an eye (for sight); an ear (for hearing); a mouth (for taste); a nose (for smelling); and a hand (for touch). Have students brainstorm descriptive words for each column that they can use in their new endings.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T75k–T75l

Daily Grammar ✓

Have students find the introductory phrases in the new ending for “Ten Suns.” Use pages T75m–T75n to practice introductory phrases and punctuation.

Daily Writing Skills ✓

Have students review and evaluate the sensory words they used in their new endings. Then use pages T75o–T75p to practice using sensory details.

Revise

Read, Retell, Respond

Have students read their drafts aloud to partners. Have listeners retell the new endings and offer ideas to improve the word choice. Display language frames to guide the discussion.

Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> • First, _____. • Next, _____. • Last, _____. 	<ul style="list-style-type: none"> • The word _____ is very general. Can you think of a word that is more precise? • I can't really picture the part where _____. Can you add some descriptive details?

Make Changes

Have students revise their new endings. Remind students to make their writing more vivid through the use of precise language and descriptive sensory words: *Review your verbs, nouns, and adjectives. Can you think of verbs and nouns that are even more precise? What adjectives can you add to make your writing more vivid?*

Demonstrate how to use the spell check in **Magazine Maker**: *Set the cursor at the beginning of the text and then click the button that says “Spelling.” The automated spell checker will identify words that may be misspelled and suggest other spellings. Show students how they can apply or skip a suggested correction by pushing the corresponding button.*

Differentiate

AL Above Level

ISSUE The number of events in students' new endings makes them hard to follow.

STRATEGY Have students return to their sequence chains. Remind them that they are creating an alternative ending—not a new story. Explain that the new ending should have no more than three events.

See Differentiate

Student Sample: Revise

The messenger got on his horse and rode faster than the wind. At the top of White Mountain he saw Hu Yi drawing his arrow.

“Stop!” shouted the messenger.

Startled Hu Yi turned to look back just as he was releasing his arrow. Luckily the arrow missed the sun, but it came so close that it caught fire. The arrow flew across the sky, leaving behind a long, fiery tail.

Even now, the arrow still hasn't stopped flying through the heavens. If you ever look up and see a comet, you've spotted Hu Yi's flaming arrow.

Sample Analysis

What's a more precise word for “got on”? I know—*mounted*!

What words can I add to show how the arrow looked and sounded?



Edit and Proofread

Check the Story Ending

Have students check their grammar and spelling, focusing on the Week 1 spelling words and on introductory phrases. Review adding a comma to separate each introductory word or phrase from the rest of the sentence.

Student Sample: Edit and Proofread

The messenger mounted his horse and rode faster than the wind. At the top of White Mountain he saw Hu Yi drawing his arrow.

“Stop!” shouted the messenger.

Startled Hu Yi turned to look back just as he was releasing his arrow. Luckily the arrow missed the sun, but it came so close that it caught fire. The red-hot arrow sizzled and hissed as it flew across the sky, leaving behind a long, fiery tail.

Even now, the arrow still hasn’t stopped flying through the heavens. If you ever look up and see a comit, you’ve spotted Hu Yi’s flaming arrow.

Sample Analysis

I need to put a comma after the introductory words and phrases “At the top of White Mountain,” “Startled,” and “Luckily.”

I misspelled *comet*. It has a short e.

Publish and Present

Make a Final Copy

Remind students that **Magazine Maker** allows them to stylize and resize text. Encourage students to experiment with different layouts. Have students check their work one last time before printing their story endings. They can also include a drawing that illustrates the most important moment of their new endings.

Share with Others

Tell students that they will be reading their work in a small conference with other writers: *After a writer reads aloud his or her work, show your interest by making a comment or asking a question.* Model by having one student read his or her work aloud. Comment on an aspect of the ending that you liked, or ask a question. Then form small groups, and invite students to begin their conferences.

Afterward, display students’ work on a thematic bulletin board. Have students make additional copies of their alternative endings to include in their Weekly Writing folders. Use the **Writing Rubric** to assess each student’s alternative ending.

Student Sample: Publish

**My New Ending for
"Ten Suns"**

The messenger mounted his horse and rode faster than the wind. At the top of White Mountain, he saw Hu Yi drawing his arrow.

“Stop!” shouted the messenger.

Startled, Hu Yi turned to look back just as he was releasing his arrow. Luckily, the arrow missed the sun, but it came so close that it caught **fire**. The **red-hot** arrow **sizzled** and hissed as it flew across the sky, leaving behind a long, **fiery** tail.

Even now, the arrow still hasn’t stopped flying through the heavens. If you ever look up and see a **flaming** comet, you’ve spotted Hu Yi’s **flaming** arrow.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writer has a clear focused topic that interests readers. Details are accurate showing in-depth knowledge of the topic.	The writing has a clear structure that suits the writer's purpose. All content flows logically.	Most of the writing is unique and appropriate for the audience. The writer's tone is mostly appropriate for the genre and audience.	Most of the writing uses appropriate words to convey the writer's message. Language used is appropriate for the writer's audience and purpose.	All sentences are used and have appropriate transitions. When read about the writing, the text flows smoothly and effectively.	Most of the writing has correct grammar, spelling, and punctuation. When read about the writing, the text flows smoothly and effectively.	The text is presented in a orderly way, conveying the message. Visuals are appropriate for the audience and support meaning.
3	Most of the writing has a clear focused topic that interests readers. Some details are accurate and show knowledge of the topic.	Most of the writing has a clear structure that suits the writer's purpose. Most of the content flows logically.	Most of the writing is unique and appropriate for the audience. The writer's tone is mostly appropriate for the genre and audience.	Most of the writing uses appropriate words to convey the writer's message. Language used is appropriate for the writer's audience and purpose.	Most of the writing has correct grammar, spelling, and punctuation. When read about the writing, the text flows smoothly and effectively.	Most of the writing has correct grammar, spelling, and punctuation. When read about the writing, the text flows smoothly and effectively.	The text is presented in a orderly way, conveying the message. Visuals are appropriate for the audience and support meaning.
2	The writing does not have a clear focused topic that interests readers. Some details are accurate and show knowledge of the topic.	Some of the writing has a clear structure that suits the writer's purpose. Some of the content flows logically.	Some of the writing is unique and appropriate for the audience. The writer's tone is mostly appropriate for the genre and audience.	Some of the writing uses appropriate words to convey the writer's message. Language used is appropriate for the writer's audience and purpose.	Some of the writing has correct grammar, spelling, and punctuation. When read about the writing, the text flows smoothly and effectively.	Some of the writing has correct grammar, spelling, and punctuation. When read about the writing, the text flows smoothly and effectively.	The text is presented in a orderly way, conveying the message. Visuals are appropriate for the audience and support meaning.
1	The writing does not have a clear focused topic that interests readers. Details are inaccurate and show little knowledge of the topic.	The writing does not have a clear structure that suits the writer's purpose. The content does not flow logically.	The writing is not unique and is not appropriate for the audience. The writer's tone is not appropriate for the genre and audience.	The writing does not use appropriate words to convey the writer's message. Language used is not appropriate for the writer's audience and purpose.	The writing does not flow smoothly and effectively.	The writing does not have correct grammar, spelling, and punctuation. When read about the writing, the text does not flow smoothly and effectively.	The text is not presented in a orderly way, conveying the message. Visuals are not appropriate for the audience and do not support meaning.

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Compare Characters
- Ask Questions to Comprehend Literature

ASSESSMENTS

Grade 4 Assessment Unit 2, Week 1

Reading Comprehension Test

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

How the Animals Got Light


Long ago, many animals lived in darkness because the sun was far away on the other side of the world.

"I will go find the sun and bring back a piece of it," said Fox. Fox traveled to the other side of the world and grabbed a piece of the sun in his mouth. However, the sun was so hot that Fox dropped it. He made the long journey home in the dark and the cold. The other animals were disappointed.

Then Squared said, "I think I know how to get some sun for us." She took off in a hurry, flicking her tail as she ran.

Squared found the sun and broke off a chunk, which she hid in her bushy tail. However, the sun was so hot that it burned Squared's beautiful coat. Like Fox, Squared had to drop the sun and return home without it.

Grandmother Spider wondered if her web was strong enough to hold a piece of the sun. There was only one way to find out. Grandmother Spider made the journey to the sun, broke off a piece, and put it in her web. The sun was very hot, but it did not burn through the web. Grandmother Spider brought the sun to the animals.



Grade 4 Assessment Unit 2, Week 1

Reading Comprehension Test

1. Which of these is **not** a character in the story?
 the fox
 the spider
 the squirrel

2. What is Squared's conflict?
 She cannot make a web.
 She cannot bring home the sun.
 She cannot find Grandmother Spider.
 She cannot get to the other side of the world.

3. What is Grandmother Spider's goal?
 teacher
 spider
 father
 helper

4. Who brings home the sun?
 Fox
 Squared
 Grandmother Spider

Grade 4 Assessment Unit 2, Week 1

Reading Strategy Assessment

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

Ask: "What do you do when you see a strategy? How do you know you used it? How do you know you used it well?"

Reading Strategy	Ask Questions (Use Point)	Determine Importance (Use Point)
1. Preview the text.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
2. Identify the main idea and supporting details.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
3. Identify the author's purpose.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
4. Identify the author's point of view.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
5. Identify the author's tone.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
6. Identify the author's style.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
7. Identify the author's audience.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
8. Identify the author's subject.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
9. Identify the author's topic.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?
10. Identify the author's theme.	1. How do you know you used this strategy? 2. How do you know you used it well?	1. How do you know you used this strategy? 2. How do you know you used it well?

Reading Comprehension Test
A2.4–A2.5
Reading Strategy Assessment
SG2.30–SG2.31

Fluency

- Intonation
- Accuracy and Rate


Grade 4 Assessment Unit 2, Week 1

Oral Reading Assessment

2. In the middle of the day, suddenly, the sun starts to disappear. A dark object begins to block its light. Animals act strangely. The sky slowly becomes dark. An eerie glow surrounds the black circle that now covers the sun. In the world coming to a halt, it is just an eclipse of the sun.

A solar eclipse is an unusual and surprising event. In ancient times, people did not know what caused solar eclipses, and they were frightened when they were plunged into darkness in the middle of the day. In ancient China, it was thought that an eclipse happened when a dragon was devouring the sun. Even now, in some parts of the world, some people yell, chant, bang pots, or shoot cannons to frighten away whatever is "biting" the sun.

Today, we know that solar eclipses happen when the sun, moon, and Earth line up in a row. When the moon comes between the sun and Earth, it blocks the sun's light. Then Earth is in the moon's shadow. If the moon blocks all of the sun, it is a total eclipse. If the moon blocks part of the sun, it is a partial eclipse. Total solar eclipses are rare and last only a few minutes. The most important thing to remember about a solar eclipse is that viewing one can be harmful to your eyes. Never look at a solar eclipse through a telescope or binoculars. It is safest to look at a projected image or to use special goggles.



Grade 4 Assessment Unit 2, Week 1

Oral Reading Assessment

Score	4	3	2	1
1. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
2. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
3. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
4. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
5. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
6. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
7. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
8. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
9. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7
10. Read the passage aloud. Use the reading strategies you learned in Unit 1. How many errors did you make?	0-1	2-3	4-5	6-7

Grade 4 Assessment Unit 2, Week 1

Oral Reading Assessment

Ask the student about his or her reading. You can prompt the student with questions such as:

- How did you use the strategy you learned in Unit 1?
- How did you use the strategy you learned in Unit 1 to help you understand the passage?
- How did you use the strategy you learned in Unit 1 to help you understand the passage?

• Show the position things you noticed about the student's reading. For example, "I noticed that you read with a lot of expression. Your reading sounded like you were really enjoying the story."

• Make suggestions about what improvements are needed. For example, "The next time you read, try to use the strategy you learned in Unit 1 to help you understand the passage."

• If you asked the student to read the story, make notes about what the student needs to improve. For example, "I noticed the student had trouble reading the main idea from the details, or present events in the proper sequence."

Oral Reading Assessment
A2.1–A2.3

Use these passages throughout Unit 2. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Short e
- Use Commonly Misspelled Words Correctly

Grade 4 Assessment Unit 2, Week 1

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

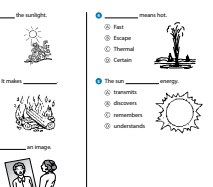
1. Plans _____ the sunlight.
 absorbs
 emits
 moves
 becomes

2. The fire is hot. It makes _____.
 metal
 water
 bread
 heat

3. The mirror _____ an image.
 paints
 reflects
 breaks
 spins

4. _____ means hot.
 Fast
 Excite
 Thermal
 Certain

5. The sun _____ energy.
 emits
 absorbs
 remembers
 understands



Grade 4 Assessment Unit 2, Week 1

Vocabulary Test

6. When you _____ something you think is true without checking the facts.
 assume
 mislead
 repair
 finish

7. An _____ gives a reason or makes something easy to understand.
 opportunity
 explanation
 adventure
 strength or energy

8. _____ is something that happens.
 order
 event
 event

9. _____ is an idea that explains something.
 mystery
 emergence
 country

Grade 4 Assessment Unit 2, Week 1

Spelling Words

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

Words with Short e

- average: In the movie, the cowboy challenged the villain to a duel at sundown to **average** the death of his friend.
- ceremony: We should hold a **ceremony** or formal event, to welcome the sun back after the rainy season.
- comet: We spotted many objects in the night sky, including planets, stars, and even the bright tail of a **comet**.
- chemical: The **chemical** in my antibiotic makes my eyes water.
- constellation: That pattern of stars is the **constellation** called Orion.
- density: When lots of people move to a sunny place, the population **density** there increases.
- excuse: A little sunlight is good for this plant, but **excessive** sunlight can scorch it.
- intense: The heat was more **intense** in the bright sunlight.
- perceive: Open the blinds to let the sun **perceive** the darkness.
- prominent: The **prominent** mountain peak is so big that it blocks out the afternoon sun.
- sensory: When I feel the warm sun on my face, I have a pleasant **sensory** experience.
- splendor: I love the **splendor**, or great beauty, of sunny scenes.
- temperature: The blazing sun caused the **temperature** to rise quickly.
- translucent: I could see only blurry images through the frosted, **translucent** glass.
- vessel: She filled the **vessel** with water and left it in the sun.
- desert: I hatched a show about the hot, dry **desert**.
- dessert: I ate my chocolate **dessert** during the commercials.
- intense: Many animals looked for shade from the **intense** sun.
- intents: For all **intents** and purposes, an umbrella would work as well as a tree.

Vocabulary Test
A2.6–A2.7
Spelling Pretest/
Spelling Test
T75k

Grammar and Writing

- Use Introductory Elements
- Use Participial Phrases
- Use Sensory Details

Grade 4 Assessment Unit 2, Week 1

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

1. _____ establishes did not know much about the sun. Like the moon, _____ across the sky. Seeing the sun rise in the east every morning, _____ we now know Earth revolves around the sun, but that was not the only correct idea they had. _____ the sun was so hot that it would burn through the web. _____ the biggest and brightest one. Actually, there are bigger and brighter stars, but they are much farther away.

2. Choose the answer that goes in Blank 1.
 Earth long ago in ancient times.
 Earth, long ago in ancient times.
 Long ago in ancient times Earth's.
 Long ago in ancient times, Earth's.

3. Choose the answer that goes in Blank 2.
 the sun moved in a pattern.
 people saw the sun move in a pattern.
 the pattern of the sun could be seen by people.
 they noticed the earth pattern of movement.

4. Choose the answer that goes in Blank 3.
 people thought that it must revolve around Earth.
 people thought that it must revolve around Earth.
 the sun, people thought, revolves around Earth.
 A most revolve around Earth, people thought.

5. Choose the answer that goes in Blank 4.
 Looking like a giant bright ball, people believed that the sun.
 People believed that the sun, looking like a giant bright ball.
 People, looking like a giant bright ball, believed that the sun.
 A giant bright ball, people believed that the sun.

Grade 4 Assessment Unit 2, Week 1

Writing, Revising, and Editing Test

6. Choose the answer that goes in Blank 5.
 giving off great amounts of light and heat energy know that the sun.
 know that the sun, giving off great amounts of light and heat energy.
 know that the sun, giving off great amounts of light and heat energy.
 giving off great amounts of light and heat energy, know that the sun.

7. Choose the answer that goes in Blank 6.
 the most visible object in the sky, think the sun.
 the most visible object in the sky, think the sun.
 the most visible object in the sky, think the sun.
 the sun, the most visible object in the sky.

8. Write a paragraph about the first research you hear in the morning at sunrise or the report you hear in the evening at sunset. Be sure to include sensory details and credible items.

Grade 4 Assessment Unit 2, Week 1

Writing Rubric

Score	4	3	2	1
1. Content	4: The student's writing is focused on the topic and includes relevant details and examples.	3: The student's writing is focused on the topic and includes some relevant details and examples.	2: The student's writing is focused on the topic and includes some relevant details and examples.	1: The student's writing is not focused on the topic and does not include relevant details and examples.
2. Organization	4: The student's writing is well organized and easy to follow.	3: The student's writing is organized and easy to follow.	2: The student's writing is organized and easy to follow.	1: The student's writing is not organized and is difficult to follow.
3. Language	4: The student's writing uses a variety of words and phrases to describe people, places, and events.	3: The student's writing uses a variety of words and phrases to describe people, places, and events.	2: The student's writing uses a variety of words and phrases to describe people, places, and events.	1: The student's writing uses a limited number of words and phrases to describe people, places, and events.
4. Mechanics	4: The student's writing is free of errors in grammar, punctuation, and spelling.	3: The student's writing is free of errors in grammar, punctuation, and spelling.	2: The student's writing is free of errors in grammar, punctuation, and spelling.	1: The student's writing is full of errors in grammar, punctuation, and spelling.

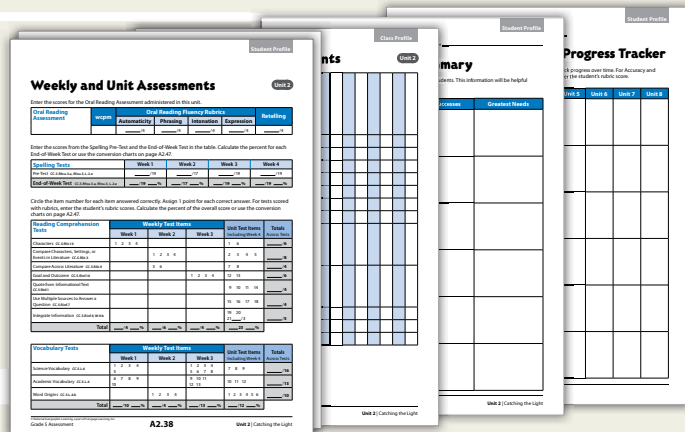
Writing, Revising, and Editing Test
A2.8–A2.9
Writing Rubric
A2.42



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A2.38–A2.39
- Class Profile:** Weekly and Unit Assessments A2.40
- Student Profile:** Strengths and Needs Summary A2.41
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Analyze Characters:** Reteaching Master RT.2.1
- Ask Questions:** Reteaching Master RT.2.2

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

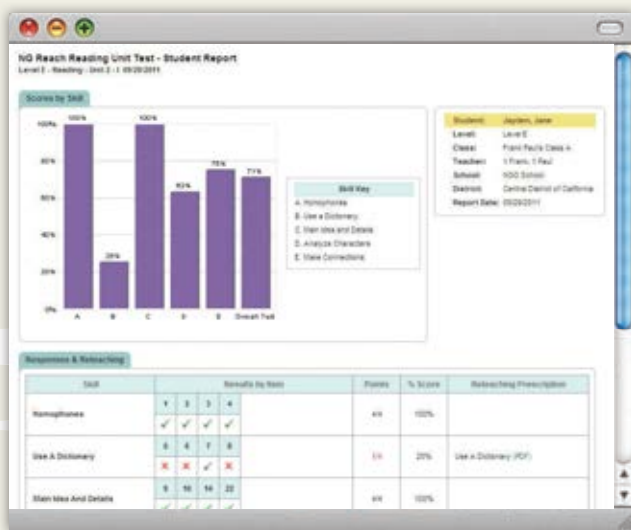
Fluency

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 T75k–T75l

Grammar and Writing

RETEACH

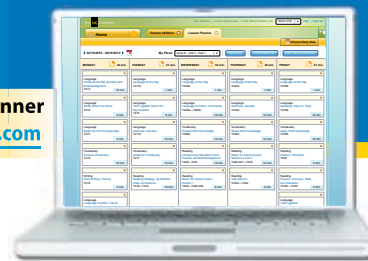
- Sentences:** Anthology Handbook, pages 637–638
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Word Choice:** Reteaching Master RT.2.3

ADDITIONAL PRACTICE


More Grammar Practice PM2.8
Daily Writing Skills Practice, pages T75o–T75p



Week 2 Planner


Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.5.SL.1.c Discuss the Big Question T101q	Academic Talk CC.5.SL.1.a Preview and Predict T102c
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Words with Digraphs ck, CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c sh and Commonly Misspelled Words T101k Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.2.b; CC.5.L.2.c; ☑ Review Introductory Elements T101m CC.5.L.3	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T101k CC.5.Rfou.3.a; CC.5.L.2 Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.2.b; CC.5.L.2.c; ☑ Review Elements with Commas T101m CC.5.L.3
	Reading ⌚ 20–40 minutes	Reading Read Aloud an Origin Myth T102a–T102b Comprehension CC.5.Rlit.3; CC.5.SL.1.c ☑ Compare Characters T102a–T102b Fluency CC.5.Rfou.4.b ☑ Model Expression T102a	Reading CC.5.Rfou.4.b; Read an Origin Myth CC.5.Rlit.10 T103–T109 Comprehension CC.5.Rlit.3; ☑ Compare Characters CC.5.Rlit.10 T103–T108 ☑ Comprehend Questions T104–T108 
	Writing ⌚ 15–45 minutes	Power Writing T101q CC.5.W.10 Daily Writing Skills CC.5.W.2.a ☑ Organize Your Writing T101o Writing CC.5.Rlit.3; CC.5.W.2; Compare Characters T102b CC.5.W.9.a; CC.5.W.10 Writing Project: Compare-Contrast Essay CC.5.W.2.a; Study a Model T111i CC.5.W.4; CC.5.W.5	Power Writing T102c CC.5.W.10 Daily Writing Skills CC.5.W.2.a ☑ Organize Your Writing T101o Writing CC.5.W.1; CC.5.W.10; Write a Response to a Myth T109 CC.5.SL.1.a Writing Project: Compare-Contrast Essay CC.5.W.2.a; Prewrite T111j CC.5.W.4; CC.5.W.5

SMALL GROUP READING TIME		Read Science Articles	Read Fiction Books
Fiction & Nonfiction	⌚ 20 minutes	Vocabulary CC.5.L.6 Learn Science Vocabulary SG11 Reading Build Comprehension SG11 	Vocabulary CC.5.L.6 Learn Story Words SG12–SG13 Reading CC.5.Rlit.3; CC.5.Rlit.6; Introduce SG12–SG13 CC.5.SL.1.a Read and Comprehend Literature SG12–SG15 ☑ Compare Characters SG14–SG15 ☑ Comprehend Questions SG14–SG15 

LEARNING STATION TIME		
⌚ 20 minutes		Speaking and Listening T101i CC.5.W.3.b; CC.5.SL.6 Language and Vocabulary T101i CC.5.L.6 Writing T101i CC.5.W.3 Cross-Curricular T101j CC.5.Rinf.10; CC.5.W.7 Reading and Intervention CC.5.Rlit.2; CC.5.Rlit.3; T101j; SG68 CC.5.Rlit.10; CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.Rfou.4.c

BIG Question What is the power of the sun?

Day 3

Read and Comprehend

Academic Talk CC.5.Rlit.10; CC.5.SL.1.a;
Talk Together T110 CC.5.SL.4; CC.5.L.6

Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e
Practice T101l

Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.2.b;
Kinds of Sentences T101n, T110a CC.5.L.2.c; CC.5.L.3

Vocabulary Review CC.5.L.6
Review Science and Academic Vocabulary T109a

Reading CC.5.Rfou.4.b;
Reread an Origin Myth CC.5.Rlit.10
T109a



Comprehension CC.5.Rlit.10
Compare Myths T109a

Fluency CC.5.Rfou.4.b
Practice Expression T110

Power Writing T109a
Daily Writing Skills CC.5.W.2.a
Organize Your Writing T101p

Writing CC.5.L.1; CC.5.L.2; CC.5.L.3;
Write to Reinforce Grammar T111 CC.5.L.6; CC.5.SL.1.a

Writing Project: Compare-Contrast Essay CC.5.W.2;
Draft T111j CC.5.W.2.a; CC.5.W.4;
CC.5.W.5; CC.5.W.10

Day 4

Read and Comprehend

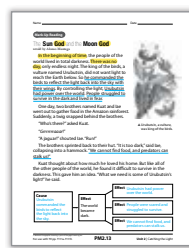
Academic Talk CC.5.Rlit.3
Compare Story Events T111a

Daily Spelling and Word Work CC.5.L.2; CC.5.L.4.c
Practice T101l

Daily Grammar CC.5.W.5; CC.5.L.1; CC.5.L.2; CC.5.L.2.b;
Grammar and Writing T101n CC.5.L.2.c; CC.5.L.3

Vocabulary Practice CC.5.L.3; CC.5.L.4.b
More Word Origins T111c

Reading CC.5.Rlit.3
Read Origin Myths T111b



Comprehension CC.5.Rlit.3
Compare Story Events
T111a–T111b

Fluency CC.5.Rfou.4.b
Model and Practice Expression T111b

Power Writing T111c CC.5.W.10
Daily Writing Skills CC.5.W.2.a
Organize Your Writing T101p

Writing CC.5.W.10
Write to Explain Events T111d

Writing Project: Compare-Contrast Essay CC.5.W.2;
Revise/Edit and CC.5.W.2.a; CC.5.W.4;
Proofread T111k–T111l CC.5.W.5; CC.5.W.10

Day 5

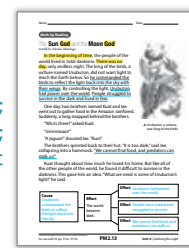
Review and Apply

Academic Talk CC.5.SL.1.a; CC.5.SL.1.c
Relate Readings to the Big Question T111h

Daily Grammar CC.5.W.5; CC.5.L.1; CC.5.L.2; CC.5.L.2.b;
Review T101n CC.5.L.2.c; CC.5.L.3

Vocabulary Practice CC.5.L.4.b
Word Origins T111e

Reading
Read Origin Myths T111f



Comprehension CC.5.Rlit.9;
Compare CC.5.SL.1.a;
Myths on Their CC.5.SL.1.c
Approaches to a Topic
T111f–T111g

Power Writing T111e CC.5.W.10
Daily Writing Skills CC.5.W.2.a
Organize Your Writing T101p

Writing CC.5.W.2; CC.5.W.9.a; CC.5.W.10
Write About a Myth T111g

Writing Project: Compare-Contrast Essay CC.5.W.2;
Publish and Present T111l CC.5.W.2.a; CC.5.W.4;
CC.5.W.5; CC.5.W.10

Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG12–SG13



Reading CC.5.Rlit.3; CC.5.Rlit.6;
Read and CC.5.SL.1.a
Comprehend Literature
SG12–SG15

Compare Characters SG14–SG15
Comprehend Questions SG14–SG15

Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG12–SG13



Reading CC.5.Rlit.3; CC.5.Rlit.6;
Read and CC.5.SL.1.a
Comprehend Literature
SG12–SG15

Compare Characters SG14–SG15
Comprehend Questions SG14–SG15

Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG12–SG13



Reading CC.5.Rlit.2
Connect Across Texts SG15

Writing CC.5.W.10
Choose a Writing Option
SG14–SG15

ASSESSMENT & RETEACHING

Assessment and Reteaching T111m–T111n
Reading Comprehension Test A2.10–A2.11 CC.4.Rlit.3;
Reading Strategy Assessment CC.4.Rlit.10
SG2.30–SG2.31 CC.4.Rlit.10
Oral Reading Assessment A2.1–A2.3 CC.5.Rfou.4.b
Vocabulary Test A2.12 CC.5.L.6

Spelling Test: Words with Digraphs ck, sh and Commonly Misspelled Words CC.5.Rfou.3;
T101k CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c
Writing, Revising, and Editing Test CC.5.W.2.a; CC.5.W.5
A2.13–A2.14
Reteaching Masters RT2.4–RT2.7



Week 2 Learning Stations

Speaking and Listening

Option 1: Retell a Myth

"Long ago, the world was ruled by the Jaguar Sun."

Have students review "Ten Suns" and "How the Fifth Sun Came to Be: An Aztec Myth." Then have partners practice the oral tradition of retelling myths.

- Have one partner retell one of the myths, including important details about plot, character, and setting.
- Have the other student retell a different myth.
- Ask students to act out parts of the story or create voices for different characters as they retell the myths.

Adapt Speech CC.5.SL.6

Option 2: Act Out a Dialogue

Your jaguars have ended the world! I am ruler now!

I will return and kick you from your throne!

Have students review pages 104–105 of "How the Fifth Sun Came to Be: An Aztec Myth."

Then have partners create a dialogue between Tezcatlipoca and Quetzalcoatl to accompany this part of the story.

Have partners act out their dialogues, using gestures and different voices to represent their characters.

Use Dialogue CC.5.W.3.b
Adapt Speech CC.5.SL.6

Language and Vocabulary

Key Words

absorb · assume · conflict · event · explanation
heat · power · reflect · theory · thermal
tone · transmit

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Option 2: My Vocabulary Notebook



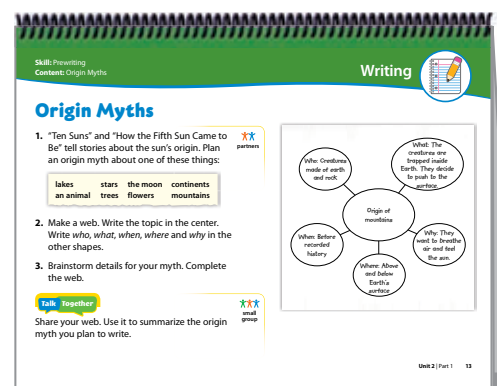
NGReach.com My Vocabulary Notebook

Have students expand their word knowledge. Under Add More Information > Use This Word > Write More, have students use the words to write paragraphs or stories that are organized in a way that makes sense.

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Writing

Option 1: Origin Myths



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 13

Teacher's Guide on NGReach.com

Write Narratives CC.5.W.3

Option 2: Write a Constellation Myth



MATERIALS

photographs of different constellations • library books about stars • markers

Have students view photographs of different constellations and read about the names and shapes associated with each.

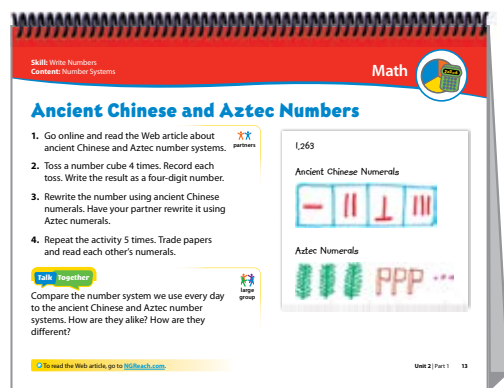
Have each student choose a constellation and write and illustrate a myth about its origin. Students may use the constellation's common or create a new name as part of their myths.

Have students share the myths with partners.

Write Narratives CC.5.W.3

Cross-Curricular

Option 1: Ancient Chinese and Aztec Numbers



Ancient Chinese and Aztec Numbers

- Go online and read the Web article about ancient Chinese and Aztec number systems.
- Toss a number cube 4 times. Record each toss. Write the result as a four-digit number.
- Rewrite the number using ancient Chinese numerals. Have your partner rewrite it using Aztec numerals.
- Repeat the activity 5 times. Trade papers and read each other's numerals.

Talk Together
Compare the number system we use every day to the ancient Chinese and Aztec number systems. How are they alike? How are they different?

1269
Ancient Chinese Numerals
Aztec Numerals

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 13

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

Student Resources Directory

number cubes

Read and Comprehend Informational Texts CC.5.Rinf.10

Option 2: Research the Aztec Calendar



MATERIALS

library books and online resources

Have students review the Aztec calendar on page 109. Then have students use books and online resources to research the Aztec method of measuring time. Have students

- take notes as they gather information
- organize the notes in a way that makes sense, then write a summary of the information
- report their research findings to the class.

Conduct Research CC.5.W.7

Reading

Option 1: Read a Myth About Yosemite



Have students read the myth “The Guardian of Yosemite” and describe the characters’ roles and functions to a partner.

To read the myth, have students go to Resources > Unit 2 > Learning Stations > Week 2 > The Guardian of Yosemite.

Compare Characters CC.5.Rlit.3
Read and Comprehend Literature CC.5.Rlit.10

Option 2: Determine Theme

Title	
Theme:	
Example:	

PROGRAM RESOURCES

Week 2 Small Group Reading Titles, page SG10

Independent Reading Recommended Books, page SG68

Have students choose a book they have not read before from Week 2 Small Group reading titles (see page SG10), the Independent Reading Recommended Books (see page SG68), or the Leveled Book Finder (see page SG1).

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

Determine Theme CC.5.Rlit.2

Intervention

Option 1: Phonics Games



[NGReach.com](https://www.ncreach.com) Online Phonics Games

Apply Phonics and Word Analysis Skills CC.5.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.5.Rfou.3.a

For Reteaching Masters, see pages RT2.4–RT2.7.

Additional Resources

Reach into Phonics



Lessons 20 and 21

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T102a–T112h

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: The Sun

- ✔ Spell Words with Digraphs *ck, sh*
- ✔ 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 Digraphs *ck, sh*

1. anguish	The drought killed all the crops, causing great suffering, or anguish , among the farmers.
2. backfire	My use of a solar cooker might backfire because the stove won't work if it rains.
3. bicker	They bicker a lot, often arguing about global warming.
4. gimmick	Silver sunscreen is just a gimmick to catch your eye and get you to buy the product.
5. harsh	A harsh winter makes me wish for a gentle spring.
6. homesick	I am homesick because I miss sunny Arizona, where I grew up.
7. lackluster	The cloudy sky made for a dull, lackluster landscape.
8. perish	This crop could perish , dying because of the heat.
9. shattering	Today's heat is shattering , or destroying, the old record for this day.
10. shawl	When the sun came out, I removed the warm, knitted shawl from around my shoulders.
11. shielded	I shielded my eyes, protecting them from the sun.
12. shimmer	A faint shimmer of light twinkled across the pond.
13. shrine	The sun's dazzling rays shone into the shrine , impressing people who came to worship.
14. stricken	The marathon runner was stricken with heat exhaustion and was hospitalized.
15. threshold	He stepped over the threshold of the doorway and walked out into the garden.

Watch-Out Words

16. aisle	I walked down the aisle of the home improvement store to look for solar landscape lighting.
17. I'll	I'll put the lights along the walkway near the shrubs.
18. isle	They'll light up the sky like a lighthouse on a tropical isle .

Word Sort

Day 2



Option 1

Teach

Display the word *shack*. Point out and circle the digraphs *sh* and *ck*. Pronounce the word, emphasizing each digraph. Explain: *A consonant digraph is a group of two or more consonants that together to make a single sound. The digraph ck is found in the middle or the end of a word. The digraph sh can appear anywhere in a word.*

Prepare

Have each student divide a piece of paper into two columns. Write *sh* at the top of one column and *ck* at the top of the other column.

Practice

- Have each student write each of the first 15 spelling words in the appropriate column.
- Then pair students and have Partner 1 say a word for his or her partner to spell. Partner 2 closes his or her eyes and spells the word aloud.
- Tell students to switch roles and continue playing until each partner has spelled each of the first 15 spelling words.

sh	ck
anguish	backfire

Apply Phonics Skills
Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words

CC.5.Rfou.3
CC.5.Rfou.3.a

Rap Songs

Day 2



Option 2

Write a Song

- Have students use as many spelling words as possible, including at least two Watch-Out Words, to each write a rap song with a sun theme.
- Have students practice their songs and clap out the beat.
- When students are ready, have them perform their rap songs for the class.

I shimmer. I shine!
And famous I'll be,
Like the Isle of Capri
Or a shrine in the sun

Demonstrate Command of Spelling

CC.5.L.2



Trace Words

Day 4



Option 1

MATERIALS

index cards, 18 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.
- 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.

lackluster

Demonstrate Command of Spelling

CC.5.L.2

Fill in the Blank

Day 3



Option 2

MATERIALS

vinyl sleeve, one per pair of students • 2 different colored markers per pair • erasers

Prepare

- Pair students and have each partner write a sentence for nine spelling words, leaving a blank for the word. Tell each partner to choose different words, and write each of his or her sentences on a separate piece of paper.
- Have students put one sentence at a time in the sleeve.

My sister and I _____ over toys.

Play a Game

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

Spell Grade-Appropriate Words

CC.5.L.2.e

Use a Dictionary

Day 4



Option 1

MATERIALS

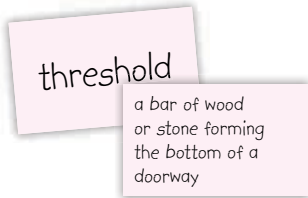
index cards, 9 per team • one dictionary per team or access to an online dictionary

Prepare

- Form two teams and give each team 9 of the spelling words. Have each team collaborate to write each of its spelling words on a separate card.
- Have team members look up each word in a dictionary and write the definition on the back of the card.

Play a Game

- Join the teams back together and place all 18 cards on a table with the definitions visible.
- Have the teams take turns picking up a card, reading the definition, and stating and spelling aloud the spelling word that goes with it.
- Ask team members to check one another's spelling. If a student names and spells a word correctly, his or her team keeps the card.
- If a student states the wrong word or misspells the correct word, the card goes back on the table.
- Play continues until all words have been spelled correctly. The team with more cards at the end wins.



Consult Print and Digital References

CC.5.L.4.c

Homophone Pictures

Day 4



Option 2

MATERIALS

drawing paper, 4 sheets per student • colored pencils or crayons

Make a Drawing

- Arrange students in pairs and have each student illustrate each Watch-Out Word and write the word below the picture.
- Have partners switch pictures and write a sentence about each of his or her partner's pictures, using the Watch-Out Words. Challenge students to include other spelling words as well as the Watch-Out Word illustrated in the drawing.
- Have partners read each other's sentences.
- As a challenge, have pairs collaborate to draw a picture that includes all of the Watch-Out Words.

I'll carry my bride down the aisle, into the shimmering twilight, and across the threshold of our home on a Hawaiian isle.

Demonstrate Command of Spelling

CC.5.L.2

Week 2 Daily Grammar

OBJECTIVES

Thematic Connection: The Sun

- ✔ Grammar: Use Introductory Elements
- ✔ Grammar: Punctuate Elements with Commas

COMMON CORE STANDARDS

- | | |
|--|----------|
| Edit Writing | CC.5.W.5 |
| Demonstrate Command of Grammar and Usage | CC.5.L.1 |
| Demonstrate Command of Punctuation | CC.5.L.2 |

Day 1

PROGRAM RESOURCES

More Introductory Elements:
eVisual 2.14

Game: Practice Master PM2.9

MATERIALS

index cards, eight per group

Teach the Rules

Use the suggestion on page T102b to review introductory elements. Then display eVisual 2.14 to teach the rules.

More Introductory Elements

- **Dependent clauses** can be introductory elements. While solar energy is abundant, fossil fuels are in limited supply.
- Always use a comma after introductory clauses that begin with words such as **because, since, while, if, when, and although**. **Because** our house runs on solar power, it doesn't consume fossil fuels.

NGReach.com More Introductory Elements: eVisual 2.14

Play a Game

Arrange the class into groups of three. Then distribute index cards, and have groups use Practice Master PM2.9.

Name _____ Date _____

Grammar Game
Depending on Clauses

Directions:

- Play in a group of three to create sentences about the sun or about activities people enjoy in the sun.
- Write each of the words below on a separate index card. Shuffle the cards and stack them face down.
- Player 1 takes the top card and uses the word to write an introductory dependent clause. Then Player 1 places the word card at the bottom of the stack.
- Player 2 completes the sentence by writing an independent clause that makes sense with the introductory clause. Remember to use a comma to separate the introductory clause from the rest of the sentence.
- Player 3 acts as referee and awards one point each to Players 1 and 2 if their clauses are correct.
- For the next turn, Player 2 draws a card and writes an introductory dependent clause. Shifting roles, Player 3 completes the sentence, and Player 1 acts as referee.
- Continue changing roles and play until each player has been the referee twice. The player with the most points wins.

because	while	until	although
since	if	when	before

For use with TE, p. 102b. PM2.9 Unit 2 | Catching the Light

NGReach.com Practice Master PM2.9

Differentiate

SN Special Needs

ISSUE Students have difficulty developing independent clauses that continue the idea of the introductory element.

STRATEGY Have students read the introductory element and ask *What happens?* Display the clause "When the sun is behind clouds," and model: *I ask, "What happens when the sun is behind clouds?" I answer: "I do not have to squint in the sunlight."* Show how the answer becomes an independent clause. Have students follow your model to practice other introductory clauses.

Day 2

PROGRAM RESOURCES

Elements with Commas: eVisual 2.15

Game: Practice Master PM2.10

MATERIALS

index cards, three per group

Teach the Rules

Use the suggestion on page T109 to review the use of commas in some elements. Then display eVisual 2.15 to teach the rules.

Elements with Commas

Use **commas** to set off:

- A **direct address**—that is, the name of a specific person or group that is being spoken to in a sentence. Tia, do you drink enough water?
Please take your seats, Ladies and Gentlemen.
- Use two commas for a direct address in the middle of a sentence. I know, Aunt Matty, that you enjoy the heat.
- A **yes or no answer** before a statement. Yes, I brought my sunglasses.
- A **tag question** at the end of a statement. The sun is extremely hot today, isn't it?

NGReach.com Elements with Commas: eVisual 2.15

Play a Game

Distribute index cards, and have groups of three students use Practice Master PM2.10.

Name _____ Date _____

Grammar Game
Change My Sentence

Types of Sentences		
direct address	yes/no answer	tag question

Directions:

- Play in a group of three. Collaborate to write each type of sentence in the list on a separate index card. Then place the cards face down.
- Player 1 chooses a card and sets it aside. He or she then writes a sentence about one of the characters in "Ten Suns" using the sentence type named on the card.
- Players 2 and 3 are scorers. They read the sentence and decide if it is written correctly. They give Player 1 one point each for having the sentence in the correct form and for having the comma in the correct place.
- Player 2 chooses one of the remaining cards and rewrites Player 1's original sentence using the sentence type labeled on the second card. Players 1 and 3 are scorers.
- Play continues as Player 3 takes the last card and rewrites Player 1's original sentence using the third sentence type. Players 1 and 2 are scorers.
- After Player 3's turn, reshuffle the cards and play another round with a new sentence, beginning with Player 2.
- Continue playing until each player has started two sentences. The player with the most points at the end of the game wins.

For use with TE, p. 109. PM2.10 Unit 2 | Catching the Light

NGReach.com Practice Master PM2.10

Differentiate

AL Above Level

ISSUE Students create sentence types easily.

STRATEGY Ask students to do so as dialogue between characters.



Use Commas in Introductory Elements
Use Commas
Use Knowledge of Conventions

CC.5.L.2.b
CC.5.L.2.c
CC.5.L.3

Day 3

MATERIALS

timer

Teach the Rules

Use the grammar lesson on **Anthology** page 111 to review types of sentences. Then use the chart below to explain how to use elements with commas in different types of sentences.

Direct address:	
commands	Sam, get out of the sun.
questions	Sun, why are you so hot?
exclamations	Kids, look at that sunset!
Yes or no answer:	
commands	No, stay here.
questions	Yes, didn't I say that already?
exclamations	Yes, the sunset is amazing!

Play a Game ☆☆

Have partners play "Sentence Scavenger Hunt."

- You and your partner have five minutes to find and record two of each type of sentence in "Ten Suns" on **Anthology** page 86.
- After I call time, you and your partner rewrite each sentence to add a direct address, yes or no answer, or tag question.
- The partner with the most correct sentences is the winner.

Differentiate

EL English Learners

ISSUE In Hmong, Vietnamese, and Korean, commands can be formed by adding words or changing a verb ending.

STRATEGY Explain that in English, commands usually use the present tense form of the verb, and that the most basic commands are simply one verb. To reinforce, model: *Go! Stop! Help!* Then have students practice writing commands by first writing a present-tense verb and then adding nouns or adverbs.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM2.15

Grammar and Writing ☆

Distribute **Practice Master PM2.15**. Have students use editing and proofreading marks to correct errors in the use of commas for introductory elements and different sentence types.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct placement of commas
- correct use of introductory elements
- correct use of different sentence types

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

The Young Man and the Sun: An Island Legend

The young man had work to do, but the sun was setting. He couldn't work in the dark, could he? If the sun moved more slowly, he would have more time for his tasks. He asked his mother for help. "Mother, I need a rope to catch the sun and make him slow down."

His mother said, "Yes, I'll help. Cut some of my hair. Because it is strong, it won't burn in the sun's heat." He made a long rope from her hair.

The next morning, he threw the rope around the sun. The sun pleaded, "Young man, release me, won't you?" But the young man held fast.

He said, "Sun, slow down so we can do our work!" The sun agreed. From that day on, it moved more slowly for six months of the year.

For use with TE, p. T101n. PM2.15 Unit 2 | Catching the Light

[NGReach.com](https://www.ngr.com) Practice Master PM2.15

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A2.13–2.14

Review and Assess ☆☆

Display the list below. Give partners five minutes to write a sentence in each category.

- a statement
- an exclamation
- a command
- a question
- a statement with a tag line
- direct address in a question
- a statement with an introductory clause
- a statement with a yes or no answer

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

Week 2 Daily Writing Skills

OBJECTIVE

Thematic Connection: The Sun

✔ Organize Your Writing

COMMON CORE STANDARDS

Provide Focus, and Group Related Information

CC.5.W.2.a

Organize Your Writing

Day 1



PROGRAM RESOURCES

Text Structures Chart: eVisual 2.10

Text Structure Passage: eVisual 2.11

Teach the Skill

Explain: *When you write, you need to organize, or structure, your ideas in a way that makes sense. Your structure depends on your purpose for writing, but you always need to make sure your ideas flow logically within a paragraph and between paragraphs.* Display and discuss **eVisual 2.10**.



Text Structures Chart

If you want to ...	Organize by ...
describe events in the order in which they happened	Time Order
tell how you or someone else tried to reach a goal	Goal and Outcome
tell how two or more people, events, places, things or ideas are alike and/or different	Comparison and Contrast

NGReach.com Text Structures Chart: eVisual 2.10



INTERACTIVE WHITEBOARD TIP: Underline each structure as you discuss it.

Then display and read aloud **eVisual 2.11**.



Text Structure Passage

It's easy to see why most parties are held indoors rather than outdoors. For example, when Samantha had her birthday picnic, it rained heavily. Her parents tried to move the food under the shelter, but we still got wet. On the other hand, Tia's birthday party was held indoors at her house. We didn't have to worry about the weather. Everyone had a great time, especially Tia.

NGReach.com Text Structure Passage: eVisual 2.11



INTERACTIVE WHITEBOARD TIP: Circle the phrase "On the other hand."

Display **eVisual 2.10** again. Ask: *How is the paragraph I just read organized? What text structure does the writer use?* (comparison and contrast) *Why is that a good text structure?* (The writer compares two kinds of parties.). Explain that *On the other hand* helps the description of the first event flow into the description of the second event.

Compare and Contrast

Day 2



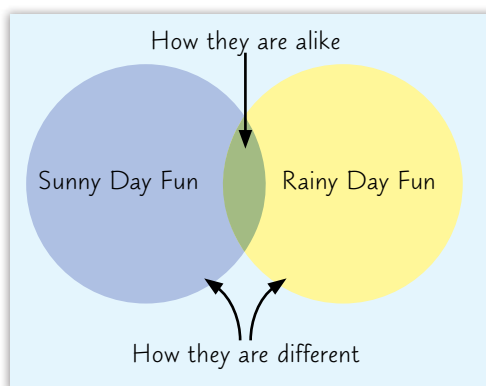
Option 1

PROGRAM RESOURCES

Text Structures Chart: eVisual 2.10

Introduce

Display **eVisual 2.10** from Day 1. Point to the third row, "Comparison and Contrast." Tell students that one good way to begin organizing a comparison and contrast paragraph is to create a Venn diagram. Display a Venn diagram like the one below.



Practice

Have partners copy the diagram and complete it to compare and contrast sunny-day and rainy-day activities.

Then have students discuss which text structures they would use to write each of the following paragraphs:

- Retelling ballplayers' hits and fouls during a baseball game
- Explaining why our team wanted to win and how we did

Write to Compare and Contrast

Day 2



Option 2

Introduce

Remind students that a good comparison and contrast paragraph begins with a topic sentence and then describes the similarities and differences between the two things being compared.

Practice

Have each student plan and write a paragraph comparing and contrasting two things. Present these ideas as possibilities:

- the sun and the moon
- stars and planets
- sun tea and hot tea
- summer and winter

Have volunteers read their paragraphs aloud.



SUGGESTED PACING

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

Recognize Organized Writing Day 3 Option 1

PROGRAM RESOURCES

Organization Paragraphs: eVisual 2.17

Introduce

Remind students that when writing is organized, ideas flow logically from one sentence to the next. Display eVisual 2.17.



Organization Paragraphs

Paragraph #1: When I played the emperor in the school play “Ten Suns,” I had the time of my life. At first, I was shy because I didn’t know anyone else in the play. But over time, I felt more comfortable. Everyone worked together to learn the lines. On the night of the performance, our hard work paid off.

Paragraph #2: I felt worried on the first day at my new school. It turned out that people were pretty friendly. I could barely sleep the night before. My sister said, “I told you so!” She saw me get off the bus, joking around with someone I’d met that day. I can’t explain why I was so nervous, but I was.

NGReach.com Organization Paragraphs: eVisual 2.17



INTERACTIVE WHITEBOARD TIP: Allow students to circle problems they identify in Paragraph #2.

Practice

Have small groups examine the two paragraphs on eVisual 2.17 and decide which one is better organized. Then have group members work together to rewrite Paragraph #2 to improve its organization.

Organize Your Writing Day 3 Option 2

MATERIALS

Text Structure Chart: eVisual 2.10

Practice

Display and review eVisual 2.10 from Day 1. Have each student choose either Time Order or Goal and Outcome and write a paragraph that uses that structure. Provide the following prompts:

For Time Order:

“One of the best days of my life happened when _____.”

For Goal and Outcome:

“I wanted to _____. To make this happen, I _____.”

I got/didn’t get what I wanted because _____.”

Revise for Clear Organization Day 4

Introduce

Remind students that writing should be organized based on its purpose.

Practice

Have students choose a piece of writing from their Weekly Writing folder. Tell them to review it and decide if the organization of ideas is clear. These questions may help focus their revisions.

- If I wrote about an event, did I use time order? Are there any sentences in the wrong order?
- If I compared things, did I include similarities and differences?
- If I wrote about a problem, did I clearly state the problem and then provide a way or ways to solve it?
- If I wrote about a character in a story, does each paragraph describe a different idea about the character?
- If I wrote an expository paragraph, did I state my topic sentence and then support it with details and examples?

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A2.13–A2.14

Review the Skill

Have students work in small groups to complete the following chart, identifying the text structure described in each example.

If a piece of writing . . .	It’s organized by . . .
tells how “Ten Suns” and “How the Fifth Sun Came to Be” are alike and different	Comparison and Contrast
tells what a family did each day while on vacation	Time Order
tells how a student became the fastest runner in her class	Goal and Outcome

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

OBJECTIVES

Thematic Connection: The Sun

- Use Roots to Determine Word Meanings
- Analyze Characters


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 2.9

MATERIALS

timer



WARM-UP

Have students review the readings from Week 1, including “Ten Suns” and *The Sun*, describing the role of the sun in each.

Power Writing

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

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

Academic Talk

1 Discuss the Big Question

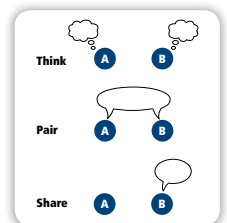
Remind students to ask questions if they do not understand something or need to clarify meaning. They can then restate answers to check their understanding. When answering a question, remind students that the question word signals the response. For example, *why* asks for a reason, and *where* asks for a place.

Demonstrate asking and answering questions about the Big Question. Ask: *What would Earth be like if the sun gave off less energy?* Explain: *The word what asks for a description. I can answer: If the sun gave off less energy, Earth would be a colder and darker place.* Have students restate your answer in different ways.

Use a **Think, Pair, Share** to have students ask questions about the Big Question in relation to the reading for Week 1. Remind students that most questions begin with the words *who*, *what*, *where*, *when*, *why*, or *how*.

- Each partner lists questions related to the Big Question.
- Partners exchange questions and take turns asking them to clarify understanding and refine wording.
- Partners ask the class their questions.

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



Think, Pair, Share

Vocabulary Strategy

2 Word Origins Anthology page 102

Explain: *Identifying roots can help you understand the meanings of many new words.*

Project **Student eEdition** page 102 and read aloud the introduction. Have students read the chart. Explain: *When I see a word with a root I know, I can use the root to figure out the meaning of the word.*

Model using the strategy: *The word autograph has the root graph, which means to write. I also see auto, which means self. When you autograph, you write something yourself. You write your name.* Repeat with the words *biography* (a written life story); *discredit* (cause to seem untrue); and *witless* (without knowledge).

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Compare Characters | CC.5.Rlit.3 |
| Read Orally with Expression on Successive Readings | CC.5.Rfou.4.b |

Writing

- | | |
|--|-----------|
| Write Informative/Explanatory Text to Convey Ideas | CC.5.W.2 |
| Apply Grade 5 Reading Standards | CC.5.W.9a |
| Write Over Shorter Time Frames for Specific Purposes | CC.5.W.10 |

Speaking and Listening

- | | |
|---|-------------|
| Pose and Respond to Questions and Contribute to Discussions | CC.5.SL.1.c |
|---|-------------|

Language and Vocabulary

- | | |
|---|------------|
| Use Greek and Latin Roots as Clues to Meaning | CC.5.L.4.b |
|---|------------|



Word Origins

Many English words include a **root** that came from another language. When you come to a word you don't know, look for a root to help you determine the meaning of the word.

This chart shows some common roots.

Root	Origin	Meaning	Example
graph	Greek	write	autograph, paragraph
cred	Latin	believe	credible, credit
wis, wit	Old English	know	wisdom, witness



If *auto* means *self*, and the Greek root *graph* means *write*, what do you think the word *autograph* means?

Try It Together

Read the paragraph. Then answer the questions. Use the chart to help you.

Characters in myths often possess great wisdom. Others can be reckless. Though it seems incredible, in the myth "Ten Suns," a father must sacrifice his sons to save the world from disaster.

- Look for the Old English root in the word *wisdom*. What do you think *wisdom* means?
 A damaged
 B without care
 C knowledge
 D proved something to be true
- Look for the Latin root *cred*. What do you think *incredible* means?
 A caused by heat
 B hard to believe
 C relating to three
 D stories or myths

102

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

Anthology page 102

3 Try It Together Anthology page 102

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

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Roots to Determine Word Meaning ✓

As students figure out meanings for the words *wisdom* and *incredible*, determine whether they are able to use their knowledge of Greek and Latin roots and affixes as aides in determining the meanings of the words.

If students have difficulty:

- Write the words *pictograph*, *credibly*, and *witless*.
- Circle the roots *graph*, *cred*, and *wit*.
- Use the chart on **Anthology** page 102 to review the meanings of the roots.

Point to the circled root in a word and say this sentence frame aloud: *The root _____ (graph) means _____ ("write"), so the word _____ (pictograph) has something to do with _____ (writing).* Then model looking at the rest of the word for clues to complete the word's meaning. Continue in the same way with *credibly* and *witless*.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T101o–T101p)
- ✓ Power Writing (T101q, T102c, T109a, T111a, T111e)
- ✓ Writing (T102b, T109, T111, T111d, T111g)
- ✓ Writing Project (T111i–T111l)

Differentiate

EL English Learners

ISSUE Spanish speakers need to become more familiar with the example words in the chart on page 102.

STRATEGY Use Spanish cognates, pointing out their roots:

autograph/autógrafa credible/credibile credit/crédito

AL Above Level

ISSUE Students are ready for more complex word work.

STRATEGY Provide these words and have students determine their meanings: *autobiographical*, *discredited*, *unwittingly*. Have students use dictionaries to confirm the meanings.

Fluency

Model Expression As you read the **Read Aloud**, model how to read text with dialogue expressively.

Explain: *When you read with expression, you use your voice to express emotions. Expression is especially important when you read dialogue.*

Differentiate

BL Below Level

ISSUE Students have difficulty describing the characters' functions.

STRATEGY Give students these sentence frames:

Maui is the hero. He decides to _____ the Sun so that _____.

The Sun is Maui's opponent. The Sun tries to _____ because _____.

SN Special Needs

ISSUE Students have difficulty distinguishing dialogue in the text.

STRATEGY Point out the quotation marks on **eVisual 2.9**. Remind students that they know that words inside quotation marks are words that characters say. Model tracking the text and scanning for quotation marks. Then have students demonstrate they can track and scan text to find quotation marks.

Comprehension

4 Compare Characters

Remind students that characters have roles and functions: *Most stories are built around a **conflict**. Often one character, the hero, ends the **conflict**. We can use the roles of hero and opponent to compare characters' behavior. In "Ten Suns," the **conflict** was between Di Jun and his sons. Hu Yi was the hero who ended the **conflict**.*

Display **eVisual 2.9** and read aloud the first two paragraphs. Model: *In paragraph 1, we learn there is **conflict** between the Sun and the people. Who is causing the **conflict**? (the Sun) In paragraph 2, we find out that Maui's role is the hero. What is Maui's function as hero? (to stop the Sun) Read aloud the rest of "Maui and the Sun."*



Read Aloud

Polynesian Origin Myth

Maui and the Sun

Long ago, Maui lived with his devoted mother on a Polynesian island. His mother worked very hard pounding tree bark and drying it in the Sun to make cloth for the people's clothing and sleeping mats. In those days, the Sun was very thoughtless and irresponsible. It raced across the sky too quickly. Because the days were so short, there wasn't time for the bark cloth to **absorb heat** so that it could dry. There were never enough hours of daylight for the people to gather and cook their food.

Maui was determined to relieve the suffering and improve the living conditions of his people. "I will venture out and capture the Sun, Mother," he promised. "I will make it slow down and give us longer days."

"Don't do it! Remain home safely with me," she implored. "The Sun has too much **power**, my son. You will never survive this tremendous ordeal."

"I must do it, so I will do it," Maui said bravely.

"Then take this magic rope that will **reflect** the fiery flames of the Sun's face," his mother said. "Take this magic jawbone that the Sun's hot teeth can never break."

During the long night, Maui tracked the Sun to a mountain cave where it slept. He hid behind bushes until the Sun began to awaken. As it rose, he hurled his magic rope until it snared the Sun, and he began beating the Sun with the magic jawbone.

Soon the Sun was weak and tired. "Stop! Stop!" he pleaded. "Do not kill me! You need me. You cannot live without me. I never intended to hurt anyone."

"I will not kill you," Maui answered, "but you must promise to slow down. To make sure you do, I will leave these ropes on you so you will always be tied to us down here on Earth."

Since that day, there have always been enough hours of **heat** and daylight for the people of Earth to live comfortably. You can still see the magic ropes that tether the Sun to the earth today. We call them sunbeams.

[NGReach.com](https://www.ngreach.com) Read Aloud eVisual 2.9



INTERACTIVE WHITEBOARD TIP: Circle character names and underline their roles and functions.

Have partners make a character chart to compare the roles, functions, and actions of the hero and his opponent.

Character	Roles	Function	Actions
Maui	hero	To save his people	Tries to capture Sun
The Sun	opponent	To provide light and heat	Races across the sky

See **Differentiate**

Check & Reteach

OBJECTIVE: Compare Characters ✓

As students make their character charts, determine if they can compare characters. If students have difficulty, have them focus on text that describes the characters' actions. Ask: *Why did Maui want to capture the Sun?* (to make the days longer; to provide more **heat** and light for his people) Ask: *What did the Sun say when Maui began beating him?* (He reminded Maui that people needed the Sun, and said he never meant to hurt anyone.) *Do you think the Sun was evil or just thoughtless? Why?* (He was thoughtless; he didn't consider how his speed affected the people below.)

Writing

5 Compare Characters

Model comparing the roles and behavior of the two main characters in the myth.

Think Aloud	Write
<i>I'll start by describing the main characters in the myth.</i>	The two main characters of "Maui and the Sun" are a Polynesian boy named Maui and the Sun.
<i>Now I'll describe the role and actions of each character.</i>	Maui is a brave hero who takes on a powerful opponent to improve the lives of his people.

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

Have students write one or two paragraphs to compare the two characters' roles and actions. Have students add their paragraphs to their Weekly Writing folders.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T101k

Daily Grammar ✓

Point out this introductory clause in the **Read Aloud** (sentence 5 of paragraph 1): "Because the days were so short." Then use page T101m to teach introductory clauses.

Daily Writing Skills ✓

Point out that the events in "Maui and the Sun" are organized in chronological order. Then use pages T101o to teach how to organize information.



WRAP-UP Have students discuss other heroes and opponents they know, such as those in "How the Sun Got Hot Again" and "Ten Suns."

OBJECTIVES

Thematic Connection: The Sun

- ✔ Use Roots to Determine Word Meanings
- ✔ Comprehend Questions
- ✔ Compare Characters


MATERIALS

timer

Power Writing

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

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



WARM-UP

Have students work in small groups to write as many words as they can with the word parts: *graph*, *cred*, or *wit*. Have groups share their lists with the class.

Vocabulary Strategy

1 More Word Origins

Explain that today students will learn more roots. Display the chart and sentences below and model how to analyze the meaning of the word *visible*: *The root vis means “to see,” so the word visible has something to do with being able to see.* Ask: *What does visible in sentence 1 mean?* (able to be seen) Repeat sentences 2–4.

Root	Origin	Meaning
<i>vis</i>	Latin	to see
<i>dyna</i>	Greek	power
<i>micro</i>	Greek	small

1. One of Di Jun’s sons was *visible* every day as he made his walk across the sky.
2. Di Jun is the *dynamic* Chinese god who ruled the sky.
3. Di Jun did not need a *microphone*, but he did call archer Hu Yi to save Earth.

Have partners discuss how the root provides a clue to the word’s meaning.

Check & Reteach

OBJECTIVE: Use Roots to Determine Word Meanings ✔

Listen as partners discuss how roots give clues to the meanings of words.

If students do not understand the concept, display the words: *microscope*, *microphone*, *microwave*. Ask: *We know micro means “small.” How is the idea of “small” a part of microscope, microphone, and microwave?* Have students explain the connection between these words.

COMMON CORE STANDARDS

Reading

- Compare Characters CC.5.Rlit.3
- Read and Comprehend Literature CC.5.Rlit.10
- Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

- Write Opinions on Texts CC.5.W.1
- Write Over Shorter Time Frames for Specific Tasks CC.5.W.10

Speaking and Listening

- Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

- Use Greek and Latin Roots as Clues to Meanings CC.5.L.4.b

Academic Talk

2 Preview and Predict

Remind students: *Before reading, you can look at the title and illustrations to preview and predict what a text will be about.* Project **Student eEdition** pages 103–109.

Have students silently read the title and study the illustrations. Then have partners discuss their predictions.



Anthology page 103

Reading

3 Read an Origin Myth

CONNECT ACROSS TEXTS Project **Student eEdition** page 103. Ask students to recall how “Ten Suns” explains why the Earth has only one sun today. Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of origin myths. Clarify: *An origin myth describes the origin, or beginning, of some feature of the world. These myths can help us understand what is most important to a culture.* Explain that since the sun is important to all people, many ancient cultures, including those from Australia, Japan, and Egypt, have myths about the sun.

SOCIAL STUDIES BACKGROUND Explain that the ancient Aztecs carefully observed the movements of the sun and the stars throughout the year. They used their observations to make very detailed calendars, which they employed to time the planting of their crops, as well as to mark important religious festivals.

Read and Build Comprehension


- 1 Compare Characters** *Look at the pictures. What kinds of characters will be in this myth? (animals and the sun) What kind of relationship do the two animals seem to have? (They appear to be enemies that are about to fight.)*
- 2 Analyze Figurative Language** *What does the phrase “rich with traditional stories” mean? (It means that the culture had many important stories that were very old and passed down through the generations.)*

Fluency

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

Answers Before You Move On

- 1. Genre** Possible responses: Ancient cultures told myths about the sun because they wanted to explain the sun’s existence and characteristics. They did not have scientific ways to do this.
- 2. Ask Questions** Possible responses: Who were the Aztec storytellers? What did they believe about the sun? When did their stories take place? Where did they tell their stories? How did they share their stories?



THE JAGUAR SUN


In the times before **the current era** there had been four worlds. Each time a new world was created, it was destroyed. The gods Tezcatlipoca (tez-cot-lē-pō-ko) and Quetzalcoatl (ket-sul-ku-wo-tul) were in constant battle to become the ruling sun of each world.

The first world was ruled by Tezcatlipoca, the **Jaguar Sun**. Under his rule, jaguars roamed the earth until they **devoured** all the people. This brought an end to the first world and let Quetzalcoatl become the second sun, the Wind Sun.


The Wind Sun ruled the second world and life on Earth returned. Then, wanting to rule again, Tezcatlipoca kicked Quetzalcoatl from the throne. Their conflict caused giant **hurricanes** to destroy the second world.

1


2



THE WIND SUN



THE RAIN SUN




THE WATER SUN

Quetzalcoatl returned and **selected** another god to become the third sun, the Rain Sun. Animals, plants, and humans again returned to the earth. But one day Quetzalcoatl, being jealous of the Rain Sun's successful rule, sent a rain of fire that poured over everything. Blazing fireballs **charred** every home, animal, and plant, leaving only blackness **in their wake**.

Quetzalcoatl then chose a new god to become the Water Sun, ruler of the fourth world. For a while, things went well. Then the sky fell to the earth and a great flood swept away all human life. **Thus** ended the fourth world.

3

104


In Other Words
the current era today's world
Jaguar Great Cat
devoured ate
hurricanes wind storms

105

In Other Words
selected chose
charred burned
in their wake wherever they had been
Thus That was what

▶ Before You Move On
1. Generalize How did the Aztecs explain natural disasters, such as floods and hurricanes?
2. Character What roles do Quetzalcoatl and Tezcatlipoca play in the story? What is their conflict?

Anthology
pages 104–105

Read and Build Comprehension

- 1 Analyze Point of View** *Is this story told in first-person or third-person point of view?* (third-person) *How do you know?* (The narrator uses third-person pronouns, such as *it*, *his*, and *they*, to tell **events** that happened long ago.)
- 2 Compare Characters** *What two gods ruled the first world and the second world?* (Tezcatlipoca ruled the first world; Quetzalcoatl ruled the second.) *How are these gods different?* (Tezcatlipoca is the Jaguar Sun; when he rules, jaguars kill all the people and eat them. Quetzalcoatl is the Wind Sun; when he rules, people come back to life.)
- 3 Comprehend Questions** *So far, what questions do you have about Quetzalcoatl?* (Possible responses: Why is he so jealous of the Rain Sun? Does he care about the people of the earth or only about his own **power**?) *How can you answer your questions?* (Possible response: Read on or do research in other texts.)

Differentiate

SN Special Needs

ISSUE Students have trouble remembering specific details about the different gods and their roles.

STRATEGY Have students make a chart with six columns, one for each god in this myth. Then, as students read, have them write the god's name (no name is given for the last god) at the top of a column. In the rest of the column, have them note which world he rules, his role, and his function.

Answers Before You Move On (page 105)

- 1. Generalize** The Aztecs believed that natural disasters were caused by **conflicts** between gods.
- 2. Character** Both characters are gods. They are fighting to see who will be the ruling sun.

So it was that Quetzalcoatl **took it upon himself** to bring back the human race for the last time. He traveled far to find the way to populate the earth with men, women, and children once again. Once he brought back the people, he realized that the earth was still dark in an eternal night. A bitter cold enveloped it. No plants would grow without warmth and light, and animals and humans would go hungry. **4**

Therefore, when the gods were called to a meeting in **sacred Teotihuacán**, Quetzalcoatl was first to arrive. There, surrounded by huge stone pyramids, burned the divine **hearth**. For a long time the spirits talked until they reached an agreement. They pointed to Nanahuatl (no-no-wo-tul), the most **humble** of the gods. **5**



In Other Words
took it upon himself to decided that he would
sacred Teotihuacán the city of the gods
hearth fireplace
humble modest; respectful

106



"You, Nanahuatl," they spoke, "you must take care of the sky and the earth. You must **sacrifice** yourself to become the sun!"

So, Nanahuatl closed his eyes, **braced himself**, and leaped into the blazing fire. The fire sputtered and flared, its flames rising high into the sky. **6**

Then, another spirit, who also **yearned** to be the sun, followed Nanahuatl's steps and jumped into the center of the swaying flames. When both spirits were gone, the gods sat down to wait for Nanahuatl's appearance in the sky. They knew he would become the fifth sun.

In Other Words
sacrifice give up
braced himself got ready
yearned wished

Before You Move On

- 1. Character** How does Quetzalcoatl's role change?
- 2. Make Inferences** Why do you think the gods choose a humble god to become the new sun?

107

Anthology
pages 106–107

4 Analyze Cause and Effect *Why is the earth dark and cold at this point?* (There is no sun to light and warm the planet.) *What effect does this situation have on the animals and people of the earth?* (No plants will grow without the **heat** and light of the sun, so the people and animals have no food. They are hungry.)

5 Comprehend Questions *What questions do you have at this point in the story?* (Possible responses: Will the fifth world be successful? Will the gods stop fighting? Will Nanahuatl be able to save the earth? Who is the second god who yearned to be the sun? Will he come into **conflict** with Nanahuatl?)

6 Understand Imagery *How does the author describe the fire after Nanahuatl jumps into it? How does this description help you understand what happens next?* (Possible response: The author describes flames rising high into the sky. This helps me understand that the flames are Nanahuatl rising into the sky to become the new sun.)

Differentiate

AL Above Level

ISSUE Students can easily understand and answer comprehension questions, but they often raise questions at deeper levels.

STRATEGY Have students make a list of additional questions they would like answers to or would like to discuss. Have these students meet together to discuss their questions, or you might hold a class discussion, during which the questions could be addressed.

Best Practices

Link to Experience Prompt students to make connections with different subject areas:

- *How is the Aztec Calendar Stone different from the calendars you use everyday?*
- *What do you think the Aztec Calendar Stone measures?*

Answers Before You Move On (page 107)

- 1. Character** Before the destruction of the fourth world, Quetzalcoatl cared only about his own **power** among the gods. Now he wants to bring the earth back to life and protect its people.
- 2. Make Inferences** Possible answer: Because Nanahuatl is humble, the gods think he will sacrifice himself. They also think he will take better care of the sky and the earth than the other gods did.

 Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T101k

Daily Grammar ✓

Point out how commas are used to set off the name Nanahuatl in the first sentence on **Anthology** page 107. Then use page T101m to practice using elements with commas.

Daily Writing Skills ✓

Point out that the events in the myth are organized in chronological order. Then use **Anthology** page T101o to practice organizing information.

Read and Build Comprehension

- 1 Compare Characters** ✓ *Two gods sacrifice themselves by jumping into the fire. What are their roles at the end of the myth?* (Nanahuatl has become the sun; the second god has become the moon.)
- 2 Analyze Details** *What **powers** does the new sun have?* (Its warmth makes plants grow. Its **heat** makes water rise and turn into rain.)
- 3 Analyze Genre** *What **explanation** does this origin myth provide?* (why we live in a world with a powerful, life-giving sun)

Check & Reteach

OBJECTIVE: Comprehend Questions ✓

Listen to students' responses to all questions about asking and answering questions.

If students have difficulty, model the process: *On page 107, when the second god jumped into the fire, I was really worried. I wondered if there would be more **conflict** in the story.* Then model how you found the answer: *When I read to the end of page 108, I said, "Aha! The second god has become the moon! There won't be any more **conflict** after all." What did you wonder about?*

Then review all the illustrations in the story, sharing the questions you had at that point and inviting students to share their own.

OBJECTIVE: Compare Characters ✓

Listen to students' responses to all questions that involve comparing characters in the myth.

If students have difficulty, remind them that story pictures can supplement the text by providing important visual information about characters. Ask: *Look at the pictures on page 104. What are Tezcatlipoca and Quetzalcoatl doing? Why?* (They are fighting to prove how powerful they are, not caring what effects they have on the earth.) *Look at the picture on page 106. What are the gods doing now? Why?* (They are meeting and choosing a humble god to be the next sun because they want to preserve life on earth.)

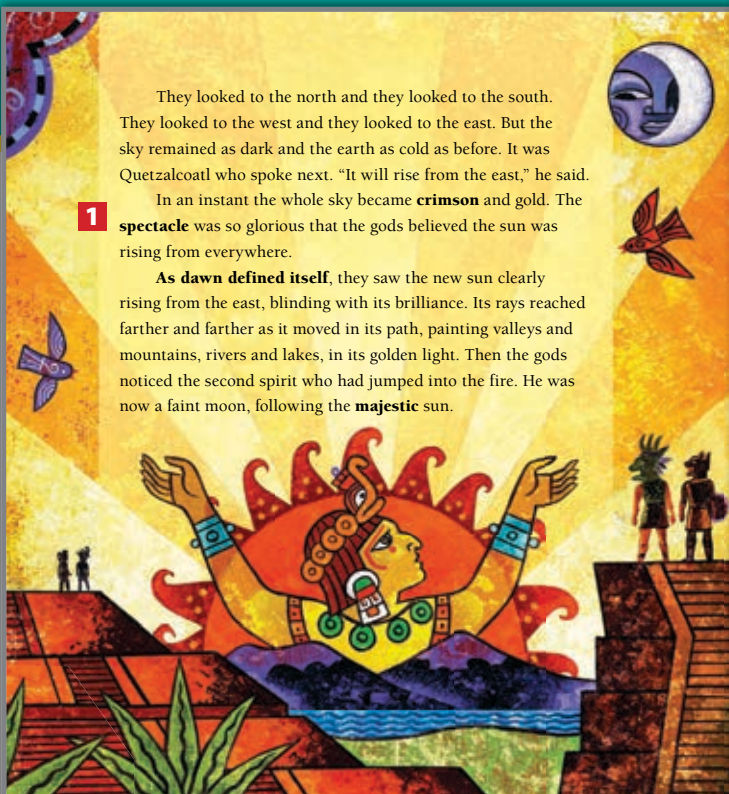
Answers Before You Move On (page 109)

- 1. Ask Questions** ✓ Possible responses: Which god became the moon? Was it Tezcatlipoca? Did he jump into the fire in order to fight Nanahuatl? Why didn't he jump into the fire first? Was he as brave as Nanahuatl?
- 2. Imagery** Possible response: The new sun is described as "blinding in its brilliance" and "rising from everywhere." These descriptions suggest that the new sun is very powerful.

They looked to the north and they looked to the south. They looked to the west and they looked to the east. But the sky remained as dark and the earth as cold as before. It was Quetzalcoatl who spoke next. "It will rise from the east," he said.

1 In an instant the whole sky became **crimson** and gold. The **spectacle** was so glorious that the gods believed the sun was rising from everywhere.

As dawn defined itself, they saw the new sun clearly rising from the east, blinding with its brilliance. Its rays reached farther and farther as it moved in its path, painting valleys and mountains, rivers and lakes, in its golden light. Then the gods noticed the second spirit who had jumped into the fire. He was now a faint moon, following the **majestic** sun.



In Other Words
crimson deep red
spectacle show of light
As dawn defined itself In the morning light
majestic marvelous and brilliant

108


It is said that the gods **knelt** at the sight of this spectacular fifth sun and gave praises to its **power**. They saw how its warmth affected seeds and made plants grow. They saw how its rays made water rise and pour back down in the form of light rain.

Now the people of the earth would live and **prosper**. And that was good.

According to the ancient Aztec calendar stone, we still live in the fifth world, ruled by the **Sun of Movement**.

2 **3**

Aztec Calendar Stone



This is a drawing of the center part of the Aztec Calendar Stone, which was discovered in Mexico City in 1790. It shows the gods representing the five worlds. The fifth god is at the center.

In Other Words
knelt got on their knees
prosper do well
Sun of Movement Fifth Sun

Before You Move On

- 1. Ask Questions** What question do you have about the god who became the moon?
- 2. Imagery** How does the author's description of the new sun help you understand its **power**?

109

Anthology
pages 108–109

Writing

4 Write a Response

Review: *We read two origin myths about the sun. Each one gives an **explanation** of why the earth has one powerful, life-giving sun. Which myth did you enjoy more? Why?* Remind students to support their choice with details from the stories.

Model supporting an opinion: *Even though it was sad, I enjoyed "Ten Suns" more. The **conflict** Di Jun and Hu Yi felt about shooting down the boys to protect Earth was powerful. I liked the portrayal of a god who made a difficult choice to do the right thing.*

Have students write opinion paragraphs stating which myth they enjoyed more and why. Remind them to include details from the stories to support their opinions. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students lack English proficiency.


STRATEGY Provide sentence frames and have partners work together as they fill them in.

- I liked _____ because _____.
- I thought _____.

BL Below Level

ISSUE Students' opinions lack support.

STRATEGY Ask guiding questions: *What do you like about the characters? Point to something in the myth or in the pictures that shows what you mean.*



WRAP-UP In small groups, have students share questions they had about today's reading and what research they might do to find answers. Ask a volunteer from each group share one of its questions and its research plan.

OBJECTIVES

Thematic Connection: The Sun

Compare Myths to Comprehend Literature

✔ Grammar: Use Different Kinds of Sentences

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM2.11

Grammar Practice: Practice Master PM2.12

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the Aztec Calendar Stone.

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

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.5.Rlit.10
Read with Fluency to Support Comprehension CC.5.Rfou.4.b

Speaking and Listening

Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a
Report on a Text CC.5.SL.4

Language and Vocabulary

Demonstrate Command of Grammar and Usage CC.5.L.1
Demonstrate Command of Punctuation CC.5.L.2
Use Knowledge of Language Conventions CC.5.L.3
Acquire and Use Domain-Specific Words CC.5.L.6

WARM-UP

Have a volunteer explain the conflict in “Ten Suns.” Then have students brainstorm other ways that the conflict in the story could have been resolved.

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 110 and point out the Key Words. Also display **conflict** and **mood**. Chorally read aloud all the words as a class. Pause after each word and have volunteers give the definition.

Play “Around the World.” Choose a traveler to stand next to a neighboring student, the challenger. Provide a clue to one of the words. Whoever supplies the correct word first is the new traveler and challenges a new student. A traveler who repeatedly responds first and returns to his or her seat has gone “around the world.”

Review and Integrate Ideas

2 Compare Myths ✔ Anthology page 110

Read aloud the introduction on **Student eEdition** page 110. Remind students that both of these myths explain the origin of a single sun. Have students complete the chart to identify the functions of the characters in each myth. Remind them that a story’s message, or theme, is what it teaches us about life.

Have partners review “Ten Suns” and reread aloud “How the Fifth Sun Came to Be.” Have them record the features of each myth on **Practice Master PM2.11** and discuss the message of each. Ask questions to guide discussion, such as *What does this myth show about the relationship between people and the sun?*

Check & Reteach

OBJECTIVE: Compare Myths to Comprehend Literature

Monitor students’ ability to identify the hero and infer the message of each myth.

If students struggle with the concept of a hero, ask: *What is a hero? What does a hero do?*

(Possible response: A hero is a courageous person who solves a problem or performs a brave deed.) Then help students apply the concept. Ask: *In “How the Fifth Sun Came to Be,” who sacrificed himself to save the people of Earth? (Nanahuatl)*

If students have difficulty inferring the message of each myth, ask: *Why were the people of Earth in danger in each myth? (the heat from ten suns was destroying life; without a sun there was no life.) What does each myth show us about the sun? (We need the sun to stay alive. If we have too much or too little heat, life on Earth is threatened.)*



Compare Myths

"Ten Suns" and "How the Fifth Sun Came to Be" are **origin myths**. Work with a partner to fill in the chart below. Then talk about how the myths are alike and how they are different.

Key Words

absorb	power
assume	reflect
event	theory
explanation	thermal
heat	transmit

Comparison Chart

	"Ten Suns"	"How the Fifth Sun Came to Be"
Tell the type of myth.		Aztec
Tell what the myth explains.		
Setting		Mexico
List the characters.	Gods: Heroes: Other:	Gods: Heroes: Other:
Tell what the story is about.	Beginning: Middle: End:	Beginning: Middle: End:
Tell the story's message.		

Talk Together

Think about the two selections and the chart above. How do the two myths help you understand the importance of the sun? Use **Key Words** to discuss your ideas.

STUDENT TECHNOLOGY



Student eEdition

NGReach.com

Fluency

Practice Expression As partners reread "How the Fifth Sun Came to Be" aloud, monitor and listen for correct expression.

Best Practices

Invite Critical Thinking Before the discussion, provide time for students to reflect and write about the topic, including:

- recording their impressions
- formulating their opinions
- noting any details that stand out

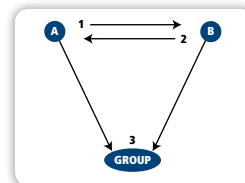
Academic Talk

3 Talk Together Anthology page 110

Review the plots of the two myths. Have students use a **Three-Step Interview** to share ideas about the importance of the sun in each myth. Remind them to use Key Words. Ask: *What happened when the ten suns transmitted too much power and thermal energy? What happened when there was no sun at all to transmit heat?*

- Have students form pairs.
- Have Student 1 ask Student 2 about the importance of the sun in "Ten Suns."
- Have partners reverse roles. Have Student 2 ask Student 1 about the importance of the sun in "How the Fifth Sun Came to Be."
- Have Student 1 share Student 2's ideas with the class. Have Student 2 share Student 1's ideas.

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



Three-Step Interview

Name _____ Date _____

Comparison Chart

Compare Origin Myths

	"Ten Suns"	"How the Fifth Sun Came to Be"
Tell the type of myth.	Chinese	Aztec
Tell what the myth explains.	why there is one sun in the sky	why there is one sun in the sky
Setting	China	Mexico
List the characters.	Gods: Di Jun, Xi He, ten sons Heroes: Hu Yi Other: Emperor Shun, creatures of Earth	Gods: Tezcatlipoca, Quetzalcoatl, Wind Sun, Water Sun, Rain Sun Heroes: Sun Nanahuatl Other: people of Earth
Tell what the story is about.	Beginning: Middle: End: Details should reflect story events.	Beginning: Middle: End: Details should reflect story events.
Tell the story's message.	We need the sun.	We need the sun.

Take turns with a partner. Share another message you think each myth has.

Differentiate

EL English Learners

ISSUE In Korean and in spoken Chinese languages, question words are placed according to the position of the answer. If the answer is an object, the question words are placed in the typical object position. Students may say: *He saw you when?* instead of *When did he see you?*

STRATEGY Create and distribute index cards containing each word of the sample sentence above. Help students number the words, circling the number 1 on the question word card. Together, place the words in correct order and read the sentence chorally. Urge students to refer to the cards as a reminder that in English, question words usually begin the sentence.

AL Above Level

ISSUE Students are ready for a more complex assignment.

STRATEGY Challenge students to create dialogue for the meeting of the gods on page 106 of “How the Fifth Sun Came to Be.” Tell them to include all four kinds of sentences. Then have them share their dialogue with the rest of the class.

Grammar Focus

4 Kinds of Sentences Anthology page 111

Project **Student eEdition** page 111. Have volunteers read aloud the introduction and review the chart.

Then display **eVisual 2.16**. Read aloud the grammar passage, pausing to identify the first kind of sentence and its end punctuation. Have students identify the remaining kinds of sentences and explain the end punctuation for each.



Grammar Passage

What did people long ago think about the world? How did they explain the mysterious powers of nature? They invented stories that we now call *myths* to provide explanations for what they observed. As civilizations developed over many centuries, people transmitted their myths by word of mouth.

How amazing it is that so many of these myths have survived for thousands of years! You can still read them today. Borrow a mythology book from the library. Visit a mythology Web site online. You can watch videos of some myths online. You and your classmates could even star in the video of a myth of your own choosing!

 NGReach.com Read Aloud: **eVisual 2.16**



INTERACTIVE WHITEBOARD TIP: Circle the punctuation mark at the end of each sentence.

5 Read Different Kinds of Sentences Anthology page 111

Read aloud the sentences about “Ten Suns.” Have students find more examples of statements, commands, exclamations, and questions in the myth.

See **Differentiate**

6 Write Different Kinds of Sentences Anthology page 111

Have a volunteer read aloud the directions, and have students write independently. Provide support as needed. Assign **Practice Master PM2.12**.

Check & Reteach

OBJECTIVE: Use Different Kinds of Sentences 

Monitor students’ ability to write all four kinds of sentences.

If students have trouble distinguishing statements from commands, remind students that statements tell about something, and commands tell, or command, someone (you) to do something. To illustrate, read the statement in the chart on **Anthology** page 111: “This myth is about gods and heroes.” Then turn this statement into a command: “Read this myth about gods and heroes.” Ask: *Which sentence tells about something? Which sentence tells you to do something?* Repeat with another statement, asking a volunteer to change the statement into a command.

Name _____ Date _____

Grammar: Practice


The Story of the Sun

Grammar Rules Kinds of Sentences

1. Use a statement to tell something.
2. Use a command to tell someone to do something.
3. Use an exclamation to show strong feeling. End it with an exclamation mark. (!)
4. Use a question to ask something. End it with a question mark. (?)

Follow the directions. Use a contraction in at least one sentence.

1. **Write a statement about the sun’s power.**
Answers will vary, but should be statements.
2. **Write an exclamation about the sun.**
Answers will vary, but should be exclamations.
3. **Write a question you have about the sun.**
Answers will vary, but should be questions.
4. **Write a command about staying safe in the sun.**
Answers will vary, but should be commands.

 Listen as a partner tells you something about the sun. Use a different kind of sentence to respond.

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For use with TE p. T110a **PM2.12** Unit 2 | Catching the Light

Kinds of Sentences

There are **four kinds of sentences**.

Grammar Rules Kinds of Sentences

A statement tells something.	This myth is about gods and heroes.
A command tells you to do something.	Go quickly and take this message.
An exclamation shows strong feeling.	One sun is hot enough!
• A question asks something. You can <i>answer</i> some questions with <i>yes</i> or <i>no</i> .	Do you like myths? Yes. Is this myth from Mexico? No. It's from China.
• Other questions ask for more information. They begin with question words.	When? What? Why? Who? Where? How?

Read Sentences

Read the passage. What kinds of sentences can you find? What question words do you see? Work with a partner.

The great emperor Shun cried out to Di Jun. "Why are you punishing us?" Shun's cries woke Di Jun and Xi He. They called to their sons. "Come back at once!"

Write Sentences

Look at the illustration on pages 94–95. Write two sentences about what Hu Yi is doing. Include one question. Compare your sentences with a partner's.

111

Anthology page 111

Writing

7 Write to Reinforce Grammar

Have students write a paragraph about a personal experience that showed them the power of the sun. Tell them to include Key Words and different kinds of sentences. Model writing sentences with the words *heat* and *absorb*: Did you ever come back to your car after it had been parked in the summer sun for an hour? It is amazing how much **heat** a car will **absorb** from the sun in an hour!

After students write their paragraphs, have them use the grammar rules on **Anthology** page 111 to check that they have used the correct end punctuation for each sentence. Then have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Spelling and Word Work

Practice page T101l

Daily Grammar

Write the following exclamatory sentence: *Don't look directly at the Sun!* Then use page T101n to reinforce understanding of punctuation and the four kinds of sentences.

Daily Writing Skills

Point out how the information on **Anthology** page 88 is organized. Then use page T101p to practice organizing information.

WRAP-UP Have partners play a game using the four sentence types. One partner begins by writing a sentence. The other partner changes this sentence into another type of sentence. Partners take turns rewriting sentences until all four sentence types have been written from the initial sentence. Then partners start a new sentence game.

OBJECTIVES

Thematic Connection: The Sun

- Compare Events in Literature
- Use Roots to Determine Word Meanings

PROGRAM RESOURCES


PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM2.13–PM2.14

TECHNOLOGY ONLY

Mark-Up Model 2.1 or Model 2.1 PDF

Vocabulary Strategy Practice: eVisual 2.18



WARM-UP

Start to tell students the familiar Greek myth of Icarus: *Once there was a boy who flew, using wings made of feathers held together with wax. His father told him not to fly too close to the sun.* Invite volunteers to guess why. Then tell them the end of the story: *When the boy flew near the sun, his wings melted, and he fell.* Ask: *What does this myth teach about the power of the sun?* (Possible responses: The power of the sun is great; the sun can be dangerous.)

Comprehension

1 Compare Story Events

Explain that students will compare and contrast events in a myth.

SCREEN 1

- 1** Display and read aloud the text on **Mark-Up Model 2.1**. Explain that students will first look for clues that the story is a myth and then compare events in the story. Pull the tab to review the definition of *myth*, if necessary.
- 2** Ask: *What are some clues that tell you that this story is a myth?* (Possible responses: It includes gods. It takes place long ago and talks about day and night.) Have volunteers highlight clues and click the Myth Clues button to confirm. Remind students to circle clues on **Practice Master PM2.13**.
- 3** Explain: *Events in a story can be compared in different ways, such as the order in which they occur or their cause and effect. Sometimes, an event can have more than one cause or effect. There can also be a chain of causes and effects, with one effect becoming the cause of the next.* Ask: *What event caused the world to become dark?* Have volunteers erase the first box in the organizer to confirm. Have students complete the cause-effect chain on **Practice Master PM2.13**.
- 4** Click the arrow to go to the next screen.

SCREEN 2

- 5** Note that students can compare events in a story by thinking about how one event leads to the next. Ask: *What effect did turning the world dark have on Urubutsin?* (He now had power over the world.) *What happened to people as a result of the darkness?* (People struggled to survive, and they lived in fear.) Invite volunteers to erase the boxes in the organizer to confirm. Remind students to write their answers on **Practice Master PM2.13**.

Name _____ Date _____

Mark-Up Reading

The Sun God and the Moon God

retold by Alonso Mantega

In the beginning of time, the people of the world lived in total darkness. There was no day, only endless night. The king of the birds, a vulture named Urubutsin, did not want light to reach the Earth below. So he commanded the birds to reflect the light back into the sky with their wings. By controlling the light, Urubutsin had power over the world. People struggled to survive in the dark and lived in fear.



▲ Urubutsin, a vulture, was king of the birds.

One day, two brothers named Kuat and lae went out to gather food in the Amazon rainforest. Suddenly, a twig snapped behind the brothers.

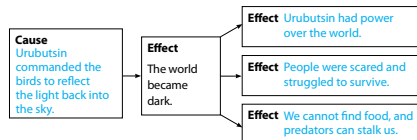
"Who's there?" asked Kuat.

"Grrrrrrraar!"

"A jaguar!" shouted lae. "Run!"

The brothers sprinted back to their hut. "It is too dark," said lae, collapsing into a hammock. "We cannot find food, and predators can stalk us!"

Kuat thought about how much he loved his home. But like all of the other people of the world, he found it difficult to survive in the darkness. This gave him an idea. "What we need is some of Urubutsin's light!" he said.



For use with TE pp. T111a–T111h

PM2.13

Unit 2 | Catching the Light

[NGReach.com](https://www.ngr.com) Practice Masters PM2.13–PM2.14

COMMON CORE STANDARDS

Reading

- Compare Events CC.5.Rlit.3
- Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

- Use Dialogue CC.5.W.3.b
- Write over Shorter Time Frame for Specific Tasks CC.5.W.10

Speaking and Listening

- Carry Out Assigned Roles CC.5.SL.1.b
- Adapt Speech CC.5.SL.6

Language and Vocabulary

- Use Knowledge of Language and Conventions CC.5.L.3
- Use Roots as Clues to Meanings CC.5.L.4.b



SCREEN 1

The Sun God and the Moon God
retold by Alonso Mantega

1 In the beginning of time, the people of the world lived in total darkness. There was no day, only endless night. The king of the birds, a vulture named Urubutsin, did not want light to reach the Earth below. So he commanded the birds to reflect the sunlight back into the sky with their wings. By controlling the light, Urubutsin had power over the world. People struggled to survive in the dark and lived in fear.

2 Highlight the clues that help show that this story is a myth.
3 Underline the event that caused the world to become dark.

Cause: Urubutsin commanded the birds to use their wings to reflect the light back into the sky. Effect: The world became dark.

4 Myth Clues

1 Definition: A myth is an ancient story that uses gods and heroes to explain an event in nature.

SCREEN 2

The Sun God and the Moon God
retold by Alonso Mantega

In the beginning of time, the people of the world lived in total darkness. There was no day, only endless night. The king of the birds, a vulture named Urubutsin, did not want light to reach the Earth below. So he commanded the birds to reflect the sunlight back into the sky with their wings. By controlling the light, Urubutsin had power over the world. People struggled to survive in the dark and lived in fear.

5 Underline what happened when the world became dark.

Cause: Urubutsin commanded the birds to use their wings to reflect the light back into the sky. Effect: The world became dark.

5 Effect: Urubutsin had power over the world. Effect: People were scared and struggled to survive.

Check & Reteach

OBJECTIVE: Compare Events in Literature ✓

Check students' organizers on Practice Masters PM2.13–PM2.14.

If students have difficulty comparing events, ask questions to help them identify specific cause-and-effect relationships:

- *What events showed the effects that the darkness had on Kuat and Iae?* (Possible response: They couldn't see to gather food; predators hunted them.)
- *What did these events cause them to decide to do?* (Possible response: They decided to trap Urubutsin to get some of his light.)
- *What events resulted from their capturing Urubutsin?* (Possible responses: He agreed to give them daylight. Both brothers became gods.)

Fluency ✓

Model and Practice Expression Explain: *When you read aloud, be sure that the expression in your voice matches the emotion in the story.* Model expression by reading aloud the brothers' encounter with the jaguar, starting with the second paragraph on Practice Master PM2.13. Read the passage with appropriate expression, emoting the fear and urgency in the dialogue. Then have groups of four students practice expression by having them take turns reading one of the four parts in the passage (narrator, Kuat, Iae, and the jaguar).

Have students underline pairs of related events on Practice Masters PM2.13–PM2.14. Then have partners compare the events and fill in the graphic organizer on each page to identify how the events are related.

Daily Language Arts**Spelling and Word Work** ✓

Practice page T101l

Daily Grammar ✓

Point out the comma after the introductory element “In the beginning of time” in the first sentence of **Practice Master PM2.13**.

Then use practice page T101n to review introductory elements, direct address, yes/no and tag questions, and kinds of sentences.

Daily Writing Skills ✓

Point out the organization of the first paragraph on **Practice Master PM2.14**.

Then use page T101p to review how to organize writing.

Power Writing

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

For **Writing Routine 1**, see page PD53.

Vocabulary Practice**2 More Word Origins** ✓

Remind students that word roots can help them determine the meanings of unfamiliar words. Have students review the meanings of the roots they have learned. Display **eVisual 2.18**.

**Vocabulary Strategy Practice**

Scientists study microbes found living inside the human body.

Meaning of *microbes*: tiny organisms, such as bacteria

The crew had to use dynamite to blast through the mountains.

Meaning of *dynamite*: a powerful explosive

Carla often makes clever, witty comments.

Meaning of *witty*: smart, intelligent

The submarine’s captain used a periscope to view the surface.

Meaning of *periscope*: instrument for viewing all around

I recorded the facts in a graphic organizer.

Meaning of *graphic*: written

We thought his story was too incredible to be true.

Meaning of *incredible*: unbelievable

His night vision was impaired by the bright headlights.

Meaning of *vision*: ability to see

[NGReach.com](https://www.ngreach.com) Vocabulary Strategy: eVisual 2.18



INTERACTIVE WHITEBOARD TIP: Have students circle the root of each underlined word.

Circle the root in *microbes* and explain: *I know that the root micro means small. Then read the sentence and say: The sentence says microbes are found inside the human body, so I think microbes must mean “small organisms.”*

Have students identify the root in each underlined word. (dyna, wit, peri, scope, graph, cred, vis) Then have them read each sentence and write the meaning of the word.

Check & Reteach**OBJECTIVE:** Use Roots to Determine Word Meanings ✓

Monitor students as they determine the meanings of the underlined words.

If students have difficulty determining meanings, model how to identify the root and find context clues for the word *dynamite*. Model: *The root dyna means power. Something that can blast through mountains is probably an explosive, so I think dynamite is a powerful explosive.*

Writing

3 Write to Explain Events

Introduce the activity: *Now you will write to explain the events that occurred in the myth “The Sun God and the Moon God.”* Then model the process.

Think Aloud	Write
<i>In this myth, Urubutsin caused the Earth to be dark.</i>	Urubutsin ordered the birds to block the light of the sun with their wings so that Earth became dark.
<i>People struggled to survive.</i>	People were afraid. They could not find food, and predators hunted them.
<i>Then Kuat and lae decided to get some of Urubutsin’s light.</i>	Kuat and lae made a plan to bring light back to Earth.

For **Writing Routine 2**, see page PD54


Have students review their marked-up **Practice Masters PM2.13–PM2.14** before they begin writing. Invite partners to read and discuss each other’s explanations. Then have students add their explanations to their Weekly Reading folders.

See **Differentiate**

Academic Talk

4 Compare Events

Remind students that events can be organized by cause and effect and that an effect can also cause a new event. Review: *In “The Sun God and the Moon God,” a jaguar causes Kuat and lae to be afraid. That effect causes them to come up with a plan.* Model the thinking: *One event causes, or is the result of, the next. The whole story is a chain of related causes and effects.* Have partners discuss how one cause leads to another in “How the Fifth Sun Came to Be.” Also have partners use their completed **Practice Masters PM2.13–PM2.14** to discuss similarities and differences in how the events are organized in “The Sun God and the Moon God” and “How the Fifth Sun Came to Be.”



WRAP-UP Explain that ancient myths give the sun-god different ways to cross the sky. In Greek mythology, he drove a chariot. In Egyptian mythology, he traveled in a boat. Form small groups. Have each group create a modern “myth” in which the sun-god (or sun-goddess) is given a vehicle to cross the sky each day. Have the groups share their myths.

Differentiate

BL Below Level

ISSUE Students have difficulty organizing their paragraphs.

STRATEGY Encourage students to complete a cause-and-effect organizer for each paragraph in the myth. Have them use their organizers to plan their paragraphs.

EL English Learners

ISSUE Students lack the language to write how the events in the myth are related.

STRATEGY Provide sentence frames that the students can use when writing their paragraphs.

- *People lived in darkness because _____.*
- *Kuat and lae couldn’t pick fruit because _____.*
- *The brothers were almost attacked by a jaguar, so they decided to _____.*

OBJECTIVES

Thematic Connection: The Sun

- ✔ Use Roots to Determine Word Meanings
- ✔ Compare Myths on Their Approaches to a Topic

PROGRAM RESOURCES

PRINT & TECHNOLOGY


Unit Concept Map: Practice Master PM2.1

Mark-Up Reading: Practice Masters PM2.13–PM2.14

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 2.19

Compare Approaches: eVisual 2.20



WARM-UP

Give students a few minutes to solve the following riddle: *What do trees, hair, and words have in common?* (Answer: They all have roots!)

Power Writing

Have students write as much as they can as well as they can in one minute about mythical creatures.

For **Writing Routine 1**, see page PD53.

Vocabulary Practice

1 More Word Origins ✔

Have students review the roots and their meanings. Display **eVisual 2.19**.



Vocabulary Strategy Practice

Homographs have the same spelling but different meanings.

words with same spelling but different meanings

The unwise man did not save any money for the future.

unknowing

The same family dynasty ruled in China for almost three hundred years.

powerful group

The astronomer's powerful telescope enabled him to find distant galaxies.

instrument for seeing distant objects

Lacking proof, the scientist found people were incredulous about his theory.

unbelieving

The mountaintop presented a sweeping vista of the valley below.

distant view

His boss had to micromanage every single detail of the process.

manage smallest tasks

NGReach.com

Vocabulary Strategy: eVisual 2.19



INTERACTIVE WHITEBOARD TIP: Have students circle the root in each underlined word.

COMMON CORE STANDARDS

Reading

Compare Approaches to a Topic CC.5.Rlit.9

Writing

Write Informative/Explanatory Text CC.5.W.2

Apply Grade 5 Reading Standards CC.5.W.9.a

Write over Shorter Time Frame CC.5.W.10

for Specific Audiences

Speaking and Listening

Come to Discussions Prepared and CC.5.SL.1.a

Draw on Preparation and Information to Explore Ideas

Contribute to Discussions CC.5.SL.1.c

Language and Vocabulary

Use Roots as Clues to Meanings CC.5.L.4.b

Consult Print and Digital References CC.5.L.4.c

Explain: *Use the roots and the context of the sentence to write the meaning of each underlined word.* Model: *The root graph, which means "write," is part of homographs. Based on clues in the sentence, such as "same spelling . . . different meanings," homographs must be a kind of word.* Have partners circle the root of each word (wis, dyna, tele, scope, cred, vis, micro) and then write its meaning.

Check & Reteach


OBJECTIVE: Use Roots to Determine Word Meanings ✔

Monitor students' use of roots and context to see if they correctly identify word meanings. If students have difficulty determining word meanings, have them look up the meanings of the roots and then find words in the sentence that have related meanings.

Name _____ Date _____

Mark-Up Reading

The **Sun God** and the **Moon God**
retold by Alonso Mantega



▲ Urubutsin, a vulture, was king of the birds.

In the beginning of time, the people of the world lived in total darkness. There was no day, only endless night. The king of the birds, a vulture named Urubutsin, did not want light to reach the Earth below. So he commanded the birds to reflect the light back into the sky with their wings. By controlling the light, Urubutsin had power over the world. People struggled to survive in the dark and lived in fear.

One day, two brothers named Kuat and lae went out to gather food in the Amazon rainforest. Suddenly, a twig snapped behind the brothers.

"Who's there?" asked Kuat.

"Grrrrraaar!"

"A jaguar!" shouted lae. "Run!"

The brothers sprinted back to their hut. "It is too dark," said lae, collapsing into a hammock. "We cannot find food, and predators can stalk us!"

Kuat thought about how much he loved his home. But like all of the other people of the world, he found it difficult to survive in the darkness. This gave him an idea. "What we need is some of Urubutsin's light!" he said.

Cause Urubutsin commanded the birds to reflect the light back into the sky.

Effect The world became dark.


- Effect** Urubutsin had power over the world.
- Effect** People were scared and struggled to survive.
- Effect** We cannot find food, and predators can stalk us.

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Name _____ Date _____

Mark-Up Reading

The **Sun God** and the **Moon God** (continued)



The brothers decided to set a trap to capture Urubutsin. They knew that he loved to devour dead animals. Kuat found a jaguar carcass large enough to hide lae and him. After they crawled inside, it was not long before Urubutsin saw the corpse. "Time to eat!" squealed the king of the birds as he swooped down on the carcass. But before he could tear into the meat, Kuat and lae grabbed Urubutsin by the legs.

"Let me go!" squawked the king of the birds.

"Not until you give us some of your light!" replied Kuat.

"Never!" cawed the vulture as he struggled against the brothers' grips. After hours and hours, Urubutsin was exhausted from trying to escape.

"Please," he chirped, "Let us compromise! I will let you have light for half of the day, and the other half will remain dark."

From that day forward, there was bright light during the day and even some light in the evening. The brothers became gods. Kuat, the caretaker of the daylight, was called the sun. lae, who watched over the soft light at night, was the moon. Generations of their grateful tribesmen worshipped them for bringing light to a world that was once awash with darkness.

Cause The brothers set a trap to capture Urubutsin.

Effect They grabbed Urubutsin by the legs.

- Effect** He let them have light for half the day.
- Effect** The brothers became gods.

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Review and Integrate Text

2 Identify Approach to a Topic

Explain that an approach is the way you present information: *I can use a different approach to teaching the same lesson by explaining the topic, telling a story about it, or presenting an argument.* An approach includes both purpose and organization.

Create a chart to describe the approach taken in "The Sun God and the Moon God." Explain that the purpose of the myth is to explain the origin of the sun and moon. Use **Practice Master PM2.13** to model filling in the specific purpose and the structure of the myth. Have students identify the kinds of characters. Have partners continue to use **Practice Masters PM2.13–PM2.14** to identify events that support the structure and details about the characters.

"The Sun God and the Moon God"	
Purpose: to explain a natural event	how the sun and moon came to be
Structure of events: cause and effect	Earth was dark because Urubutsin had covered the light.
Kinds of Characters: animals and heroes	Urubutsin, king of birds Kuat and lae, two humans who became gods

Topic Approach Chart

After they complete the chart, have students discuss how the writer's descriptions of the events changed students' own perceptions as they read through the story.



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T101l

Daily Grammar ✓

Have students find the introductory element “one day” in the second paragraph of **Practice Master PM2.13**. Use practice page T101n to review and assess introductory elements, direct address, yes/no and tag questions, and kinds of sentences.

Daily Writing Skills ✓

Point out the organization of the second paragraph on **Practice Master PM2.14**. Use page T101p to review and assess students’ understanding of how to organize writing.

3 Compare Approaches to a Topic

Have students review “Ten Suns” and “How the Fifth Sun Came to Be.” Ask: *What is the common topic of these stories?* (the origin of the sun) Ask: *How might culture affect the approach a myth takes?* (Possible response: Each culture has its own beliefs, so it could have a different way to explain things.) Display **eVisual 2.20**.



Compare Approaches

Topic: Origin of the Sun

	“Ten Suns”	“How the Fifth Sun Came to Be”	“The Sun God and the Moon God”
Purpose	how ten suns became one sun	how the sun and moon came to be	how the sun and moon came to be
Structure of Events	problem and solution	sequence of events	cause and effect
Kinds of Characters	gods and humans	the gods	animals and humans
Characters’ Functions	gods solved the problem of too many suns.	gods destroyed the world before finally reaching agreement.	animals caused darkness and humans brought back light.

[NGReach.com](https://www.ncreach.com) Compare Approaches: eVisual 2.20



INTERACTIVE WHITEBOARD TIP:
Have students write the answers in the chart.

Differentiate

BL Below Level

ISSUE Students are unable to easily distinguish between important and unimportant ideas for their summaries.

STRATEGY Tell students to complete a 5Ws organizer to identify the key details to include in their summaries. Model filling in one or more of the categories.

- *Who are the characters in the myth?*
- *Where does the myth take place?*
- *When does the myth take place?*
- *What are the main events in the myth?*
- *Why do these events occur?*

AL Above Level

ISSUE Students include unimportant details in their summaries of the myths.

STRATEGY Challenge students to see who can write the shortest, but most informative, summary. Have the students read their work aloud and then vote on who best accomplished the task—giving the most complete information in the fewest words.

Remind students that they have already identified the approach to the topic that “The Sun God and the Moon God” took. Have small groups use the chart to complete the comparison for the other two selections, filling in events and details.

Check & Reteach

OBJECTIVE: Compare Myths on Their Approaches to a Topic ✓

Check if students are accurately filling in their charts.

If students have difficulty comparing how myths approach a topic, ask questions such as:

How are the beginnings of “Ten Suns” and “How the Fifth Sun Came to Be” different?

Writing

4 Write About a Myth

Introduce the activity: *You will write a paragraph that summarizes one of the myths you read.* Review: *Remember that a summary is a brief retelling of the main points in the story.* Remind students to summarize how the myth explains a natural event.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

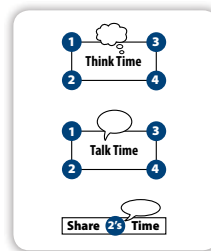
Have students recall the unit’s Big Question: What is the power of the sun? Invite students to discuss the meaning of the word *power*. Then say: *Think about “Ten Suns,” “How the Fifth Sun Came to Be,” “The Sun God and the Moon God,” and an Explorer book you have read. In your opinion, how did each of these express the **power** of the sun?*

Model a response to the question for the myth “The Sun God and the Moon God:” *The author showed that, without the sun, people were in danger and afraid.*



Use **Numbered Heads Together** to have students continue their discussion about how the readings relate to the Big Question.

- Students number off in groups of four.
- Each number focuses on a single myth for the Think Time:
 - Ones: “Ten Suns”
 - Twos: “How the Fifth Sun Came to Be”
 - Threes: “The Sun God and the Moon God”
 - Fours: Explorer book
- Group members take turns contributing to the discussion of the topic.
- The teacher calls a number for each group. Each student with that number reports the group’s ideas to the class.



Numbered Heads Together

Ask students to add their ideas to their unit concept maps.

Best Practices

Invite Critical Thinking Before beginning the discussion, give students adequate time to think through the Big Question so that they can organize their ideas and contribute more thoughtfully. Encourage them to do the following:

- write down their initial impressions
- form an opinion on what they think the “power of the sun” is
- jot down some details from this week’s selections that support their opinion

WRAP-UP

Remind students that myths are stories told to explain natural things or events. Ask: *Which myth explains that the sun appears to rise in the east and travel across the sky?* (“Ten Suns”) Form small groups. Give each group the following events: hurricanes, moon, crows, surf, a constellation. Have the group decide which myth (or myths) in this unit tells about each of these things. The group that gives the most correct responses wins.

OBJECTIVES

Thematic Connection: The Sun

 Write a Compare-Contrast Essay: Organization

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A2.42

TECHNOLOGY ONLY

Sample Compare-Contrast Essay: eVisual 2.12

Writing Trait: Organization: eVisual 2.13

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Write Informative/Explanatory Text to Convey Information CC.5.W.2

Introduce Topic, Provide Focus, and Group Related Information CC.5.W.2.a

Use Appropriate Development and Organization CC.5.W.4

Plan, Revise, and Edit Writing CC.5.W.5

Write Over Extended Time for Specific Purposes CC.5.W.10

Language and Vocabulary

Demonstrate Command of Grammar CC.5.L

Write a Compare-Contrast Essay

Display and read aloud the prompt.

You are writing an essay about ancient Mexico for a magazine. Choose two different gods from "How the Fifth Sun Came to Be." Compare their roles and actions. Tell how they are alike and different.

Study a Model

Read a Compare-Contrast Essay

Explain: *Let's read one student's essay.* Display and read aloud **eVisual 2.12**.



Sample Compare-Contrast Essay

The Aztecs of ancient Mexico believed that five different gods took turns ruling the world. Tezcatlicopa, also known as the Jaguar Sun, ruled the first world. He was a harsh god who devoured everything in sight. The world was destroyed until Quetzalcoatl, the Wind Sun, came to rule.

Unlike Tezcatlicopa, Quetzalcoatl was a kind protector. Although he often loved to bicker and fight with other gods, Quetzalcoatl brought life back to Earth more than once.

The battles between Tezcatlicopa and Quetzalcoatl show how the forces of good and evil are always at war. Even caring rulers sometimes use violence to restore order in the world.

 [NGReach.com](#) Sample Essay: eVisual 2.12



INTERACTIVE WHITEBOARD TIP:
Circle the contrast signal word *Unlike*.

Review the Trait: Organization

Review: *Writing in an organized way helps the reader understand ideas. We're focusing on how to organize ideas when you compare and contrast.* Display and read **eVisual 2.13**.



Writing Trait: Organization

Well-organized writing

- introduces the topic at the beginning
- presents ideas in a clearly structured, logical way
- includes signal words to indicate how ideas are related.

 [NGReach.com](#) Organization: eVisual 2.13



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

Read these sentences: *Tezcatlicopa was always at war with Quetzalcoatl. The Aztecs believed in many different gods. Quetzalcoatl was a kind protector.* Ask: *Why are these sentences hard to follow?* (They aren't organized well.) Then reread **eVisual 2.12** and point out how the essay organizes and expands on these ideas in a more logical way.



Prewrite

Choose a Topic

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

Role: Magazine writer

Audience: Magazine readers

Form: Compare-contrast essay

Have students review “How the Fifth Sun Came to Be” and choose two gods to compare and contrast. Point out that they might want to choose the two gods who are most clearly different. Then have students complete their RAFTs.

Get Organized

Review the sample: *The essay compares two different gods. It tells how they are similar and how they are different. It ends by telling what’s important about their similarities and differences.* Then display a comparison chart and say: *A comparison chart can help you organize your ideas for a compare-contrast essay.* Model using details from the sample compare-contrast essay to complete the chart.

Name of God	Roles	Actions
Tezcatlicopa, the Jaguar Sun	ruled the first world	<ul style="list-style-type: none"> • devoured everything in sight • fought with Quetzalcoatl
Quetzalcoatl, the Wind Sun	kind protector	<ul style="list-style-type: none"> • brought life back to Earth • fought with other gods

Comparison Chart

Have students use a comparison chart to plan their compare-contrast essays.

Draft

Write Ideas

Have students draft their essays. Remind them to organize their ideas logically. Explain:
Introduce your topic by identifying the gods. Describe each god, and tell how the two are similar and different. End by telling what is important about their similarities and differences.

Have students create a file in **Magazine Maker**. Show them how to choose from several pre-built layouts or create their own.

See **Differentiate**



Differentiate

SN Special Needs

ISSUE Students have trouble organizing their ideas.

STRATEGY Have students write their ideas on sentence strips. Then guide them in putting their strips in a logical order.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T101k–T101l

Daily Grammar ✓

Point out the comma used to set off the introductory clause *Although he often loved to bicker and fight with other gods*. Use pages T101m–T101n to practice introductory clauses and related punctuation.

Daily Writing Skills ✓

Have students reread the sample to determine what is being compared and contrasted. Then use pages T101o–T101p to practice organization in writing.

Revise

Read, Retell, Respond

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

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> The two gods you are comparing are _____ and _____. _____ is a _____ god. On the other hand, _____ is a _____ god. They are similar in the way that _____. 	<ul style="list-style-type: none"> I like the way you start/end the essay by _____. I can't follow the order of some ideas. Maybe it would be easier to follow if you _____.

Make Changes

Have students revise their compare-contrast essay drafts. Remind them to put their ideas in a logical order: *Compare the roles and actions of each god, one at a time. Describe one god first, and then the other one. When you describe the second god, you can tell how he is similar to or different from the first god.*

Suggest that students boldface each god's name. Demonstrate how to do this in **Magazine Maker** by selecting the name and then pushing the boldface button.

Differentiate

EL English Learners

ISSUE Students are reluctant to revise their work for fear that they will introduce errors in their writing.

STRATEGY Remind students that revising is a good way to learn more about how English works. Have them work in pairs with someone they are comfortable with and discuss their revision ideas as they make them.

BL Below Level

ISSUE As students revise, they lose track of what is being compared.

STRATEGY During revision, have students refer back to the comparison charts they made earlier. Each time they make a change, encourage them to reread their work to check that the organization of their comparison is clear.

See **Differentiate**

Student Sample: Revise

Tezcatlicopa, also known as the Jaguar Sun, ruled the first world. The Aztecs of ancient Mexico believed that five different gods took turns ruling the world. Tezcatlicopa was a harch god who devoured everything in sight. The world was destroyed until Quetzalcoatl, the Wind Sun, came to rule.

Quetzalcoatl was a kind protector. Although he often loved to bicer and fight with other gods, he brought life back to earth more than once.

The battles between Tezcatlicopa and Quetzalcoatl show how the forces of good and evil are always at war. Even caring rulers sometimes use violence to restore order in the world.

Sample Analysis

I should switch the order of the first two sentences.

It's hard to tell that this is a comparison of the two gods. Maybe I should add an introductory phrase or clause at the beginning of the first sentence that sets up the comparison.



Edit and Proofread

Check the Compare-Contrast Essay

Have students check their grammar and spelling, focusing on the Week 2 spelling words and on introductory clauses. Review adding a comma to separate each introductory phrase or clause from the rest of the sentence.

Student Sample: Edit and Proofread

The Aztecs of ancient Mexico believed that five different gods took turns ruling the world. Tezcatlicopa, also known as the Jaguar Sun, ruled the first world. Tezcatlicopa was a harsh god who devoured everything in sight. The world was destroyed until Quetzalcoatl, the Wind Sun, came to rule.

Unlike Tezcatlicopa Quetzalcoatl was a kind protector. Although he often loved to bicer and fight with other gods, he brought life back to earth more than once.

The battles between Tezcatlicopa and Quetzalcoatl show how the forces of good and evil are always at war. Even caring rulers sometimes use violence to restore order in the world.

Sample Analysis

I need to separate "Unlike Tezcatlicopa" and "Quetzalcoatl" with a comma.

I think I misspelled harsh and bicker. I'll fix them.

Publish and Present

Make a Final Copy

Remind students that **Magazine Maker** allows them to stylize and resize text. Encourage them to experiment and try different layouts. Have students check their work one last time before printing their compare-contrast essays.

Share with Others

Have students share their essays by reading them aloud. Review: *When you read aloud, pay attention to your phrasing. Briefly pause when you come to a comma, and add a slightly longer pause at every period. That will help your audience understand your ideas better.* Tell students that they will assemble their essays into a magazine about ancient Mexico. Help students bind their pages together with a cover page. Afterward, help students make additional copies of their essays to include in their Weekly Writing folders. Use the **Writing Rubric** to assess each student's essay.

Student Sample: Publish

Tezcatlicopa and Quetzalcoatl

The Aztecs of ancient Mexico believed that five different gods took turns ruling the world. Tezcatlicopa, also known as the Jaguar Sun, ruled the first world. He was a harsh god who devoured everything in sight. The world was destroyed until Quetzalcoatl, the Wind Sun, came to rule.

Unlike Tezcatlicopa, Quetzalcoatl was a kind protector. Although he often loved to bicker and fight with other gods, Quetzalcoatl brought life back to Earth more than one time.

The battles between Tezcatlicopa and Quetzalcoatl show how the forces of good and evil are always at war. Even caring rulers sometimes use violence to restore order in the world.



Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The student has a clear focused topic that interests readers. Details are accurate showing in-depth knowledge of the topic.	Most of the writing has a clear structure that suits the writer's purpose. All content flows logically.	Most of the writing has a unique voice that is mostly appropriate for the audience.	Most of the words chosen to convey the writer's message are appropriate for the audience.	Most of the writing is clear and easy to read. The writer uses appropriate transitions.	Most of the writing has correct grammar and spelling. Most of the writing is easy to read and understand.	The text is presented in an orderly way. The student uses appropriate formatting to make the text visually appealing.
3	Most of the writing has a clear structure that suits the writer's purpose. Some details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure that suits the writer's purpose. Some content flows logically.	Most of the writing has a unique voice that is mostly appropriate for the audience.	Most of the words chosen to convey the writer's message are appropriate for the audience.	Most of the writing is clear and easy to read. The writer uses appropriate transitions.	Most of the writing has correct grammar and spelling. Most of the writing is easy to read and understand.	The text is presented in an orderly way. The student uses appropriate formatting to make the text visually appealing.
2	Some of the writing has a clear structure that suits the writer's purpose. Some details are accurate and show in-depth knowledge of the topic.	Some of the writing has a clear structure that suits the writer's purpose. Some content flows logically.	Some of the writing has a unique voice that is mostly appropriate for the audience.	Some of the words chosen to convey the writer's message are appropriate for the audience.	Some of the writing is clear and easy to read. The writer uses appropriate transitions.	Some of the writing has correct grammar and spelling. Some of the writing is easy to read and understand.	Some of the text is presented in an orderly way. Some of the student uses appropriate formatting to make the text visually appealing.
1	Some of the writing has a clear structure that suits the writer's purpose. Some details are accurate and show in-depth knowledge of the topic.	Some of the writing has a clear structure that suits the writer's purpose. Some content flows logically.	Some of the writing has a unique voice that is mostly appropriate for the audience.	Some of the words chosen to convey the writer's message are appropriate for the audience.	Some of the writing is clear and easy to read. The writer uses appropriate transitions.	Some of the writing has correct grammar and spelling. Some of the writing is easy to read and understand.	Some of the text is presented in an orderly way. Some of the student uses appropriate formatting to make the text visually appealing.

Week 2 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Ask Questions to Comprehend Text
- Compare Characters
- Compare Events in Literature
- Compare Myths on Their Approaches to a Topic

ASSESSMENTS

Reading Comprehension Test Unit 2, Week 2

Daughter of the Sky

Amatsumi is the Japanese goddess of the sun. It is said that her parents are the god and goddess of the sky, and her brother is the storm god named Susanowa. The story goes that Susanowa, the storm god, was making a lot of noise and behaving badly. Amaterasu was frightened by her brother, so she hid in a cave. The world was dark, but Amaterasu would not come out. Finally, Utatane, the goddess of joy, performed a silly dance in front of the cave. Amaterasu came out to laugh at the dancing, and she has been shining in the sky ever since.

A Mexican Myth

In a Mexican myth, the god Henehquitar sent Sun God and Moon God to travel around the Earth. They would shine so that the people would no longer be in darkness. Sun God traveled hour after hour without tiring. Moon God, however, got hungry for a meal. When she saw a rabbit scamper past, she chased and caught it. By the time Moon God had eaten the rabbit, Sun God was far off in the distance. From then on, Moon God has always tried to catch up with Sun God. To this day, the sun stays ahead of the moon.

Grade 4 Assessment A2.10 Unit 2 | Catching the Light

Reading Comprehension Test Unit 2, Week 2

1 In "Daughter of the Sky," the conflict is between Amaterasu and —
 the world.
 the storm god.
 the goddess of joy.
 the god and goddess of the sky.

2 What event causes Amaterasu to leave the cave?
 A storm comes up.
 She sees a silly dance.
 The sun starts to shine.
 Her brother behaves badly.

3 In "A Mexican Myth," the conflict is between Sun God and —
 the people.
 the moon.
 Moon God.
 Neahquitar.

4 The rabbit causes Moon God to —
 fall far behind Sun God.
 play a game with Sun God.
 chase a meal with Sun God.
 show him brightness when Sun God.

5 The main characters in both of these myths are —
 dancers.
 rabbits.
 gods.

6 In both myths, the story is supposed to —
 explain how something in nature was created.
 provide scientific facts about where light comes from.
 help people understand how to take care of the Earth.
 teach a lesson about how to get along with other people.

Grade 4 Assessment A2.11 Unit 2 | Catching the Light

Reading Strategy Assessment Unit 2

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 are reading? How do you know if you understand what you are reading? What do you do to understand better? How do you do it?"

Reading Strategy	Used	Not Used
1. Annotate	<input type="checkbox"/>	<input type="checkbox"/>
2. Ask Questions	<input type="checkbox"/>	<input type="checkbox"/>
3. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
4. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
5. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
6. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
7. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
8. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
9. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
10. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
11. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
12. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
13. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
14. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
15. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
16. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
17. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
18. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
19. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>
20. Compare Texts	<input type="checkbox"/>	<input type="checkbox"/>

Grade 4 Assessment SG2.30 Unit 2 | Catching the Light

Reading Comprehension Test A2.10–A2.11
 Reading Strategy Assessment SG2.30–SG2.31

Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment Unit 2

It is the middle of the day. Suddenly, the sun starts to disappear. A dark object begins to block its light. Animals act strangely. The sky slowly becomes dark. An eerie glow surrounds the black circle that now covers the sun. In the world coming to a screeching halt, is just an eclipse of the sun.

A solar eclipse is an unusual and surprising event. In ancient times, people did not know what caused solar eclipses, and they were frightened when they were plunged into darkness in the middle of the day in ancient China, it was thought that an eclipse happened when a dragon was devouring the sun. Even now, in some parts of the world, some people yell, chant, bang pots, or shoot cannons to frighten away whatever is "biting" the sun.

Today, we know that solar eclipses happen when the sun, moon, and Earth line up in a row. When the moon comes between the sun and Earth, it blocks the sun's light. Then Earth is in the moon's shadow. If the moon blocks all of the sun, it is a total eclipse. If the moon blocks part of the sun, it is a partial eclipse. Total solar eclipses are rare and last only a few minutes. The most important thing to remember about a solar eclipse is that viewing one can be harmful to your eyes. Never look at a solar eclipse through a telescope or binoculars. It is safer to look at a projected image or to use special goggles.

Grade 4 Assessment A2.1 Unit 2 | Catching the Light

Oral Reading Assessment Unit 2

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Accuracy (%)	80	85	90	95	98	99	100	100	100	100	100	100
Fluency (words per minute)	60	70	80	90	100	110	120	130	140	150	160	170

Grade 4 Assessment A2.2 Unit 2 | Catching the Light

Oral Reading Assessment Unit 2

Score	4	3	2	1
1	4	3	2	1
2	4	3	2	1
3	4	3	2	1
4	4	3	2	1

Grade 4 Assessment A2.3 Unit 2 | Catching the Light

Oral Reading Assessment A2.1–A2.3

Use these passages throughout Unit 2. Work with On Level students this week.

Vocabulary and Spelling

- Use Roots to Determine Word Meanings
- Spell Words with Digraphs ck, sh
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 2, Week 2

Directions: Read the question. Then choose the best answer.

1 The word *colleagues* comes from the Greek root *colleg-*, which means "to share or share in." What does *colleagues* most likely mean in this sentence?
 "She has many colleagues in class."
 new ideas
 to speak clearly
 to disagree verbally
 to help handwriting

2 The word *divorce* comes from the Greek root *div-*, which means "to separate or separate from." What does *divorce* most likely mean in this sentence?
 "The Tang dynasty made many social and artistic advances in China."
 end city
 villages
 school system
 group or power

3 The word *crest* comes from the Latin root *cre-*, which means "to rise or rise up." What does *crest* most likely mean in this sentence?
 "The mountain range has a high crest."
 set of beliefs
 feet or base
 health
 the top

4 The word *mission* comes from the Latin root *miss-*, which means "to send or send away." What does *mission* most likely mean in this sentence?
 "The teacher gave me a mission to read."
 to study for
 believe in
 we myself in
 want to have

Grade 4 Assessment A2.12 Unit 2 | Catching the Light

Spelling Words

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

Words with Digraphs ck, sh

- anguish The dragon attacked all the crops, causing great suffering, or anguish, among the farmers.
- backfire My use of a solar cooker might backfire because the stove isn't built for rain.
- bicker They bicker a lot, often arguing about global warming.
- gimmick Silver sunscreen is just a gimmick to catch your eye and get you to buy the product.
- harsh A harsh winter makes me wish for a gentle spring.
- homestead I am homesick because I miss sunny Arizona, where I grew up.
- landscape The cloudy sky made for a dull, lackluster landscape.
- perish This crop could perish, dying because of the heat.
- shattering Today's heat is shattering, or destroying, the old record for this day.
- shawl When the sun came out, I removed the warm, hooded shawl from around my shoulder.
- stolid I stolidly my eyes, protecting them from the sun.
- shimmer A faint shimmer of light twinkled across the pond.
- shrine The sun's dazzling rays shone into the shrine, impressing people who came to worship.
- stricken The marathon runner may stricken with heat exhaustion and was hospitalized.
- threshold He stepped over the threshold of the doorway and walked out into the garden.
- alide I walked down the alide of the home improvement store to look for solar landscape lighting.
- ill If I put the lights along the walkway near the shrubs.
- lisle They'll light up the sky like a lighthouse on a tropical lisle.

Grade 4 Assessment A2.12 Unit 2 | Catching the Light

Vocabulary Test A2.12

Spelling Pretest/ Spelling Test T101k

Grammar and Writing

- Use Introductory Elements
- Use Direct Address, Yes/No, Tag Questions
- Use Kinds of Sentences
- Organize Writing

Writing, Revising, and Editing Test Unit 2, Week 2

Directions: Read the paragraphs. Then answer the questions.

It is sunny here members of the same family can be so _____. While I love the ____ likes the rain. I said to him, "_____ prefer rainy days over sunny _____."

Manly laughed and said, "_____ should know that over the explained. It's not that I love _____, but the rain gives me an excuse to do indoor activities. _____ I get to read or work on my model planes." Then he asked, "Don't you ever feel the same way?"

_____ look feel like the stack indoors. I want all the sun I can get!" I replied.

1 Choose the answer that goes in Blank 1.
 different isn't it.
 different can't it.
 different isn't it?
 different isn't it?

2 Choose the answer that goes in Blank 2.
 sun, my brother.
 sun, my brother.
 sun, my brother.
 sun, my brother.

3 Choose the answer that goes in Blank 3.
 Many you
 Many you
 Many you
 Many you

4 Choose the answer that goes in Blank 4.
 ones don't you?
 ones don't you?
 ones don't you?
 ones don't you?

Grade 4 Assessment A2.13 Unit 2 | Catching the Light

Writing, Revising, and Editing Test Unit 2, Week 2

Directions: Read the paragraphs. Then answer the questions.

Choose the answer that goes in Blank 5.
 they you
 yes, you
 yes, you
 yes, you
 yes, you

Choose the answer that goes in Blank 6.
 ven, Anna
 ven, Anna
 ven, Anna
 ven, Anna

Choose the answer that goes in Blank 7.
 he's
 he's
 he's
 he's

Choose the answer that goes in Blank 8.
 he's
 he's
 he's
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Grade 4 Assessment A2.14 Unit 2 | Catching the Light

Writing Rubric

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Content	1	2	3	4	5	6	7	8	9	10	11	12
Organization	1	2	3	4	5	6	7	8	9	10	11	12
Style	1	2	3	4	5	6	7	8	9	10	11	12
Conventions	1	2	3	4	5	6	7	8	9	10	11	12

Grade 4 Assessment A2.42 Unit 2 | Catching the Light

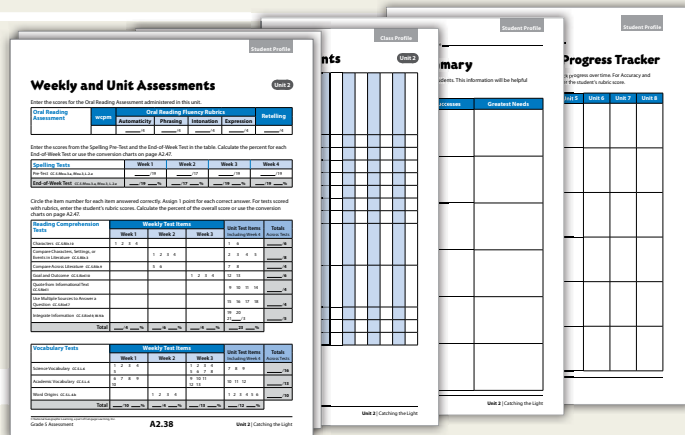
Writing, Revising, and Editing Test A2.13–A2.14
 Writing Rubric A2.42



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A2.38–A2.39
- Class Profile: Weekly and Unit Assessments** A2.40
- Student Profile: Strengths and Needs Summary** A2.41
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Analyze Characters: Reteaching Master RT.2.4**
- Compare Story Events: Reteaching Master RT.2.5**
- Ask Questions: Reteaching Master RT.2.6**

ADDITIONAL PRACTICE

Comprehension Coach

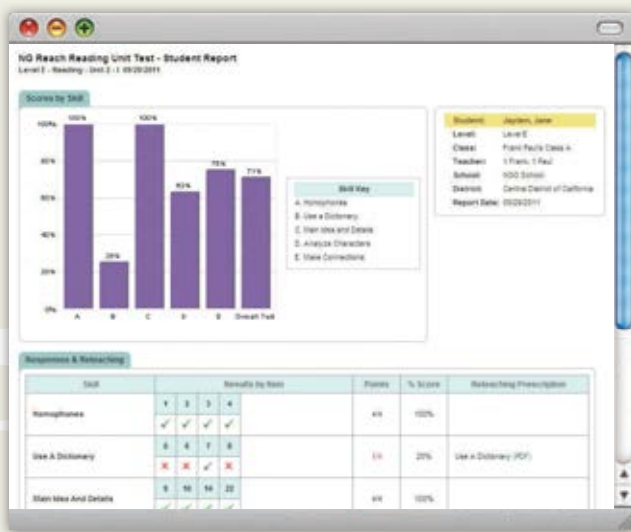
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games
Daily Spelling Practice, pages T101k–T101l

Grammar and Writing

RETEACH

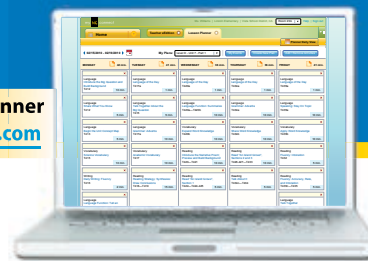
- Sentences: Anthology Handbook, pages 637–638**
- Questions and Kinds of Sentences: Anthology Handbook, page 636**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Organization: Reteaching Master RT.2.7**

ADDITIONAL PRACTICE

More Grammar Practice PM2.16
Daily Writing Skills Practice, pages T101o–T101p

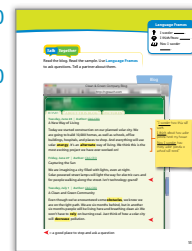
Week 3 Planner

Online Lesson Planner
NGReach.com

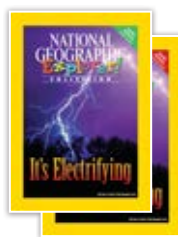


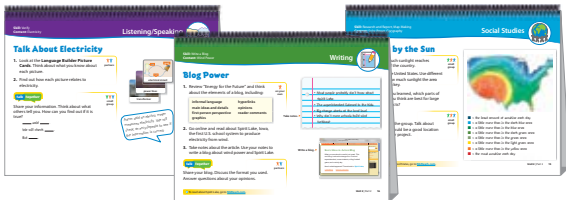
☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.5.SL.1.c Verify T112	Academic Talk CC.5.SL.1.c; CC.5.L.6 Build on Other's Ideas T114a
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Words with Digraphs <i>th</i> , CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c <i>ng</i> and Commonly Misspelled Words T111s	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T111s CC.5.Rfou.3.a; CC.5.L.4.c
	Reading ⌚ 20–40 minutes	Daily Grammar CC.5.L.1.a; CC.5.L.2; CC.5.L.2.a; ☑ Interjections T111u CC.5.L.2.b	Daily Grammar CC.5.L.1.a; CC.5.L.2; CC.5.L.2.a; ☑ Commas in a Series T111u CC.5.L.2.b
	Writing ⌚ 15–45 minutes	Science Vocabulary CC.5.L.6 ☑ Key Words T112 circuit conduct current electrical insulate outcome solar volt watt	Academic Vocabulary CC.5.L.6 ☑ More Key Words T114a–T115 alternate decrease diagram energy obstacle rely
	Writing ⌚ 15–45 minutes	Power Writing T112 CC.5.W.10 Daily Writing Skills CC.5.W.7 ☑ Use a Variety of Sources T111w	Power Writing T114a CC.5.W.10 Daily Writing Skills CC.5.W.7 ☑ Use a Variety of Sources T111w
		Reading CC.5.Rinf.10 Read Aloud Realistic Fiction T113a	Reading CC.5.Rinf.10 Read a Blog
		Comprehension CC.5.Rinf.10; CC.5.SL.1.c ☑ Explain Text Structure: Goal and Outcome T113a	Comprehension CC.5.Rinf.10 ☑ Learn to Ask Questions T116–T117
		Fluency CC.5.Rfou.4 ☑ Model Phrasing T113a	Fluency CC.5.Rfou.4 ☑ Practice Phrasing T116
		Power Writing T112 CC.5.W.10 Daily Writing Skills CC.5.W.7 ☑ Use a Variety of Sources T111w	Power Writing T114a CC.5.W.10 Daily Writing Skills CC.5.W.7 ☑ Use a Variety of Sources T111w
		Writing CC.5.W.2; CC.5.W.10; Write About Goal and Outcome T114 CC.5.L.6	Writing CC.5.W.2; CC.5.W.10; Write to Verify Information T116–T117 CC.5.L.6
		Research Project: Solar Energy CC.5.W.7; CC.5.W.8 Plan T135a	Research Project: Solar Energy CC.5.W.7; CC.5.W.8 Research T135a



SMALL GROUP READING TIME		Read Science Articles	Read Nonfiction Books
Fiction & Nonfiction	⌚ 20 minutes	Vocabulary CC.5.L.6 Learn Science Vocabulary SG17	Vocabulary CC.5.L.6 Learn Story Words SG18–SG19
		Reading CC.5.Rinf.1; CC.5.Rinf.3; Explain Relationships CC.5.Rinf.10 Between Events in a Text SG16 Build Comprehension SG17	Reading CC.5.Rlit.10; CC.5.Rlit.3; Introduce SG18–SG19 CC.5.SL.1.a Read and Comprehend Information SG18–SG21 ☑ Goal and Outcome SG20–SG21 ☑ Ask Questions SG20–SG21



LEARNING STATION TIME			
⌚ 20 minutes		Speaking and Listening T111q CC.5.SL.2	
		Language and Vocabulary T111q CC.5.L.6	
		Writing T111q CC.5.W.2; CC.5.W.8	
		Cross-Curricular T111r CC.5.W.7	
		Reading and Intervention T111r; SG68 CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.Rfou.4; CC.5.Rfou.4.c; CC.5.Rinf.10	

BIG Question What is the power of the sun?

Day 3

Read and Comprehend

Academic Talk CC.5.Rinf.10; CC.5.SL.1.a; CC.5.L.6
Preview and Predict T118

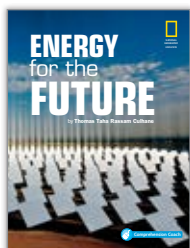
Daily Spelling and Word Work CC.5.Rfou.3.a; CC.5.L.2.e
✓ Practice T111t

Daily Grammar CC.5.L.1.a; CC.5.L.2;
✓ Semicolons in a Series T111v CC.5.L.2.a; CC.5.L.2.b

Vocabulary Practice CC.5.L.6
✓ Expand Word Knowledge T118

Reading CC.5.Rinf.10; CC.5.L.6
Read a Blog T119–T123

Comprehension CC.5.Rinf.10;
✓ Goal and CC.5.SL.1.a; CC.5.L.6
Outcome T120–T121
✓ Comprehend Questions
T120–T121



Fluency CC.5.Rfou.4
✓ Practice Phrasing, Accuracy, and Rate T120–T121

Power Writing T118 CC.5.W.10
Daily Writing Skills CC.5.W.7

✓ Use a Variety of Sources T111x

Writing CC.5.W.2; CC.5.W.10
Write to Explain Text T122–T123

Research Project: Solar Energy CC.5.W.7; CC.5.W.8
Research T135a

Day 4

Read and Comprehend

Academic Talk CC.5.Rinf.2; CC.5.Rinf.10; CC.5.L.6; CC.5.SL.2
Summarize Reading T124

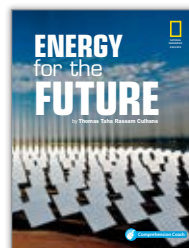
Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e
✓ Practice T111t

Daily Grammar CC.5.W.5; CC.5.L.1.a; CC.5.L.2;
Grammar and Writing T111v CC.5.L.2.a; CC.5.L.2.b

Vocabulary Practice CC.5.L.6
✓ Share Word Knowledge T124

Reading CC.5.Rinf.2; CC.5.Rinf.10
Read a Blog T125–T133

Comprehension CC.5.Rinf.2;
✓ Goal and CC.5.Rinf.3;
Outcome T128–T131 CC.5.Rinf.10
✓ Comprehend Questions
T128–T131
Explain Relationships Between
Events T126–T127



Fluency CC.5.Rfou.4
✓ Practice Phrasing, Accuracy, and Rate T130–T131

Power Writing T124 CC.5.W.10
Daily Writing Skills CC.5.W.7

✓ Use a Variety of Sources T111x

Writing CC.5.W.2; CC.5.W.10
Write with Informal Language T132–T133

Research Project: Solar Energy CC.5.W.8; CC.5.SL.5
Organize T135b

Day 5

Review and Apply

Academic Talk CC.5.SL.1; CC.5.L.6; CC.5.SL.1.a
Talk About It T134

Daily Grammar CC.5.W.5; CC.5.L.1.a; CC.5.L.2;
Review T111v CC.5.L.2.a; CC.5.L.2.b

Vocabulary Review CC.5.L.6
✓ Apply Word Knowledge T133a

Reading CC.5.Rfin.2
Reread a Blog T119–T133

Comprehension CC.5.Rfin.2; CC.5.SL.1; CC.5.SL.1.a;
✓ Review Text Structure:
Goal and Outcome T134a CC.5.SL.1.c

Fluency CC.5.Rfou.4
✓ Check Phrasing, Accuracy, and Rate T135

Power Writing T133a CC.5.W.10
Daily Writing Skills CC.5.W.7

✓ Use a Variety of Sources T111x

Writing CC.5.W.10; CC.5.L.6
Write About It T134

Research Project: Solar Energy CC.5.W.8; CC.5.SL.4
Present T135b

Read Nonfiction Books

Vocabulary CC.5.L.6

Expand Vocabulary Through
Wide Reading SG18–SG21

Reading CC.5.Rlit.10; CC.5.Rlit.3;
Read and CC.5.SL.1.a
Comprehend Information
SG18–SG21

✓ Goal and Outcome SG20–SG21

✓ Ask Questions SG20–SG21



Read Nonfiction Books

Vocabulary CC.5.L.6

Expand Vocabulary Through
Wide Reading SG18–SG21

Reading CC.5.Rlit.10; CC.5.Rlit.3;
Read and CC.5.SL.1.a
Comprehend Information
SG18–SG21

✓ Goal and Outcome SG20–SG21

✓ Ask Questions SG20–SG21



Read Nonfiction Books

Vocabulary CC.5.L.6

Expand Vocabulary Through
Wide Reading SG18–SG21

Reading CC.5.Rlit.2
Connect Across Texts
SG20

Writing CC.5.W.10
Choose a Writing Option
SG20–SG21



ASSESSMENT & RETEACHING

Assessment and Reteaching T135c–T135d

✓ Reading Comprehension Test A2.15–A2.16 CC.5.Rinf.2;
CC.5.Rinf.3

✓ Reading Strategy Assessment SG2.30–SG2.31 CC.5.Rinf.10

✓ Oral Reading Assessment A2.1–A2.3 CC.5.Rfou.4

✓ Vocabulary Test A2.17–A2.18 CC.5.L.6

✓ Spelling Test: Words with Digraphs *th*, *ng* and Commonly Misspelled Words CC.5.Rfou.3;
CC.5.Rfou.3.a;
T111s CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c

✓ Writing, Revising, and Editing Test CC.5.W.5; CC.5.W.7
A2.19–A2.21

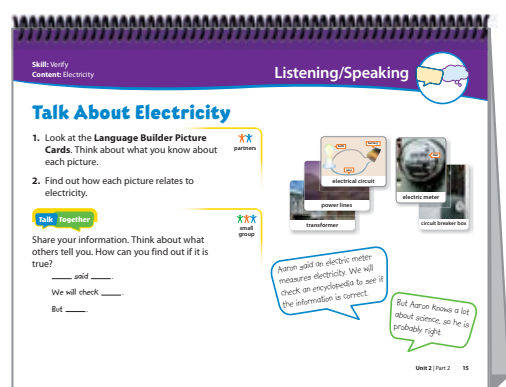
Reteaching Masters RT2.8–RT2.9



Week 3 Learning Stations

Speaking and Listening

Option 1: Talk About Electricity



Talk About Electricity

- Look at the **Language Builder Picture Cards**. Think about what you know about each picture.
- Find out how each picture relates to electricity.

Talk Together

Share your information. Think about what others tell you. How can you find out if it is true?

We will check _____

But _____

Aaron said an electric meter measures electricity. We will check an encyclopedia to see if the information is correct.

But Aaron knows a lot about science, so he is probably right.

Unit 2 | Part 2 | 15

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 15

Digital Library: Language Builder Picture Cards F23–F27

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

encyclopedia • books about electricity • Web sites about electricity (optional)

Summarize Visual Information

CC.5.SL.2

Option 2: Discuss Solar Power



[NGReach.com](https://www.ncreach.com) Student Resources

Have partners take turns summarizing a video about solar power.

To view the video, have students go to Resources > Unit 2 > Learning Stations > Week 3 > Solar Power.

Have partners share what they thought to be the most surprising or interesting facts from the video.

Summarize Visual and Oral Information

CC.5.SL.2

Language and Vocabulary

Key Words

alternate • circuit • conduct • current • decrease
 diagram • electrical • energy • insulate • obstacle
 outcome • rely • solar • volt • watt

Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.com) Online Vocabulary Games

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

Option 2: My Vocabulary Notebook



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

Have students expand their word knowledge.

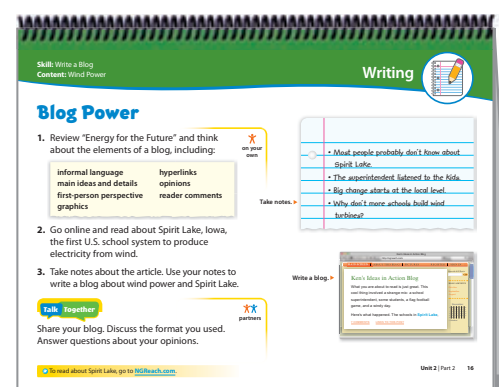
- Under Add More Information > Use This Word > Write More, have students use the Key Words in paragraphs or stories that include interjections and items in a series.
- Under Add More Information > My Connection, have students select a Key Word and write something that reminds them of the word.

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

Writing

Option 1: Blog Power



Blog Power

- Review "Energy for the Future" and think about the elements of a blog, including:
 - informal language
 - main ideas and details
 - first-person perspective
 - graphics
 - hyperlinks
 - opinions
 - reader comments
- Go online and read about Spirit Lake, Iowa, the first U.S. school system to produce electricity from wind.
- Take notes about the article. Use your notes to write a blog about wind power and Spirit Lake.

Talk Together

Share your blog. Discuss the format you used. Answer questions about your opinions.

Must people probably don't know about Spirit Lake.

The unexpected. I talked to the kids.

Big change alerts at the local level.

Why did I move, where, build, build, build?

Unit 2 | Part 2 | 16

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 16

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

Student Resources Directory

Write Informative/Explanatory Text to Convey Information
 Summarize Information

CC.5.W.2

CC.5.W.8

Option 2: Write Instructions

How to Build a Solar Water Heater
 Materials: glass, aluminum sheets, wood, water pipes, black paint, water storage tank, insulation
 Step 1: Make a large, thin, aluminum box.

Have students rewrite Thomas Culhane's description of building a solar water heater as formal, step-by-step instructions.

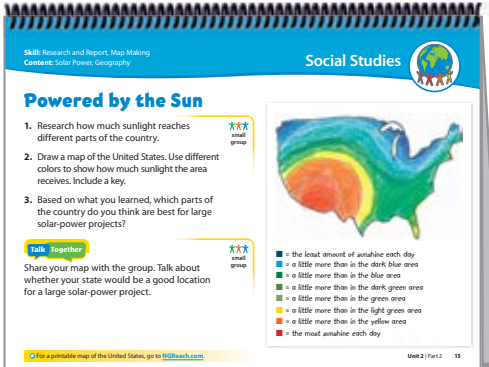
- Have students skim Thomas Culhane's description of building a solar water heater on **Anthology** pages 130–133.
- Ask students to write their instructions as steps and in the correct sequence.
- Remind students to include a list of the materials needed.

Write Informative/Explanatory Text to Convey Information

CC.5.W.2

Cross-Curricular

Option 1: Powered by the Sun 



Social Studies

Powered by the Sun

1. Research how much sunlight reaches different parts of the country.
2. Draw a map of the United States. Use different colors to show how much sunlight the area receives. Include a key.
3. Based on what you learned, which parts of the country do you think are best for large solar-power projects?

Talk Together

Share your map with the group. Talk about whether your state would be a good location for a large solar-power project.

- the least amount of sunlight each day
- a little more than in the dark blue area
- a little more than in the blue area
- a little more than in the dark green area
- a little more than in the green area
- a little more than in the light green area
- a little more than in the yellow area
- the most sunlight each day

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 15

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

Student Resources Directory

colored markers

Conduct Research CC.5.W.7

Option 2: Learn About Infrared Energy 



NGReach.com Student Resources

Have students visit NASA's Web site to learn about and experience infrared energy.

Have students go to Resources > Unit 2 > Learning Stations > Week 3 > Infrared Energy and Infrared Photo Album.

Have partners discuss what they learned about infrared energy and share any questions they still have.

Conduct Research CC.5.W.7

Reading

Option 1: Comprehension Coach 



NGReach.com Comprehension Coach

Read with Accuracy and Fluency to Support Comprehension CC.5.Rfou.4
Read and Comprehend Informational Texts CC.5.Rinf.10

Option 2: Read About Thomas Culhane 



NGReach.com Student Resources

Have students read a Web article about Thomas Culhane, and then write a sentence or short paragraph that explains how Culhane's projects have helped people.

To read the article, have students go to Resources > Unit 2 > Learning Stations > Week 3 > Thomas Culhane.

Ask students to share their responses in small groups.

Read Informational Texts CC.5.Rinf.10

Intervention

Option 1: Phonics Games 



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills CC.5.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.5.Rfou.3.a

For Reteaching Masters, see pages RT2.8–RT2.9.

Additional Resources

Reach into Phonics 



Lesson 26

Use Context to Conform or Self-Correct Word Recognition and Understanding CC.5.Rfou.4.c

ESL Kit 



ESL Teacher's Edition pages T112–T135

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Electricity

- ✔ Spell Words with Digraphs *th, ng*
- ✔ 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 Digraphs *th, ng*

1. breathe	After the electric shock he could hardly breathe , so he took air into his lungs slowly and carefully.
2. depth	The power cords ran deep underground, to a depth of 100 feet.
3. ethical	It was fair and right, or ethical , to restore the electricity.
4. extinguish	Blow out the candle to extinguish the flame.
5. fathom	He understands it all, but I can't fathom how electricity was discovered.
6. flung	When the flashlight began to spark, I quickly flung it away from me, tossing it across the yard.
7. hearth	Our electric hearth looks like a real fireplace, but you can't burn real wood in it.
8. lightning	Electricity races across the sky in bright zigzags of lightning .
9. mirth	When the power came back on, it was a happy time of mirth and good humor.
10. threatening	The dark, threatening sky warned us that a powerful storm was coming.
11. thriving	The thriving plants are doing very well under the grow light.
12. throngs	Throngs of people crowded into the stadium to watch the light show.
13. thunder	The loud boom of thunder followed the lightning flash.
14. withered	No one watered the plant, so it withered and died.
15. wrongdoing	She videotaped his wrongdoing , so everyone could see his crime.

Watch-Out Words

16. chilly	When the air is chilly , put on a sweater.
17. chili	To warm up, I eat hot chili with beans and cheese.
18. grate	I like to grate the cheese until it is finely shredded.
19. great	I gobble down the chili because it tastes great !

Coin Flip

Day 2



Option 1

MATERIALS

coin, 1 per group

Teach

Display the words *thing* and *bathing*. Point out and circle the digraphs *th* and *ng*. Pronounce each word, emphasizing each digraph.

Explain: *The consonant digraphs th and ng represent single sounds. The digraph th has two sounds. The voiced sound th in the has a different sound than the unvoiced sound th in with.* Have students read aloud the words, exaggerating the sound of each digraph.

Prepare

Have students make a three-column chart. Label the first column *th (the)*, the second column *th (thin)*, and the third column *ng*.

Practice

- Have students write the first 15 spelling words.
- Have students take turns flipping a coin. For heads, have the student write a *th* spelling word in the correct *th* column and circle the digraph. For tails, have the student write an *ng* spelling word in the third column and circle the digraph.
- After all words have been sorted, have students read them aloud.

Apply Phonics Skills

CC.5.Rfou.3

Use Letter-Sound Correspondences and Syllabication to Read

Multisyllabic Words

CC.5.Rfou.3.a

Word Webs

Day 2



Option 2

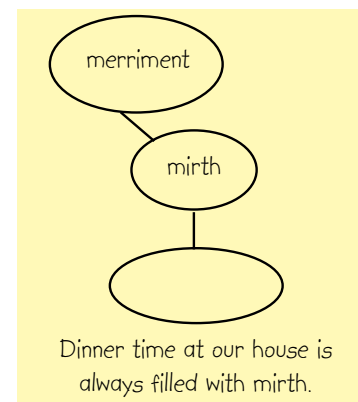
MATERIALS

print or online thesaurus, one per pair of students

Use Graphic Organizers

Have partners make a word web for each of the following words: *ethical*, *extinguish*, *mirth*, *threatening*, *thriving*.

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



Consult Print and Digital References

CC.5.L.4.c



Picture It

Day 3



Option 1

MATERIALS

index cards, 19 per pair of students • timer

Prepare

- Have partners collaborate to draw simple illustrations on cards for as many spelling words as they can in ten minutes.
- Instruct students to write the corresponding word on the back of each card.

Play a Game

- Have partners take turns displaying a drawing and asking the other partner to identify and spell the word.
- Play continues until each word has been spelled correctly.

Spell Grade-Appropriate Words

CC.5.L.2.e

Mystery Words

Day 3



Option 2

Prepare

- Arrange students in pairs and assign a “mystery word” to each pair.
- Have partners create five clues to help others identify the word.
- Have partners arrange the order of the clues so that each clue helps narrow down the possibilities, and the last clue is the most obvious.

Play a Game

- Have each pair of students present its clues to the other pairs of players, one clue at a time.
- After hearing each clue, other pairs write all the words that match the clue’s criteria, and cross off all the words that don’t.
- When a pair has the answer, the partners call it out.
- As soon as the correct word has been called, the next pair presents its clues. Continue until all “mystery words” have been identified.

Mystery Word: thunder
 Clue 1: The mystery word has fewer than 10 letters. (t h u n d e r)
 Clue 2: The mystery word has 2 syllables. (thun-der)
 Clue 3: The mystery word has the digraph th. (thunder)
 Clue 4: The mystery word contains a “d.” (thunder)
 Clue 5: The mystery word will complete this sentence:
 The booming _____ scared the cats. (thunder)

Use Letter-Sound Correspondences and Syllabication to Read
 Multisyllabic Words
 Spell Grade-Appropriate Words

CC.5.Rfou.3.a
CC.5.L.2.e

Flashcards

Day 4



Option 1

MATERIALS

index cards, 19 per pair

Prepare

- Have groups collaborate to write a sentence for each spelling word.
- Have them write each sentence on an index card and underline the spelling word.

Play a Game

- Have students shuffle the cards and place them face down in a stack.
- Have one student choose a card and read the sentence aloud. The student on his or her right listens for the spelling word and spells it aloud.
- If the speller spells the word correctly, he or she keeps the card. If not, the card is returned to the bottom of the stack.
- Have students take turns selecting a card and reading it aloud to the person on his or her right.
- Students continue playing until the stack runs out. The winner is the student with the most cards.

The depth of the pool is eight feet.

Spell Grade-Appropriate Words

CC.5.L.2.e

Homophone Riddles

Day 4



Option 2

MATERIALS

dictionary, one per pair of students

Write a Riddle

- Remind students that riddles are clever questions to which you must guess the answer.
- Have students individually write riddles to help them remember how to spell each pair of Watch-Out Words.
- Tell students that they may write a separate riddle for each Watch-Out Word, or they may write a riddle that includes the pair *chilly/chili* and one that includes *grate/great*.
- Tell students to check the definition of each Watch-Out Word in a dictionary to be sure they have used it correctly.
- Have students exchange riddles and try to solve them.

What do you call a cold bowl of meat stew? Chilly chili!

Demonstrate Command of Spelling
 Consult References

CC.5.L.2
CC.5.L.2.e

OBJECTIVES

Thematic Connection: Electricity

- ✔ Grammar: Use Interjections
- ✔ Grammar: Punctuate Items in a Series

COMMON CORE STANDARDS

- | | |
|--|------------|
| Edit Writing | CC.5.W.5 |
| Explain Interjections and Conjunctions | CC.5.L.1.a |
| Demonstrate Command of Punctuation | CC.5.L.2 |

Day 1

PROGRAM RESOURCES

Interjections: eVisual 2.22

Teach the Rules

Use the suggestion on page T114 to introduce interjections. Then display eVisual 2.22 to teach the rules.

Interjections

- | | |
|---|--|
| • Interjections are words or short groups of words that show feelings. | Hey! The lights are out. |
| • An interjection that shows strong feeling ends with an exclamation mark . | Wow! That lightning was amazing. |
| • An interjection that shows mild or weak feeling is followed by a comma . | Well, a brighter light bulb might help you. |

NGReach.com Interjections: eVisual 2.22

Play a Game

Ask partners to write a dialogue by responding to each other's sentences. Each sentence must have an interjection.

- Choose an exciting or emotional event.
- Partner 1 says a sentence about the event. Partner 2 records the sentence and uses correct punctuation.
- Partner 2 responds with a sentence which Partner 1 records.
- Continue until each partner has recorded three sentences. Then check your sentences for correct punctuation.

Differentiate

BL Below Level

ISSUE Students have difficulty punctuating interjections.

STRATEGY Have students read the sentence aloud in their heads, using their voices to convey the feelings behind the interjection. Explain: *If you raise your voice or show strong feelings, use an exclamation mark. If your voice stays calm, use a comma.* Have partners practice writing, reading aloud, and punctuating sentences with interjections.

Day 2

PROGRAM RESOURCES

Commas in a Series: eVisual 2.24
Game: Practice Master PM2.18

MATERIALS

scissors • paper clips, eight per group

Teach the Rules

Use the suggestion on page T116 to introduce commas in a series. Then display eVisual 2.24 to teach the rules.

Commas in a Series

- | | |
|--|---|
| • Use commas to separate three or more items in a series. | We use electricity for heat, light, and cooking. |
| • A coordinating conjunction tells how the items in the series are related. The word and identifies a group. | Mia, Jim, and Loren are studying electricity. |
| The word or shows a choice between things. | People can generate electricity using wind, water, or solar power. |
| • Always use a comma before the coordinating conjunction in a series. | The lights, fan, and clock run on electricity. |

NGReach.com Commas in a Series: eVisual 2.24

Play a Game

Arrange the class in groups of three or four. Distribute scissors and paper clips and Practice Master PM2.18 to each group.

Differentiate

AL Above Level

ISSUE Students easily use single words in a series.

STRATEGY Encourage students to build prepositional phrases around the words on the cards and arrange the phrases in a series. Provide an example: *The cord snaked from the lamp, around the clock, over the laptop, and into the outlet.*

Name _____ Date _____

Grammar Game

Electric Series!

Directions:

- Play with a group of three or four players.
- Cut out the cards and spread them out face up. Take turns selecting at least three white cards and one gray card.
- Arrange your cards into a series of items. Place a paperclip between cards where commas should appear. You can use either form of the words that appear on the white cards.
- If the other group members agree with your series, make up a sentence with the series and score one point. Then replace your cards. If they don't agree, replace your cards and the next player takes a turn.
- Players who make a sensible sentence using a series of five or more white cards score an extra point.
- Play until all players have had at least two turns. The player with the highest score wins.

and	or	battery	shock
spark	light bulb	television	power cord
switch	plugs	switches	jolt
flashlight	burn	mobile device	laptop
outlet	clock	dial	power
outlets	clocks	dials	power

For use with TE p. T114 PM2.18 Unit 2 | Catching the Light

NGReach.com Practice Master PM2.18



Use Punctuation in Series
Use Commas in Introductory Elements

CC.5.L.2.a
CC.5.L.2.b

Day 3

PROGRAM RESOURCES

Semicolons in a Series: eVisual 2.25

Teach the Rules

Use the suggestion on page T122-123 to introduce semicolons in a series. Then display eVisual 2.25 to teach the rule.

Semicolons in a Series

- When items in a series already contain a comma within an item, use **semicolons** to separate the items.
- On our trip across the country, we visited Seattle, Washington; Milwaukee, Wisconsin; and Philadelphia, Pennsylvania.

NGReach.com Semicolons in a Series: eVisual 2.25

Ask a volunteer to read aloud the sentence in the chart as if each semicolon were a comma. Then discuss with students how using semicolons in this case makes the sentence easier to understand.

Generate Sentences ✖

Create and display a list of world capitals with the cities in one column and their countries in the other. Explain:

- Imagine that you are planning a trip. Write two sentences, each listing three international cities you would like to visit.
- Write one sentence listing at least three United States cities. Be sure to include both the cities and the states.

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

Differentiate

SN Special Needs

ISSUE Generating original sentences and pulling information from multiple sources overwhelms students.

STRATEGY Ask students to name three cities and their countries. Write a sentence with those cities but omit the punctuation. Remind students that the city comes first and then the country. Have them add the commas and then insert the semicolons after the country names.

Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM2.19

Grammar and Writing ✖

Distribute **Practice Master PM2.19**. Have students use editing and proofreading marks to correct errors with interjections, commas, and semicolons.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct placement of commas and semicolons
- correct use of introductory elements
- correct use of different sentence types
- correct punctuation of interjections

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↔	Move to here.
△	Add comma.
⊙	Add period.

The House of the Future, Here Today

"You won't have to pay another electric bill," the builder said.

"Wait, will you say that again?" my sister interrupted.

The builder explained, "Your dishwasher, refrigerator, oven, and stove will all use the power of the sun. Solar cells on the roof change solar energy into electricity."

"Wow! what an amazing house!" she exclaimed. "Are there many others like this one?"

"Sure," he replied. "We have built solar houses in Seattle, Washington, Chicago, Illinois, and Cleveland, Ohio."

For use with T.E., T11v **PM2.19** Unit 2 | Catching the Light

NGReach.com Practice Master PM2.19

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A2.19–A2.21

Review and Assess ✖✖

Have partners write the rules for interjections and commas and semicolons in a series. Then display the sentences below. Have partners correct them, taking turns explaining the rules.

- My favorite colors are red, green, and brown.
- Wendy has lived in Chicago, Illinois; San Francisco, California; and Miami, Florida.
- Wow! that was the best movie I've seen this year!
- Oh, I didn't know you were going to ride with me.

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

Week 3 Daily Writing Skills

OBJECTIVE

Thematic Connection: Electricity

Use a Variety of Sources

COMMON CORE STANDARDS

Conduct Research

CC.5.W.7

Use a Variety of Sources

Day 1



PROGRAM RESOURCES

Information Sources: eVisual 2.23

Teach the Skill

Copy and display the outline below. Explain: *I want do research for a report about tidal energy. Here is part of the outline for my report:*

Tidal Energy Report Outline

- I. General Introduction to Tidal Energy
- II. Detailed Scientific Explanation of Tidal Energy
- III. History of Tidal Energy
 - a. when and where tidal energy was first developed
 - b. first-hand descriptions of the first tidal energy plant
- IV. Tidal Energy Today

Display and read aloud **eVisual 2.23**. Ask: *In what part of my report would primary sources help me?* (part III, b) *In what part of my report would nonfiction books and journals help me?* (part II) Ask students where they might find primary sources, books, and journals. (the library, online)



Information Sources

Source	Type of Information Provided
encyclopedias, almanacs, maps	general information
newspapers, magazines	current information
nonfiction books, journals	in-depth information
primary sources such as diaries, letters, interviews	first-hand information
web sites	a wide variety, including general, current, in-depth, and first-hand information

NGReach.com Information Sources: eVisual 2.23



INTERACTIVE WHITEBOARD TIP: Underline each type of information as you discuss it.

Discuss: *What are some advantages of using a variety of sources in your research?* (Possible responses: different viewpoints; greater chance of finding the information you need; a more complete picture of the topic)

Choose Appropriate Sources

Day 2



Option 1

PROGRAM RESOURCES

Information Sources: eVisual 2.23

Introduce

Copy and display these topics.

1. history of windmills as sources of power
2. first-hand account of the 2010 Gulf Oil Spill
3. how new solar-powered computers work

Practice

Have partners copy the list of topics. Then display **eVisual 2.23**. Have partners write the names of two or three information sources from the chart that would be good to use in researching each topic. Have them complete sentence frames about each topic.

1. We chose _____ and _____ for _____ because _____.
2. We did not choose _____ and _____ because _____.

Determine Best Sources

Day 2



Option 2

PROGRAM RESOURCES

Information Sources: eVisual 2.23

Introduce

Copy and display these topics.

1. benefits of the newest hybrid cars
2. hydroelectric power and the environment
3. history of the incandescent light bulb

Practice

Have partners choose a topic from the list or select their own. Display **eVisual 2.23** and have students refer to it as they write a list of three or four sources they might use to research the topic. Have them write a short paragraph explaining why they chose each source. Then have them share their topics, source lists, and paragraphs with another partner pair.



SUGGESTED PACING

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

Match Sources and Uses

Day 3



Option 1

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards: F17, F18, F19

Practice

Display the images of the clothes dryer, refrigerator, and microwave oven. Have partners imagine that they plan to research one of the pictured objects. Have them work together to answer these questions.

1. Where would you go to find information about buying a new refrigerator, a new dryer, or a new microwave oven?
2. Where would you go to find information that tells how this object works?
3. Where would you go to find the most up-to-date information about the object?
4. Where would you go to find information about how the object might change in the future?



Investigate Various Sources

Day 4



PROGRAM RESOURCES

Small Group Reading Nonfiction Books for Unit 2

MATERIALS

encyclopedias, nonfiction library books, and other reference books and magazines • computers with Internet access

Practice

Have partners think of an alternative energy source other than solar to research, such as natural gas, biogas, wind power, ocean waves, or ocean tides. Have partners use the materials to make a list of three or four sources for their research, including Internet and digital sources such as web sites, blogs, and videos or images.

Then have partners imagine that they are going to write a report on this kind of alternative energy. Have them write answers to these questions:

1. What sources of information did you find?
2. Which do you think would be the most helpful and why?
3. Why is it important to use up-to-date information about a current topic you are writing about?

Have partners share their answers with another pair of students.

Ask Questions, Find Answers

Day 3



Option 2

PROGRAM RESOURCES

Digital Library: Language Builder Picture Card: F26

Practice

Display the image of the power lines. Have students work in small groups to locate information sources about power lines, what they do, and why they are important.

Have group members make a two-column chart titled *Power Lines*. They should label the first column head *Questions* and the second column head *Information Sources*.

Then have each group complete its chart with questions it has about power lines and possible sources where students might first look to find answers to their questions.

When groups have completed their charts, have each group compare questions and source lists with another group.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A2.19–A2.21

Review the Skill

Have small groups explain their understanding of how and why it is good to use a variety of sources when doing research. Provide sentence frames to focus the discussion.

1. Some basic kinds of sources include _____, _____, and _____.
2. Different kinds of print sources include _____.
3. Different kinds of digital sources include _____.
4. Different kinds of Internet sources include _____.
5. It is important to use up-to-date sources because _____.
6. It is important to use a variety of sources because _____.

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

OBJECTIVES

Thematic Connection: Electricity

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

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 2
- Goal-and-Outcome Chart: Practice Master PM2.17

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud eVisual 2.21

Power Writing

Have students write as much as they can as well as they can in one minute about an item in their school that uses electricity.

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

COMMON CORE STANDARDS

Reading

- Read and Comprehend Informational Texts CC.5.Rinf.10
- Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

- Write Informative/Explanatory Texts to Examine a Topic CC.5.W.2
- Write over Shorter Time Frames for Specific Purposes CC.5.W.10

Speaking and Listening

- Pose and Respond to Questions, Draw on Information to Explore Ideas, and Contribute to Discussions CC.5.SL.1.c

Language and Vocabulary

- Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

WARM-UP

Prompt: *What are some ways we use energy from the sun? Make a list.* Invite a few volunteers to share their ideas.

Academic Talk

1 Verify Anthology page 112

Read aloud the instructions and play the **Sing with Me Language Song**: “Solar City.” Explain: *When you verify information, you check that it is correct and can be proven. You can ask, “Can you verify that?” or “How do you know that is true?”* Discuss ways to verify information, such as using prior knowledge and reliable sources.

Model by reading the first two lines of the song. Ask: *Can we verify it’s possible to build a city powered by solar energy?* (Possible response: Yes, we have read that solar energy can power buildings. There are plans to build a solar city in Florida.)

Have small groups discuss how the sun can be both helpful and harmful. Encourage students to question and verify information they hear.

Science Vocabulary

2 Key Words Anthology page 113

Model using **Vocabulary Routine 1** and the diagram on **Student eEdition** page 113 to learn the Key Words:

- **Pronounce the word and point to the image:** **circuit**.
- **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 **circuit** is the path electricity takes.
- **Elaborate.** When I turn a switch on, I complete an electrical **circuit**.

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

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

Have partners take turns repeating the routine for each word using **Anthology** page 113. Have each student add the words to **My Vocabulary Notebook**.

Key Words

circuit · conduct · current
electrical · insulate · solar
volt · watt



NGReach.com My Vocabulary Notebook

See **Differentiate**



Language Frames

- _____ said _____.
- We will check _____.
- But _____.

Verify

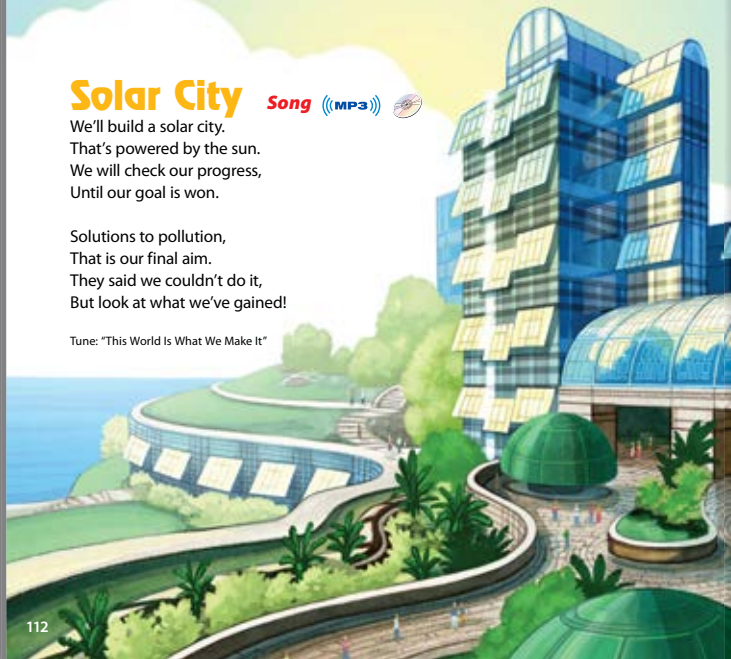
Listen to the song. Then use **Language Frames** to verify information of your own.

Solar City Song

We'll build a solar city,
That's powered by the sun.
We will check our progress,
Until our goal is won.

Solutions to pollution,
That is our final aim.
They said we couldn't do it,
But look at what we've gained!

Tune: "This World Is What We Make It"



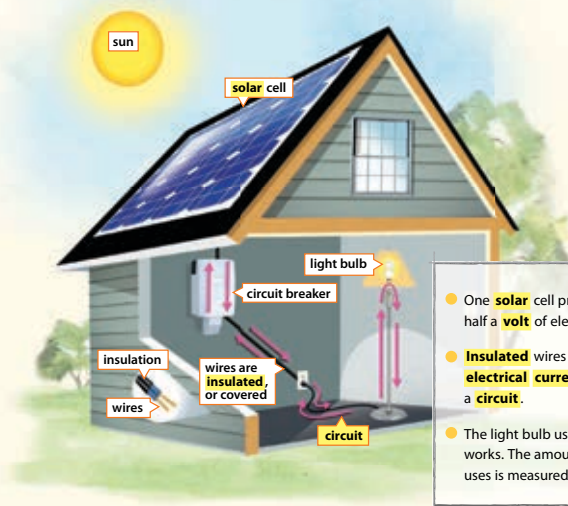
Science Vocabulary

Key Words

Look at the diagram. Use **Key Words** and other words to talk about how **solar** electricity works.

Key Words

- circuit
- conduct
- current
- electrical
- insulate
- solar
- volt
- watt



- One **solar** cell produces about half a **volt** of electricity.
- **Insulated** wires **conduct electrical current** through a **circuit**.
- The light bulb uses energy as it works. The amount of energy it uses is measured in **watts**.

Talk Together

How do we capture the sun's power? Talk with a partner. Use **Language Frames** from page 112 and **Key Words** to verify how people use solar energy.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 112–113

3 Talk Together Anthology page 113

Have partners imagine that they live in a solar home similar to the one pictured. Ask them to discuss ways that we capture and use solar energy every day. Examples might include solar-powered calculators or using energy from the sun to help heat a swimming pool or greenhouse.

Ask students to verify each example by using the language frames from **Anthology** page 112, the diagram on **Anthology** page 113, their prior knowledge, and Key Words, if possible. Have each pair share an idea they discussed.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words

As partners discuss solar energy, listen for correct usage of the Key Words.

If students use words incorrectly, provide sentence frames for them to complete orally:

- A flow of electricity is called a _____. (**current**)
- A _____ is the path that electricity follows. (**circuit**)
- Energy from the sun is called _____ energy. (**solar**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 2** for translations in seven languages. Use cognates for Spanish speakers:

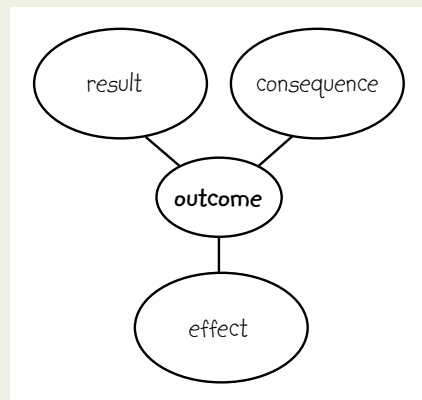
<i>circuit/circuito</i>	<i>conduct/conducir</i>
<i>current/corriente</i>	<i>electrical/eléctrico(a)</i>
<i>solar/solar</i>	<i>volt/voltio</i> <i>watt/vatio</i>

BL Below Level

ISSUE Students have little familiarity with the technical terms in the diagram.

STRATEGY Review the diagram with students, elaborating on terms such as *circuit* and *current*. Show students a light bulb with the voltage and wattage marked on it. Explain: *These numbers describe the strength of the light bulb. The higher the numbers, the brighter the light.*

Word Web



Fluency

Model Phrasing Explain the concept: *Fluent readers use their voices to group related words together and read them as phrases. Look at the punctuation in a text for clues to phrasing. Commas and dashes tell you to pause briefly, while end punctuation marks like a question mark, exclamation point, or period tell you to come to a full stop.* Model phrasing as you read aloud the first two sentences from the second paragraph of “A Solid Solar Idea.” Then have students practice phrasing by reading aloud the last stanza on **Anthology** page 112.

Comprehension

4 Goal and Outcome ✓ **Anthology** page 114

Read aloud the introduction on **Anthology** page 114. Use a Word Web of synonyms to teach the term **outcome**. Then display and read aloud **eVisual 2.21**. As you read, have students listen for the company’s goal (to convince the city council to approve their proposal) and the outcome of its efforts (council approval).



Read Aloud

Realistic Fiction

A Solid Solar Idea

The Clean Green Company’s goal was to construct the first entirely **solar** community. It had acquired land on the northern edge of Gas City, but it needed approval of the Gas City Council before it could begin building. The company owners and engineers took their proposal to a city council meeting.

“Ha! Even if this could be done—which is doubtful—there’s no real need for it,” the city council president claimed. The other city council members agreed, and they rejected the proposal unanimously.

Undaunted, the company owners and engineers returned to the next city council meeting, armed with photographs, graphs, and diagrams. The photographs showed fumes pouring from factory smokestacks. The graphs revealed that the fuels used to produce **electrical** power resulted in high levels of pollution. And the diagrams showed how to construct **solar**-powered buildings. This time, the presentation convinced the council. The next month, construction of the **solar** community began

[NGReach.com](https://www.ncreach.com) Read Aloud eVisual 2.21



INTERACTIVE WHITEBOARD TIP: Circle the goal and underline the outcome in the story.

5 Map and Talk **Anthology** page 114

Have a volunteer read aloud the sample goal-and-outcome chart. Ask: *Besides thinking it cannot be done, what other problem does the council president have with the proposal?* (He does not think there is a need for it.)

6 Talk Together **Anthology** page 114

Have students use **Practice Master PM2.17** to complete a goal-and-outcome chart about a school project they have participated in, such as a recycling program, clean-up, or fundraiser.

Check & Reteach

OBJECTIVE: Explain Text Structure: Goal and Outcome ✓

Monitor students’ ability to discuss and complete their goal-and-outcome charts.

If students have difficulty, supply sentence frames such as these: Our school wants to _____. (a goal) The problem is _____. (an obstacle) So we will _____. (strategy)



Goal and Outcome

When you start a project, first you think about a **goal**, or what you want to happen. Sometimes during the project, you encounter problems, or obstacles. Then you use strategies to fix the problems. The **outcome** is the final result of the project.

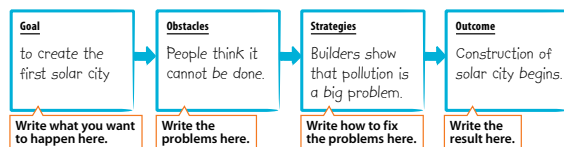
Look at these pictures from the song "Solar City."



Map and Talk

You can use a goal-and-outcome chart to talk about a project. Here's how you make one.

Goal-and-Outcome Chart



Talk Together

With a partner, think of a project in your school. Use a goal-and-outcome chart to show the possible goal, obstacles, strategies, and outcome.

114

Anthology page 114

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T111s

Daily Grammar ✓

Point out the interjection in the second paragraph of the **Read Aloud**. (*Ha!*) Then use page T111u to teach interjections.

Daily Writing Skills ✓

Point out that the representatives of the company described in the **Read Aloud** used a variety of sources to prove to the city council that pollution was a problem. Then use page T111w to practice using a variety of sources when writing.

Writing

7 Write About Goal and Outcome

Introduce: *Now you will use your goal-and-outcome chart to write a paragraph about the school project you discussed with your partner.* Model with "A Solid Solar Idea."

Think Aloud

First, I'll describe the goal of the project.

Then I'll explain any problems we had, and the strategies we used to solve them.

*Finally I'll write the **outcome**.*

Write

Our company wanted to build a solar community, and our goal was to get the city council's approval.

At first, the council did not think such a community possible, nor did they see the need for it. Our strategy was to explain the benefits of solar energy.

After our explanation, the council gave its approval.

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

Have students add their paragraphs to their Weekly Writing folders.

WRAP-UP

Ask groups to discuss the obstacles they might face and strategies they would try in bringing solar cell panels to their school.



Name _____ Date _____

Goal-and-Outcome Chart

A School Project

Possible responses:

Goal to improve energy conservation at our school	Obstacles Many students didn't know what energy conservation was. Some students were not motivated to conserve energy.	Strategies We raised awareness about energy conservation through educational posters that we put up throughout the school. We motivated students to conserve energy by organizing an energy-saving contest between classrooms.	Outcome We improved energy conservation at our school. We know this because our electric bill went down by \$300 as compared to the same month a year before.
---	--	--	---

Use your chart to tell a partner about the goal and how it was achieved.

PM2.17 Unit 2 | Catching the Light

OBJECTIVES

Thematic Connection: Electricity

- Use Academic Words
- Comprehend Questions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 2

TECHNOLOGY ONLY


Digital Library: Key Word Images

My Vocabulary Notebook

Power Writing

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

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



WARM-UP

Ask: *How do you share your ideas with other people?* (Possible responses: talking, text messages, e-mails, letters, drawing pictures, phone, social media, blogs) Make a list. *Today we will share ideas by talking, reading, and posting questions on a blog.*

Academic Talk

1 Build on Others' Ideas

Explain: *In the best conversations, people listen carefully to each other. They also build on each other's ideas.* Provide an example: *Imagine someone says, "Solar energy can decrease air pollution."* Then model building on that person's ideas:

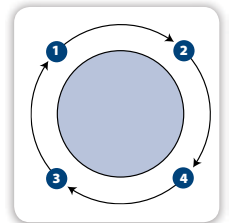
- *I can acknowledge the idea: That is an interesting idea.*
- *I can comment on the idea: That would be great for the environment.*
- *I can ask for more information: How does solar energy decrease air pollution?*

Invite students to suggest more examples. Then have small groups discuss what it would be like to attend a solar-powered school. Have them build on one another's ideas as they discuss this topic.

Use a **Roundtable**.

- Arrange students into groups of four and pose this question: *What would be good and bad about attending a solar school?*
- Have each student in the group answer. Encourage students to build on one another's ideas.
- Have a member from each group share a key idea.

For **Roundtable**, see page BP46.



Roundtable

Academic Vocabulary

2 More Key Words Anthology page 115

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

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

- **Pronounce the word** and point to its picture: **alternate**.
- **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:** **Alternate** means "another" or "different."
- **Elaborate.** In case it rains, we have an **alternate** day for our picnic.

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

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

Key Words

alternate · decrease · energy
obstacle · rely

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts CC.5.Rinf.10

Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

Write Informative/Explanatory Texts to Convey Ideas CC.5.W.2

Write Over Shorter Time Frames for Specific Texts CC.5.W.10

Speaking and Listening

Discuss Topics, Building on Others' Ideas, and Pose and Respond to Questions CC.5.SL.1.c

Language and Vocabulary

Use Punctuation in Series CC.5.L.2.a

Acquire and Use General Academic Words CC.5.L.6

More Key Words

Use these words to talk about "Energy for the Future" and "How to Make a Solar Oven."

alternate

(awl-tur-nut) *adjective*



Alternate means different. He must find an **alternate** location.

decrease

(di-krēs) *verb*



To **decrease** means to become less or smaller. When I spend money, my savings **decrease**.

energy

(e-nur-jē) *noun*



Energy is the power to do work. It takes a lot of **energy** to run a marathon.

obstacle

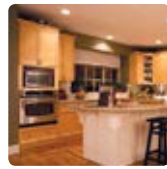
(ob-sti-kul) *noun*



An **obstacle** is something that stops you from succeeding. A broken leg is an **obstacle** to biking.

rely

(ri-I) *verb*



If you **rely** on something, you need it. We **rely** on electricity in our home.

Talk Together

With a partner, make an Expanded Meaning Map for each **Key Word**.

Expanded Meaning Map

Definition source of power	Characteristics powerful strong
Examples electricity sunlight	Non-examples rock pencil

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 115

Have partners use page 115 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 115
Have partners work together to make an Expanded Meaning Map for each Key Word. Invite pairs to share one of their maps with the class.



Best Practices

Encourage Elaboration As students talk, use general prompts:

- *Can you give some details to explain what you mean?*
- *What else can you say about that?*
- *How could we use that information?*

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 2** for translations in seven languages. Use cognates for Spanish speakers:

alternate/altern(a) energy/energía
obstacle/obstáculo

AL Above Level

ISSUE Students need more of a challenge.

STRATEGY Challenge students to use each Key Word in a sentence with the Day 1 Key Word *solar*.

Check & Reteach

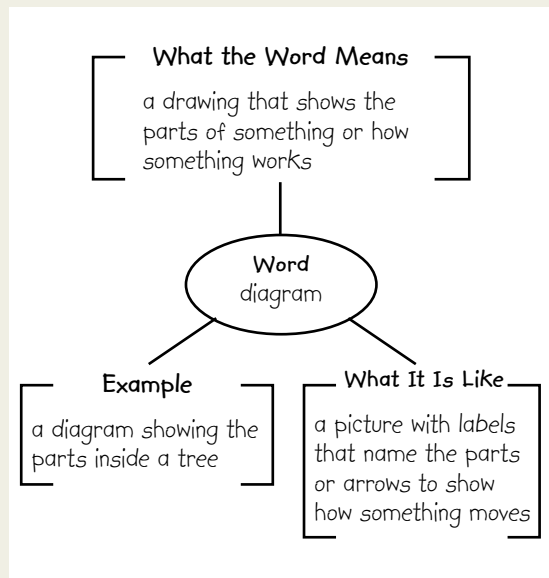
OBJECTIVE: Use Academic Words ✓

As students discuss their Expanded Meaning Maps, listen for the correct usage of the Key Words.

If students use words incorrectly, offer synonyms for the words. For example:

- *What is another word for different? (alternate)*
- *What is another word for lessen? (decrease)*
- *What is another word for power? (energy)*
- *What is another word for problem? (obstacle)*
- *What is another word for depend? (rely)*

Word Map



Fluency

Practice Phrasing As partners read aloud the blog entries on **Anthology** page 117, circulate and listen for correct phrasing.

Comprehension

4 Learn to Ask Questions **Anthology** page 116

Use a Word Map to teach the term **diagram**. Then project **Student eEdition** page 116 and read aloud the instructions and the diagram labels. Point to details in the images as you model how to ask questions:

- *I wonder: Why doesn't an electric car produce pollution?*
- *I know that tailpipes emit gases. From the **diagram**, I can see that the electric car has no tailpipe emissions. That must be why electric cars don't pollute.*
- *Now I wonder why an electric car cannot go as far as a gas-powered car.*

5 Talk Together **Anthology** page 117

Read aloud the directions on page 117. Have volunteers read aloud the first blog post and then the sample questions. Ask: *How could asking these questions help you understand **solar energy** better?* (Possible response: Asking questions could help me understand how the buildings will be powered.)

Have students read the rest of the blog together and then pair up to share their questions. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Comprehend Questions

Ask: *What questions did you have as you read the blog?*

If students have difficulty forming questions, remind them that many questions begin with question words like *Who, What, Where, When, Why, and How*. Encourage them to choose a question word that relates to the type of information they want to know.

Writing

6 Write to Verify Information

Introduce: *You are going to write questions about the blog on page 117 and explain how you might verify the information you read.* Model the process.

Think Aloud	Write
<i>First, I will write about a question I asked as I read a blog post.</i>	As I read the first blog post, I wondered: How would a solar city with so many buildings work?
<i>Then I will write my answer and explain how I might verify it.</i>	I thought about the solar panels on the top of our school and realized that the city might collect and store energy in the same way. I could verify this by contacting a solar power company and asking for information.

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

Daily Language Arts

Spelling and Word Work

Practice page T111s

Daily Grammar

Point out the commas between items in a series in the first blog entry on **Anthology** page 117. Then use page T111u to teach items in a series.

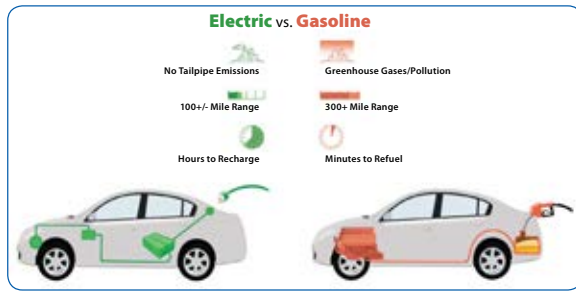
Daily Writing Skills

Point out that reliable blogs can be good sources of information for writers that write about certain topics. Then use page T111w to practice using a variety of sources.



Learn to Ask Questions

Look at the diagram. Sometimes when you see an image, you **ask questions** about it. You may have to look again or look more carefully to find the answers.



When you read, you can **ask questions**, too. The answers to some questions are **in your head**. Think to come up with answers. This will help you understand the text better.

How to Ask Questions

- | | |
|--|---------------------|
| 1. As you read, ask yourself a question. | I wonder _____. |
| 2. Think about your experiences and what you know. | I think/know _____. |
| 3. Think about the answer. Read on and ask more questions. | Now I wonder _____. |

Language Frames

- ? I wonder _____.
- 💡 I think/know _____.
- 📖 Now I wonder _____.

Talk Together

Read the blog. Read the sample. Use **Language Frames** to ask questions. Tell a partner about them.

"I wonder how this will work.
I think about how solar panels heat my house.
Now I wonder how many solar panels a school will need."

◀ = a good place to stop and ask a question

Anthology
pages 116–117

Have students write their questions and explanations about information in the blog. Remind them that they can use a variety of sources to verify information, such as their own background and experiences, other people's experiences, print sources, and digital sources. Have partners share their questions and ways of verifying. Then ask students to add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

AL Above Level

ISSUE Students think of so many questions at deeper levels that they struggle to write about only one.

STRATEGY Have students share their three favorite questions with a partner and then work together to narrow them to the single question they will write about. Encourage students to be creative and specific when thinking up ways they can verify their answers.

WRAP-UP Have groups think about the benefits of sharing ideas, building on others' ideas, and asking questions. Have a volunteer from each group share the responses with the class.

OBJECTIVES

Thematic Connection: Electricity

- ✓ Explain Text Structure: Goal and Outcome
- ✓ Comprehend Questions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings:
MP3 or CD 1 Track 10

Comprehension Coach

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about solar energy.

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

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts	CC.5.Rinf.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

Write Informative/Explanatory Texts to Convey Information	CC.5.W.2
Write Over Shorter Time for Specific Audiences	CC.5.W.10

Speaking and Listening

Come to Discussions Prepared

CC.5.SL.1.a

Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

WARM-UP

Pair students and ask them to take two minutes to list as many things they can think of that use energy. Have students share and categorize their examples.

Vocabulary Practice

1 Expand Word Knowledge ✓

Have students practice Key Words by creating 4-Corner Vocabulary Organizers. Use **Vocabulary Routine 2** to model how to make an organizer for the word **solar**:

- Divide a piece of paper into four squares.
- In the first square, write **solar**.
- In the second, represent the word with a drawing.
- In the third, write a context sentence.
- In the fourth, write the definition. (See page 680 of the **Picture Dictionary**.)

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

Key Words

alternative · circuit · conduct
current · decrease · diagram
electrical · energy · insulate
obstacle · outcome · rely
solar · volt · watt

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

Academic Talk

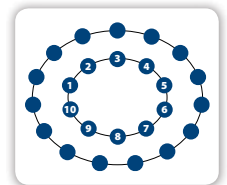
2 Preview and Predict

REVIEW Remind students: *One way to preview a nonfiction text is to look at the title, headings, photographs, captions, and **diagrams**. These clues will help you predict what the text will be about.*

Write these Key Words: *electrical, energy, solar*. Use a **Fishbowl** to help students make and share their predictions about the blog “Energy for the Future.”

- Students stand in two concentric circles that face each other.
- Students on the inside make predictions about **Anthology** pages 120–127 using Key Words.
- Students on the outside listen for Key Words and predictions.
- Groups change positions. The new inside group shares predictions about **Anthology** pages 128–133.

For **Fishbowl**, see page BP45.



Fishbowl

ENERGY for the FUTURE

by Thomas Taha Rassam Culhane

STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

Comprehension Coach

Cairo, Egypt

ALTERNATIVE ENERGY

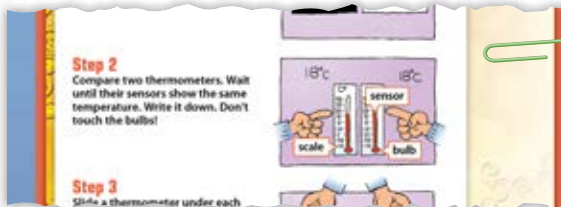
Read a Blog

Genre

A **blog** is a site on the Internet where someone posts his or her writing. Blog entries, or *posts*, usually appear in time order. In the past, people called such sites *web logs*. The name was later shortened to *blogs*.

Text Feature

A **diagram** shows the parts of something or how something works. A diagram often includes descriptive labels and may help illustrate a step in a process.



118

Anthology
pages 118–119

Reading

3 Read a Blog Anthology pages 118–119

GENRE Have a volunteer read aloud the definition of a blog. Elaborate: *Blogs can be written by anyone. In a blog, opinions are often mixed with facts.*

TEXT FEATURE Ask a volunteer to read aloud the definition of a diagram. Reinforce the concept by pointing to the labels in the diagram and saying: *These labels tell you about the parts of a thermometer.*

SCIENCE BACKGROUND Share information to build background:

- *In parts of Cairo, Egypt, it can take a mother seven hours to bathe her family. She has to fetch water from the standpipe one bucket at a time, take it home, and boil it.*
- *Explorer Thomas Culhane has a better idea. The organization he founded builds rooftop hot water heaters that instantly deliver hot water to residents below.*

Have students read pages 120–123. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ ALOUD
Read aloud the blog and use the questions to build comprehension.

OL On Level

READ TOGETHER Have partners take turns reading a paragraph. Use the questions to build comprehension.

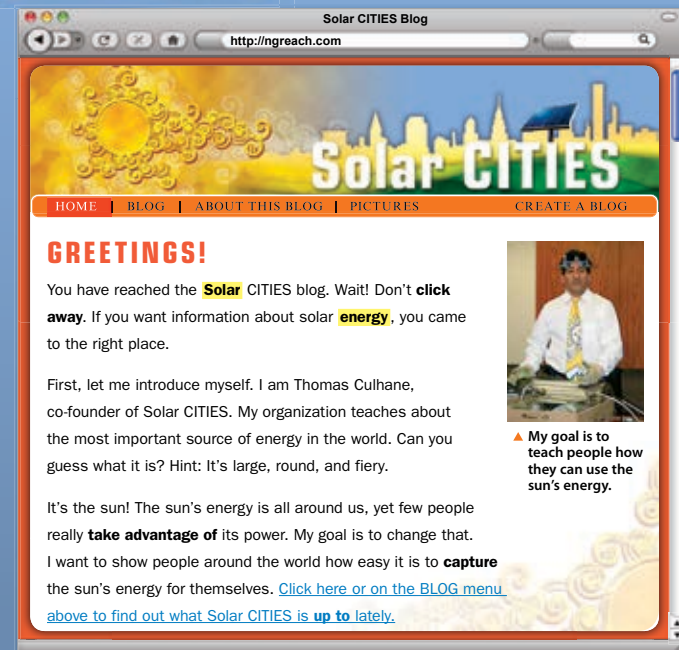
AL Above Level

READ INDEPENDENTLY As students read silently, have them build comprehension by noting their questions.

Best Practices

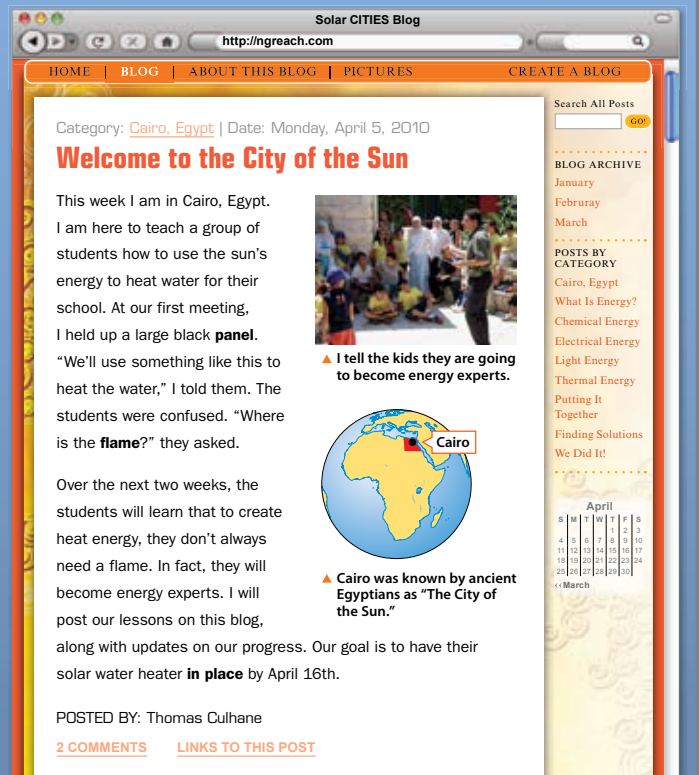
Encourage Respect In the Academic Talk on page T118, have students repeat what the person before them said before they express their own ideas. Provide an example: *Carlos used the diagram on page 125 to predict they are going to use water and steam to produce electricity. I think the photos on page 133 show they are going to heat water with solar power.*

1 Set a Purpose
Find out how we use the sun's **energy**.



In Other Words
click away leave this Web site
take advantage of make good use of
capture use
up to doing

120



In Other Words
panel board
flame fire
in place ready to use

Before You Move On

- 1. Goal/Outcome** What two goals are stated in the blog?
- 2. Analyze** Look at the headings and images. Does this blog seem informal? Why or why not?

121

Anthology
pages 120–121

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Goal/Outcome** ✓ Culhane's goals are to teach students how to take advantage of the sun's power and to have a **solar** water heater in place by April 16th.
- 2. Analyze** The tone is informal and friendly. The headings include the words *Greetings* and *Welcome*. The blog is written from a first-person point of view, and the narrator speaks directly to the reader.

Read and Build Comprehension

- 1 Set a Purpose** Read aloud the purpose statement. Ask: *What do you hope to learn about the sun's **energy**?*
- 2 Comprehend Questions** ✓ *What question do you have about the second paragraph on page 122?* (Possible response: What work can an object do?) *How might you find the answer?* (Possible response: Read on to find an example.)
- 3 Explain Goal and Outcome** ✓ *What is Culhane's goal?* (He wants to show people how to use **solar energy**.) *What strategy does he use on page 122 to accomplish this goal?* (He teaches students about **energy** and how to use it.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Goal and Outcome ✓

Monitor students' responses to question 3, above, about Culhane's goal and outcome. If students have difficulty identifying Culhane's goal, have them reread paragraph 3 on page 120 and identify the sentence that begins with "I want." Explain that this is a signal phrase that helps identify someone's goal. Then have them review paragraph 1 on page 122 to identify one strategy he uses to teach people about solar energy.

OBJECTIVE: Comprehend Questions ✓

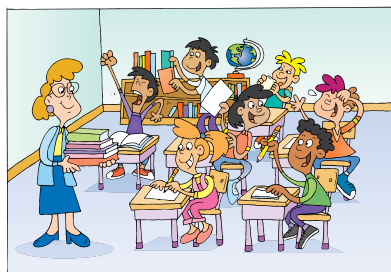
Monitor students' ability to ask questions to learn more. If students have difficulty, have partners complete a K-W-L graphic organizer based on **Anthology** page 123. Have them list what they know about energy in the *K* column. Then have them write questions in the *W* column and what they learned in the *L* column.

What Is Energy?

Today I gave the students their first lesson in **energy**. I explained that energy is the ability to do work. Work isn't just what students do to get good grades, however. In science, work is what causes objects to move and change—including **human objects**. So when you move your body, even a little, you're doing work.

You don't have to be alive to do work, however. Objects can do work, too. Say you put a burrito in the microwave. As soon as you press *On*, the **microwave** heats the burrito. That change in temperature takes work. **2**

All work requires energy. Luckily, energy comes in many different forms, and it can even change forms.



▲ Everybody in this picture is using energy to do work.

In Other Words
human objects people
microwave oven

Chemical Energy

One form of energy is chemical energy. You can find lots of it at the grocery store. That's because food is a form of chemical energy. When you eat food, chemical **reactions** inside your body break it down, giving you the energy you need to move and grow.



▲ Food, such as fruit, provides chemical energy.

Batteries also contain chemical energy. They power everything from watches, to cameras, to cell phones. They can even store energy to be used at another time.



▲ Batteries like these power a variety of portable devices.

Chemical energy **fuels** cars, too. The chemical energy in gasoline is what allows most buses, trains, and cars to get you where you need to go. **3**

POSTED BY: Thomas Culhane

[2 COMMENTS](#) [LINKS TO THIS POST](#)

► Before You Move On

- 1. Clarify** Reread the first paragraph on this page. How are chemical **energy** and work connected?
- 2. Paraphrase** Use your own words to explain what **energy** is.

Anthology
pages 122–123

Writing

4 Write to Explain Text

REVIEW Remind students: *A blog is a site on the Internet where someone posts his or her writing. "Energy for the Future" is a print copy of an online blog.*

Display **Student eEdition** pages 120–121. As you model identifying common blog features, have students point to examples on the pages:

- *Culhane's blog is has four sections: Home, Blog, About This Blog, and Pictures. Links for each section are below the main title: Solar Cities.*
- *The Blog section includes photos, maps, and an archive of older posts.*
- *Each post has a category, date, and title. At the end, readers can add comments.*

Have students work independently to write a sentence that summarizes each feature and explains its purpose. Have students add their summaries to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T111t

Daily Grammar ✓

Point out the items in a series in the last paragraph on **Anthology** page 123. Then use page T111v to review listing items in a series.

Daily Writing Skills ✓

Discuss with students when they might use a blog as a source. Then use page T111x to teach how to find sources.

WRAP-UP

Have students spend one minute listing ways chemical energy is being used in the classroom now. Ask volunteers to share their lists.

Answers Before You Move On

- 1. Clarify** Chemical **energy** can give living things and objects the power to do work.
- 2. Paraphrase** **Energy** is the ability of living and nonliving things to do work.

OBJECTIVES

Thematic Connection: Electricity

- ✓ Explain Text Structure: Goal and Outcome
- ✓ Comprehend Questions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 1
Tracks 11–12

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 *blog*.

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



WARM-UP

Have students recall what they learned about chemical energy, then complete this analogy: Food is to people as _____ is to _____. Have volunteers share.

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Have students use the 4-Corner Vocabulary Organizers they made on Day 3. Review what the organizers show.

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

Vocabulary Routine 3:

- Have partners take turns reading their organizers.
- Have them talk about how the pictures show the meanings of the Key Words.
- Have partners create sentences using both Key Words. Each student adds the sentences to **My Vocabulary Notebook**.
- Have students repeat these steps until they have an entry for each Key Word.

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

Key Words

alternative · circuit · conduct
current · decrease · diagram
electrical · energy · insulate
obstacle · outcome · rely
solar · volt · watt

Academic Talk

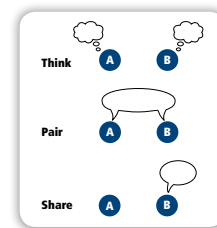
2 Summarize Reading

REVIEW Remind students: *When you summarize something, you briefly tell the most important parts.* Explain that students will use Key Words to summarize what they have read so far in “Energy for the Future.”

Write these Key Words: *electrical, energy, solar*. Use a modified version of **Think, Pair, Share** to help students summarize **Anthology** pages 120–123.

- Divide the class into four groups, and assign each group a different page from the selection.
- Have each group discuss and summarize its assigned page, using Key Words when possible.
- Ask individuals from each group to share the group’s summary with the class.

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



Think, Pair, Share

COMMON CORE STANDARDS

Reading

Summarize Text	CC.5.Rinf.2
Explain Relationships Between Events in Scientific Texts	CC.5.Rinf.3
Read and Comprehend Informational Texts	CC.5.Rinf.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

Write Informative/Explanatory Text to Convey Information	CC.5.W.2
Write Over Shorter Time Frames for Specific Tasks	CC.5.W.10

Speaking and Listening

Summarize Text and Oral Information	CC.5.SL.2
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Language and Vocabulary

Use Knowledge of Conventions	CC.5.L.3
Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6

Electrical Energy

Today I told the students about something truly “shocking”—**electrical energy**. For many people in the world, electrical energy, or electricity, makes life a lot easier. It makes lights glow, computers hum, water hot, and toast, well . . . toast! Electrical energy does work for people, so they can use their own energy for other things. **1 EL BL**

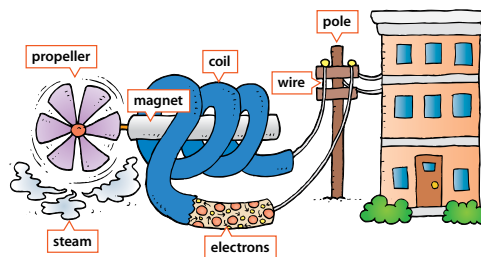
Most of the electrical energy in the world comes from power plants. A power plant is a place where machines called generators **transform** other forms of energy into electrical energy. Most power plants in the world get their energy from some form of chemical energy, like coal, oil, or natural gas.



▲ The electricity you use probably comes from an electrical power plant like this one.

In Other Words
shocking both amazing and charged with electricity
transform change

Have you ever boiled water on a stove? If so, then you understand how a fuel-based power plant works. Inside, burning fuel heats a large pool of water. At 100° C (212° F), the water boils, and steam rises from it. The energy contained in the steam turns a giant magnet surrounded by a **coil**. When the magnet spins, tiny, invisible **particles** inside the coil start to move. These particles are called electrons. Their movement creates electrical energy that flows through wires on poles to homes, businesses, and anywhere people need to plug something in. **2**



▲ In a power plant, steam turns a magnet to produce electricity.

POSTED BY: Thomas Culhane

[7 COMMENTS](#) [LINKS TO THIS POST](#)

In Other Words
 °C degrees Celsius
 °F degrees Fahrenheit
coil large piece of wire wrapped into a roll
particles bits; pieces

► Before You Move On

- 1. Ask Questions** What questions about power plants does the blog answer? What other questions do you have?
- 2. Use Text Features** What is inside the coil? What does the coil connect to?

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

[NGReach.com](#)

Anthology
pages 124–125

Reading

3 Read and Build Comprehension

- 1. Make Connections** *What have you used today that is powered by **electrical energy**?* (Possible responses: lights, hot water, heating or air conditioning, computer, printer, hair dryer, refrigerator) *How does this connection help you understand the text?* (Possible response: Now I see how important **electrical energy** is to my life.)
- 2. Summarize** *How does **electrical energy** get into our homes and schools?* (Burning fuels heat water to create steam. The steam turns a magnet surrounded by a coil. The electrons start to move and flow through wires into buildings.)

Differentiate

EL English Learners

ISSUE Students are confused by the multiple meanings of the word *toast*.

STRATEGY Provide sentence frames that illustrate the multiple meanings, such as: I eat _____ for breakfast. The bread will _____ in the toaster. Point out that toast is both a noun and a verb. Have students reread the sentence on page 124, leaving out “well.”

BL Below Level

ISSUE Students have trouble making connections between text and their personal lives.

STRATEGY Model sharing specific details from your own life that connect to the text. Then ask: *What blogs have you read? What are some ways you have used different kinds of **energy**?* Explain that making connections can help students understand the text.

Answers Before You Move On

- 1. Ask Questions** ✓ The blog answers these questions: What does a power plant do? How does a power plant work? Have students identify additional questions, and remind them to read on to look for the answer in the text.
- 2. Use Text Features** The diagram shows that electrons are inside the coil. The coil connects to wires that **conduct** the **electrical currents** to different places.

Category: [Light Energy](#) | Date: Friday, April 9, 2010

Light Energy

I came to class today carrying my **electric** guitar. "Today I am going to teach you about my favorite form of **energy**," I told the students. "Light!"



▲ Solar cells turn light energy into electrical energy for my guitar.

What does an electric guitar have to do with light energy, you ask? **1 BL**

Well, thanks to **solar** cell technology, we can now use light energy directly, to create electricity. That means that I don't need to plug in to an **outlet** to play the electric guitar. I can just point my cells at the sun, plug in my guitar, and make beautiful music.

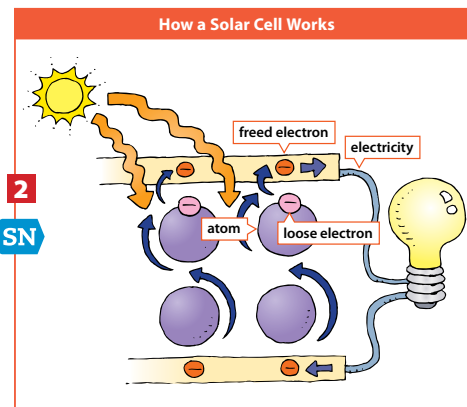


◀ Portable solar panels let me plug in my guitar wherever there is sunlight. That means I can play musical chairs outdoors.

In Other Words
an **outlet** place in the wall where you put a plug

126

Here is how solar cells work. You know that moving electrons create electricity. These electrons are held by larger particles, called atoms. Everything on Earth is made of atoms, and all atoms carry electrons. But some atoms are different than others. The atoms inside a solar cell, for example, are made to hold their electrons very loosely. When sunlight hits the cell, the atoms release their electrons easily. The freed electrons have electricity. That electricity goes by wire into a battery, or directly to a **circuit**. **3**



POSTED BY: Thomas Culhane

[4 COMMENTS](#) [LINKS TO THIS POST](#)

► Before You Move On

- 1. Ask Questions** What question could you ask the author about **solar** cells?
- 2. Analyze** Do you think blogs are a formal or informal way of sharing information? Why?

127

Anthology
pages 126–127

Mini Lesson

Explain Relationships Between Events

Introduce: *Diagrams can help to explain events in scientific texts. Understanding the relationships between events can help you to understand basic concepts in science.*

Read aloud the text on page 127. As you read, have students identify events that relate to how a solar cell works. Ask: *What happens when sunlight hits a solar cell?* (Possible response: The atoms inside release electrons.) Explain that as the cell absorbs solar energy, electrons are knocked loose from the atoms inside the cell. Conductors are attached to either side of the cell. Using the arrows, have students trace how the freed electrons move toward the conductors. Ask: *What happens when an electron moves?* (It creates electricity.) The electric current moves along the wire to power the light bulb. Have students summarize the events that create electricity in a solar cell.

As students continue to read the blog, have students explain the relationships between events in the diagrams on pages 129 and 130.

Answers Before You Move On

- 1. Ask Questions** ✓ Students should ask questions based on the text they read. Encourage them to read on to look for the answer.
- 2. Analyze** Blogs are an informal way of sharing information because blog authors can write whatever they want and use any kind of tone.

Thermal Energy

I'm happy to say that **solar** cell technology is improving all the time. Soon, people may not have to **rely** on **distant** power plants for their electrical energy. But solar cells are still **relatively expensive**. There's an even easier way for people to use the power of the sun, and it's free!

Solar-powered water heaters use the sun's energy directly, without any special materials or technology. They take advantage of another important form of **energy**—thermal energy, or the energy of heat.

Thermal energy is all around us. Today, my students and I felt it in the warm air. Tonight, I feel it under my blanket. How do solar-powered water heaters capture it? They absorb it from sunlight.

The sun's light **produces** both visible light and heat energy. When light hits an object, its heat energy may be reflected or absorbed. If it is completely reflected, the heat energy bounces back into space. If it is completely absorbed, however, its heat energy stays. And it can make things very hot!

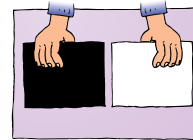
Today, the students and I became **absorbed in** an experiment that tests heat absorption. Try it and see the power of absorption for yourself.

In Other Words
distant faraway
relatively expensive more expensive than other power sources
produces makes
absorbed in very interested in

Reflection and Absorption: An Experiment

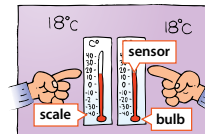
Step 1

Place one black and one white piece of paper in the sun.



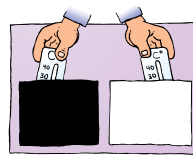
Step 2

Compare two thermometers. Wait until their sensors show the same temperature. Write it down. Don't touch the bulbs!



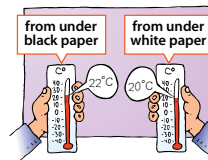
Step 3

Slide a thermometer under each piece of paper. Leave them in the sun for an hour.



Step 4

Compare the thermometers. Have the temperatures changed? Why?



POSTED BY: Thomas Culhane

[5 COMMENTS](#) [LINKS TO THIS POST](#)

Before You Move On

- 1. Interpret** What do the results of the experiment show about the color black?
- 2. Use Text Features** How do the sensor and scale work together to show the temperature?

Reading

Read and Build Comprehension

- 1 Explain Goal and Outcome** ✓ *What is Dr. Culhane's goal for using his guitar?* (He wants to show how light creates electricity that powers his guitar.)
- 2 Use Text Features** *Use the diagram on page 127 to summarize how a **solar cell** works.* (The arrows show the atoms releasing electrons. These electrons create a **current** of electricity that travels along wires to light a light bulb.)
- 3 Ask Questions** ✓ *What questions can you ask about the power of the sun?* (Possible response: I wonder how people can use the sun's **energy**. I know that buildings with **solar** panels get **energy** from the sun. Now I wonder how the **energy** gets into people's homes.)

Differentiate

BL Below Level

ISSUE Students do not understand how Dr. Culhane's examples teach about energy.

STRATEGY Have students name an example, explain what it teaches, and then identify how the example relates to energy. For example, on page 126, Culhane uses his electric guitar to demonstrate how people can use solar energy to play music.

SN Special Needs

ISSUE Students have difficulty understanding the diagram on page 127.

STRATEGY Read aloud the last three sentences of page 127. As you read, have students study the diagram and point to the appropriate label or picture.

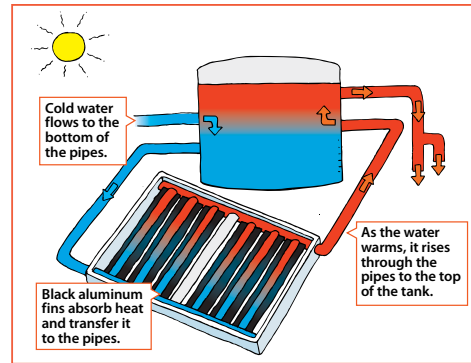
Answers Before You Move On

- 1. Interpret** The results show that the temperature on the thermometer is higher on the black piece of paper. The higher temperature indicates that the color black absorbs more heat than the color white.
- 2. Use Text Features** The sensor's position on the Celsius scale tells what the temperature is.

Category: [Putting It Together](#) | Date: Wednesday, April 14, 2010

Today, I held up the same black panel that I showed the students at our first meeting. This time, they knew exactly what it was for. "To absorb the sun's thermal **energy**!" they shouted.

The students and I will use our **knowledge** of heat and light energy as we build our water heater. The heater will contain water pipes lined with black aluminum fins. The fins will absorb the sun's heat energy and transfer it to the water in the pipes. As the water gets warmer, it will rise and move through the pipes into a storage **tank**. **1**



▲ As the sun heats the water, it rises through the pipes and into a storage tank.

In Other Words
knowledge understanding
tank container

130

Anthology
 pages 130–131

Our first task is to build another solar panel. Solar panels are large, thin boxes with glass lids. They can be made out of **aluminum**, plastic, wood, or any other material you can shape into a box. The students and I will build our panel using aluminum. We're lucky because aluminum is **light** and easy to carry to a rooftop!



▲ Aluminum boxes are easy to make and carry.



▲ Water pipes can be made of any common metal. Ours are made of copper.



▲ With a little black paint, the solar panel is finished.

Next, we will **line** the box with **insulation**, and place our aluminum-lined water pipes inside. The students know that the last step is also the most important: paint. The color black absorbs the most heat. So to make sure the pipes get really hot, we need to paint them, and their aluminum fins, black.

POSTED BY: Thomas Culhane

[8 COMMENTS](#) [LINKS TO THIS POST](#)

In Other Words
aluminum metal
light not heavy
line cover the inside of

► **Before You Move On**

- 1. Goal/Outcome** What actions are the students taking to reach their goal?
- 2. Ask Questions** What questions could you ask the author about how the water heater will work?

131

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Goal/Outcome** ✓ Possible response: To reach their goal of creating a water heater, students are gathering materials and putting their panels together.
- 2. Ask Questions** ✓ Possible response: How does the water in the storage tank stay hot?

Read and Build Comprehension

- 1 Synthesize** *Think about the experiment on page 129. Why do Dr. Culhane and his students use black aluminum fins for their water heater?* (I read that the color black absorbs the most heat. I also read that the fins absorb heat from the sun. I conclude that black fins will absorb a lot of heat **energy**.)
- 2 Explain Goal and Outcome** ✓ *What goal do the students have on page 130?* (They want to build a water heater.) *What is the outcome on page 133?* (The water heater is a success. The students heat water with the sun's **energy** and make the water flow into the school.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Goal and Outcome ✓

Monitor students' responses to all of the goal and outcome questions.

If students have difficulty, relate goal and outcome to their lives. Ask if there is something they want (goal) and what can prevent them from reaching it (obstacles). Then ask what they can do to accomplish their goal (strategies). Explain that what happens is the outcome.

OBJECTIVE: Comprehend Questions ✓

Check for accurate responses to the comprehension questions about asking questions.

If students have difficulty generating questions, provide sentence frames, such as these:

If I could talk to the author, I would ask _____. As I look at the diagram, I wonder about _____. Discuss how students can read on or use print resources to find the answers.

Category: [Finding Solutions](#) | Date: Thursday, April 15, 2010

Today we had a problem. We tested our metal storage tank. It leaked! Then one student had an idea. He took me to a place where plastic barrels from a shampoo factory were being re-sold. The barrels were **inexpensive**, and perfect for our hot water heaters.



▲ We have found a perfect hot water tank.

When we returned, the students cheered. "But how will the water in the tank stay hot?" asked one student. "Maybe it just needs a blanket," said another.



▲ With insulation, the water tank will not lose its heat as fast.

Clearly, the students have become energy problem-solvers. At the end of the day today, we **insulated** our tank with a "blanket" of **fiberglass insulation**, and then gave each other high-fives.

POSTED BY: Thomas Culhane

[9 COMMENTS](#) [LINKS TO THIS POST](#)

In Other Words
inexpensive not high-priced
fiberglass insulation cloth made from glass

132

Category: [We Did It!](#) | Date: Friday, April 16, 2010

Today we finally reached our goal. The students cheered as I carefully placed the tank on a stand above the **solar** panels and filled it with cold water. We waited for most of the day as the cold water made its way through the pipes inside the panels. At the end of the day, we opened the pipe that carries hot water down to the schoolyard. **2**



▲ Pipes inside our solar panels heat the water.



▲ The hot water is stored in our tank.



▲ The water is hot enough for a shower!

It worked! Hot water flowed from the pipe. It was even hot enough for a shower. The students were amazed at how easy it was to use the sun's **energy**. "This is just the beginning," I told them. "The real power is what you have learned about energy. One day, your knowledge will help you change the world!" ♦

POSTED BY: Thomas Culhane

[14 COMMENTS](#) [LINKS TO THIS POST](#)

[NEWER POSTS >>](#)

[HOME](#) | [BLOG](#) | [ABOUT THIS BLOG](#) | [PICTURES](#) | [CREATE A BLOG](#)

► Before You Move On

- 1. Goal/Outcome** What two **obstacles** did Culhane and the students face on Thursday?
- 2. Explain** How are the students **energy** problem-solvers?

133

Anthology
pages 132–133

Writing

4 Write with Informal Language

Explain that each student will rewrite the steps of the science experiment on page 129 using informal language. Review how informal language has a conversational tone and can include slang, interjections, exclamations, and contractions.

Provide an example: *To rewrite Step 1 using informal language, I think about how I would explain this step to a friend.* Model writing informally to describe Step 1: Grab sheets of white and black paper. Stick them outside where it's super sunny.

Instruct students to rewrite Steps 2 through 4 of the experiment on page 129 using informal language. Have students add their completed rewrites to their Weekly Writing folders.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T111t

Daily Grammar ✓

Point out the items in a series in the third sentence on **Anthology** page 131. Then use page T111v to practice editing and proofreading interjections, commas, and semicolons.

Daily Writing Skills ✓

Discuss with students what sources they might use to find another solar energy experiment. Use page T111x to practice investigating sources.

WRAP-UP

Have pairs recall what they read about the uses of electricity described in "Energy for the Future" and **Small Group Reading** books such as "Electricity at School." Ask pairs to write a short description of what life might be like if no one on Earth used electricity for one day.

Answers Before You Move On

- 1. Goal/Outcome** ✓ Dr. Culhane and the students faced two **obstacles**: the tank leaked and the students needed to find a way to keep the water in the tank warm.
- 2. Explain** The students are **energy** problem-solvers because they find a solution for every **obstacle**. For example, they use a blanket for insulation to keep the water warm.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Electricity

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

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM2.20
- Goal-and-Outcome Chart: Practice Master PM2.21
- Fluency Practice: Practice Master PM2.22

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 4

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about ways that they use energy every day.

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

COMMON CORE STANDARDS

Reading

- Determine Main Ideas of Text CC.5.Rinf.2
- Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

- Write over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

- Discuss Topics, Building on Others' Ideas CC.5.SL.1
- Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a
- Contribute to Discussions CC.5.SL.1.c

Language and Vocabulary

- Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

WARM-UP

Ask: *Why is electricity so important in our lives?* (Possible responses: We need it for light. We use it to power our computers and other appliances.) Challenge students to think of as many reasons as they can why electricity is important in daily life.

Vocabulary Review

1 Apply Word Knowledge ✓

Write **outcome**, **diagram**. Call students' attention to the other Key Words on **Student eEdition** page 134. Then have students apply their knowledge of the Key Words to play the game "Electric Bingo." Create and distribute a bingo card to each student.

Explain the instructions:

- Write the Key Words in random order in the spaces on your card. You can choose one space to be a FREE space. Place a marker there to begin.
- I will provide clues about the Key Words. For example, for the word **circuit** I might say, "It is a path that electricity takes."
- Place a marker on each word I describe.
- When you have covered a row or column, call out "Electric Bingo!"

Keep track of the clues you provide to check students' answers.

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

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

Key Words

alternate · circuit · conduct · current
decrease · diagram · electrical · energy
insulate · obstacle · outcome · rely
solar · volt · watt



Key Words

alternate	insulate
circuit	obstacle
conduct	rely
current	solar
decrease	volt
electrical	watt
energy	

Talk About It

1. What kind of information does Thomas Culhane post on his **blog**? Give two specific examples.
2. Imagine that you and a partner are writing a report on **solar** technology. You need to collect facts and **verify** them. Talk to your partner about what you know and what you need to verify. Use your own words.

Solar technology _____. I will check _____ to verify that _____.
3. Think about the four types of **energy** discussed in this **blog**. Explain how you **rely** on these forms of energy in your everyday life.

Learn test-taking strategies.
NGReach.com

Write About It

A person who writes a **blog** often invites readers to ask questions. Write three questions about **solar energy** that you would like to post on Thomas Culhane's blog. Use **Key Words** and questions that start with *how, why, where*.

Why _____?
How _____?
Where _____?



134

Anthology page 134

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Academic Talk

2 Talk About It Anthology page 134

Have partners use the Key Words as they discuss the **Talk About It** questions. Prompt students to cite details and examples from the text for question 1. Encourage students to build on one another's ideas as they discuss each item.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM2.20** to ask more questions about the selection.

Writing

3 Write About It Anthology page 134

Read aloud the directions on **Anthology** page 134. Explain: *People who write blogs want to hear from their readers. Readers can write comments and ask questions about the blog's subject in the comments section of the blog.* Encourage students to use the Key Words as they write. Give examples:

- How do you test your **solar energy** water heater to make sure it will work?
- Why do you need to **insulate** the heater?
- Where can you get **solar** panels?

Have students add their questions to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T111s

Daily Grammar ✓

Point out the correctly punctuated element, *Next*, in the second paragraph of **Anthology** page 131. Then use page T111v to review and assess items in a series.

Daily Writing Skills ✓

Tell the class that Thomas Culhane used a variety of sources to write his blog. Then use page T111x to assess students' ability to use a variety of sources.

Answers Talk About It

1. **Blog** Possible response: Thomas Culhane posts information about kinds of **energy** and instructions on how to build a **solar** water heater.
2. **Verify** Possible response: **Solar** technology is relatively undeveloped. I will check reliable Internet sources to verify that this claim is true.
3. **Make Connections** Possible responses: When I eat, I get chemical **energy** from food. I use **electrical energy** to power my computer, light **energy** to see, and thermal **energy** to stay warm.

Name _____ Date _____

Test-Taking Strategy Practice

Read Directions Carefully

Answer the question by choosing the correct answer choice and shading the letter on your answer sheet.

Sample

- 1 Which detail supports this sentence?
 - Ⓐ Solar cell technology is improving all the time.
 - They used a blanket to insulate the water heater.
 - Ⓒ Thomas Culhane shows how temperature changes.
 - Ⓓ The heater has large black panels.

Read the questions about "Energy for the Future." Then write your answers in the space provided.

- 2 After you eat food, what happens as a result of the chemical reactions inside your body?
The food breaks down, giving you energy to move and grow.
- 3 Where does most of the electrical energy in the world come from?
power plants
- 4 What do the students have to do first in order to build the water heater?
 - Ⓐ line the box with insulation
 - Ⓑ test the metal storage tank
 - build another solar panel
 - Ⓓ place the tank on a stand

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

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Differentiate

SN Special Needs

ISSUE Students have difficulty filling in the chart.
STRATEGY Have students dictate the strategy and outcome. Write their responses on self-stick notes, attach them to the appropriate spaces on the chart, and ask students to copy it.

EL English Learners

ISSUE Students do not have the language to complete the chart individually.
STRATEGY Partner beginning English learners with more advanced English speakers to complete the chart. Encourage the beginners to contribute as much as possible. Encourage the advanced speaker to help the partner expand on the contribution and read back the finished writing.

AL Above Level

ISSUE Students need a greater challenge.
STRATEGY Have students focus their goal-and-outcome charts on Culhane’s goal of teaching his students about solar energy. Then have them use their charts to retell “Energy for the Future” from Culhane’s first-person point of view.

Name _____ Date _____

Goal-and-Outcome Chart

“Energy for the Future”

Goal	Obstacles	Strategies	Outcome
to use the sun’s energy to heat water to make a solar-powered water heater using everyday materials	The students do not understand how the sun can be used to heat water. The metal water storage tank leaks. The plastic water tank loses heat quickly.	Teach students about electrical, chemical, light, and thermal energy. Use students’ knowledge to build the heater. One student thinks of using a plastic barrel instead of metal. The students use insulation to conserve heat inside the plastic tank.	The hot water heater that was heated using solar panels worked. It now provides hot water for the school.

Use your chart to retell the selection to a partner.

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For use with TE p. T134a **PM2.21** **Unit 2 | Catching the Light**

Comprehension

4 **Goal and Outcome** ✓ Anthology page 135

REVIEW Display **Student eEdition** page 135 and read aloud the instructions. Review: *A goal is what someone wants to achieve, and the **outcome** is whether or not that person achieves it. You can use a goal-and-**outcome** chart to show the process of working toward a goal.* Then read aloud the text in the sample chart.

Read aloud the first paragraph on **Anthology** page 132. Explain: *I read that the author and students had a problem, so I will write about it in the **obstacle** box: The metal storage tank leaked.*

Have students use **Practice Master PM2.21** to complete a goal-and-outcome chart for the **solar** heater project described in the blog. Circulate and ask the questions below to guide students.

- *What strategies did the students use to fix the problem?*
- *How did they remove the **obstacle**?*
- *What was the final result of the project?*
- *Did the students achieve their goal?*

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Text Structure: Goal and Outcome ✓

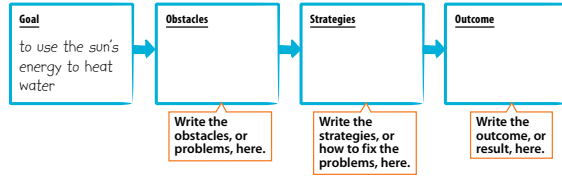
As students retell the selection to a partner, monitor their understanding of goal and outcome. Record the retellings if possible.
 If students have difficulty completing the chart, work with them to scan the text and locate the information they need. Provide them with language frames to focus their attention on the goal, obstacle, and outcome:

- **Goal:** The students wanted to _____.
- **Obstacle:** The problem with this project was _____.
- **Strategy:** They fixed the problem by _____ and _____.
- **Outcome:** Finally, they _____.

Goal and Outcome

Make a goal-and-outcome chart to talk about what happened in "Energy for the Future."

Goal-and-Outcome Chart



Now, use the chart to retell the selection to a partner. Use **Key Words**. Record your retelling.

One obstacle was _____.
 Thomas used this strategy: _____.
 The outcome was _____.

Fluency Comprehension Coach

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

Talk Together

Work together as a class. Describe how Thomas Culhane captures sunlight to heat water. Have one student draw a diagram on the board. Use **Key Words** as labels.

5 Fluency Anthology page 135

Have students read aloud the passage on **Practice Master PM2.22** or use the **Comprehension Coach** to practice fluency.



Check & Reteach


OBJECTIVE: Read with Fluency 

Monitor students' oral reading.

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

6 Talk Together Anthology page 135

Remind students that some steps are discussed in the text but not pictured on **Anthology** page 130. Have one student list the steps and have another draw a diagram. Ask volunteers to suggest labels for the diagram using the Key Words.



WRAP-UP

Ask students to share the most interesting thing they discovered about energy today. Write a list of their responses.

Name _____ Date _____

Fluency Practice

"Energy For the Future"

Use this passage to practice reading with proper phrasing.

Today we had a problem. We tested our metal storage tank. It leaked! Then one student had an idea. He took me to a place where plastic barrels from a shampoo factory were being re-sold. The barrels were inexpensive, and perfect for our hot water heaters.

When we returned, the students cheered. "But how will the water in the tank stay hot?" asked one student. "Maybe it just needs a blanket," said another.

Clearly, the students have become energy problem-solvers. At the end of the day today, we insulated our tank with a "blanket" of fiberglass insulation, and then gave each other high-fives.

10
25
36
46
57
71
73
81
93
103

Phrasing

Rarely pauses while reading the text. Frequently pauses at appropriate points in the text.

Occasionally pauses while reading the text. Consistently pauses at all appropriate points in the text.

Accuracy and Rate Formula

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

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

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OBJECTIVES

Thematic Connection: Electricity

- ✓ Research Solar Energy Projects
- ✓ Investigate Different Aspects of the Topic Using a Variety of Sources
- ✓ Report on a Topic

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A2.43

TECHNOLOGY ONLY

Project Checklist: eVisual 2.26

MATERIALS

index cards • print and online almanacs, encyclopedias, magazines, and other reference materials about solar energy • chart paper • markers • bilingual dictionary

SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

COMMON CORE STANDARDS

Writing

Conduct Research	CC.5.W.7
Recall Information	CC.5.W.8

Speaking and Listening

Report on a Topic	CC.5.SL.4
Include Visual Displays in Presentations	CC.5.SL.5

Research Solar Energy Projects

Display and read aloud the prompt.

Prepare a poster for a science fair. On your poster, tell about an invention that uses solar energy. Include a diagram to show how the invention works.

Plan

Choose a Topic

Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT. Ask: *What is your role?* (science fair participant)

Role: Science fair participant

Audience: Visitors to a science fair

Form: Poster

Remind students that solar energy comes from the sun. It can be turned into other forms of energy, such as heat and electricity. Elaborate: *Solar panels are like batteries that store the sun's energy. They turn that energy into electricity. There are many other inventions that use solar energy.* Guide students to a print or online resource about the history and science of solar energy, such as Energy Kids, hosted by the U.S. Energy Information Administration. (To view the website, have students go to Resources > Unit 2 > Week 3 > Energy Kids.) Tell students to choose an invention that they would like to learn more about.

Develop Research Questions

REVIEW Tell students: *To guide your research, write at least three questions you have about the invention you chose.* Have students write their questions on separate index cards.

How do thermal collectors work?

Research

Gather Information

Review how to do research using a variety of sources (see page T111w). Then help students find print sources in your classroom and at the school library. Also review how to do an Internet search.

For each research question, have students write relevant information they find on the back of the index card. Remind students to note where they found the information and to think about how they will present it on their posters.

Differentiate

EL English Learners

ISSUE Students have difficulty understanding technological terms.

STRATEGY Provide access to a bilingual dictionary (either print or online).

AL Above Level

ISSUE Students work with more information than can be presented on a poster.

STRATEGY Remind students that a poster does not have to give the same amount of information as a research report. Suggest that they isolate three to five of the most important facts they have learned to feature on their posters.

Organize

Arrange Information

Remind students that their posters should include a diagram: *Draw a picture of the invention you chose to research. Label each part of the invention. Write a caption telling how each part works.* Provide poster paper and markers. Remind students to refer to the notes they took while gathering information. Remind them to cite the sources of their information at the bottom of the poster. Display and read **eVisual 2.26**.



Project Checklist

- Give important facts and information about an invention related to solar energy.
- Draw a diagram of the invention. Label each part of the diagram.
- At the bottom, note your sources.

[NGReach.com](https://www.ngr.com) Project Checklist: eVisual 2.26



INTERACTIVE WHITEBOARD TIP:
Draw a checkmark after each step as you mention it.

Draft Ideas

Guide students in drafting and finalizing their posters. Check for source citations at the bottom of the posters.

See **Differentiate**

Present

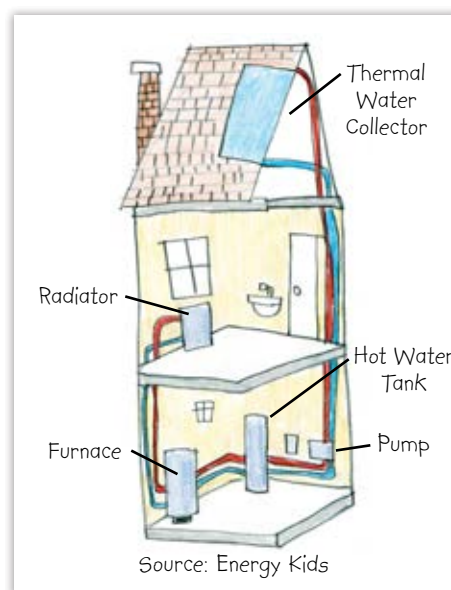
Practice Speaking Skills

Form pairs or small groups. Allow them time to practice presenting their posters orally. Direct students to display and point out one online source they have used. Remind students to point to the appropriate parts of the diagram as they describe how the invention works.

Share with Others

Display posters around the room, forming stations as at a science fair. Lead the class on a tour of the different stations, inviting each student to tell about his or her poster and point out one online source.

Use the **Research Rubric** to evaluate students' presentations.



Sample Diagram

Research Rubric

Unit 2, Week 3

Scale	Content	Interaction
4	<ul style="list-style-type: none"> • Student consults several sources, print and digital, and presents findings in an effective way. • Diagrams are labeled, and captions convey relevant additional information. 	<ul style="list-style-type: none"> • Student demonstrates an understanding of how the chosen invention works. • Student responds in detail to questions from peers about the invention.
3	<ul style="list-style-type: none"> • Student consults several sources, both print and digital, and presents findings in an effective way, although there may be minor errors of fact. • Diagrams are labeled but do not give additional information. 	<ul style="list-style-type: none"> • Student demonstrates an understanding of how the chosen invention works. • Student is able to answer basic questions from peers about the invention.
2	<ul style="list-style-type: none"> • Student consults several sources but does not assemble the information in a logical way. • Diagrams lack labels or captions. 	<ul style="list-style-type: none"> • Student demonstrates a limited understanding of how the chosen invention works. • Student cannot answer many questions about the invention.
1	<ul style="list-style-type: none"> • Student relies on a single source of information. • Posters duplicate visual and textual information of the source. 	<ul style="list-style-type: none"> • Student is unable to demonstrate an understanding of how the chosen invention works. • Student cannot answer questions about the invention.

Week 3 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Explain Text Structure: Goal and Outcome
- ✓ Ask Questions to Comprehend Text

ASSESSMENTS

Reading Comprehension Test Unit 2, Week 3

Solar Power from Space

Solar power is clean energy from the sun. However, there is one problem with solar power: People cannot collect it at night or in parts of the world with little sunlight.

Some scientists say there is a way to solve this problem. They think that solar power can be collected from space. In space the sun's energy is stronger and available all the time. While this is still just an idea, some scientists and energy companies are trying to make it happen.

Here is how it would work. A rocket would carry solar panels, or mirrors, to collect the sun's energy in space. Thousands of miles above Earth, the solar panels would absorb the sun's energy. The energy would then be sent to Earth, where it would be changed into electricity. Then power companies could send the electricity to towns and cities.

Yet, there are obstacles. Sending solar panels into space is expensive and uses a lot of energy itself. Another concern is that some energy is lost when the solar power is sent to Earth. It seems to be seen if this approach will someday be put into use.

A2.15 Unit 2 | Catching the Light

Reading Comprehension Test Unit 2, Week 3

1. What is the main goal described in the article?

2. According to the article, solar power can be collected —

3. According to the article, solar power can be collected —

A2.16 Unit 2 | Catching the Light

Reading Strategy Assessment Unit 2

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

SG2.30 Unit 2 | Catching the Light

Reading Comprehension Test A2.15–A2.16

Reading Strategy Assessment SG2.30–SG2.31

Fluency

- ✓ Phrasing
- ✓ Accuracy and Rate

Oral Reading Assessment Unit 2

21 is the middle of the day. Suddenly, the sun starts to disappear. A dark object begins to block its light. Animals act strangely. The sky slowly becomes dark. An eerie glow surrounds the black circle that now covers the sun. In the world coming to a screeching halt, it is just an eclipse of the sun.

A solar eclipse is an unusual and surprising event. In ancient times, people did not know what caused solar eclipses, and they were frightened when they were plunged into darkness in the middle of the day in ancient China, it was thought that an eclipse happened when a dragon was devouring the sun. Even now, in some parts of the world, some people yell, chant, bang pots, or shoot cannons to frighten away whatever is "biting" the sun.

Today, we know that solar eclipses happen when the sun, moon, and Earth line up in a row. When the moon comes between the sun and Earth, it blocks the sun's light. Then Earth is in the moon's shadow. If the moon blocks all of the sun, it is a total eclipse. If the moon blocks part of the sun, it is a partial eclipse. Total solar eclipses are rare and last only a few minutes. The most important thing to remember about a solar eclipse is that viewing one can be harmful to your eyes. Never look at a solar eclipse through a telescope or binoculars. It is safest to look at a projected image or to use special goggles.

A2.1 Unit 2 | Catching the Light

Oral Reading Assessment Unit 2

Accuracy and Rate

A2.2 Unit 2 | Catching the Light

Oral Reading Assessment Unit 2

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:

A2.3 Unit 2 | Catching the Light

Oral Reading Assessment A2.1–A2.3

Use these passages throughout Unit 2. Work with Above Level students this week.

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Spell Words with Digraphs *th, ng*
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 2, Week 3

1. Electricity goes through a _____.

2. The light bulb turns on _____.

3. A wire _____ electricity.

4. Through a wire _____.

5. He plays the fan like the _____.

6. _____ means to become less or smaller.

7. _____ means to do work.

8. _____ means something that stops you from something.

A2.17 Unit 2 | Catching the Light

Vocabulary Test Unit 2, Week 3

9. _____ means to become less or smaller.

10. _____ means to do work.

11. _____ means something that stops you from something.

A2.18 Unit 2 | Catching the Light

Spelling Words

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

Watch-Out Words

A2.17–A2.18

Vocabulary Test A2.17–A2.18

Spelling Pretest/Spelling Test T111s

Grammar and Writing

- ✓ Use Interjections
- ✓ Use Commas for Items in a Series
- ✓ Use a Variety of Sources

Writing, Revising, and Editing Test Unit 2, Week 3

At the Science Fair, I recently approached the student with the solar-powered radio. I tapped her on the shoulder. "_____ did you get that radio to work using the sun's energy?"

"_____," she said and rolled around. "It was pretty easy. All I needed was a solar panel, a radio, a few _____ batteries," _____ replied. "Did anybody help you?"

"_____ all helped a little," she admitted, "but I got the most help from friends online. I was in touch with kids from _____, we all helped each other." _____ "So cool!" exclaimed.

After the fair, I never knew and looked for a blog on solar-powered projects. I found kids from _____, we are going to make a solar-powered flashlight.

A2.19 Unit 2 | Catching the Light

Writing, Revising, and Editing Test Unit 2, Week 3

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.

A2.20 Unit 2 | Catching the Light

Research Rubric Unit 2, Week 3

A2.43 Unit 2 | Catching the Light

Writing, Revising, and Editing Test A2.19–A2.21

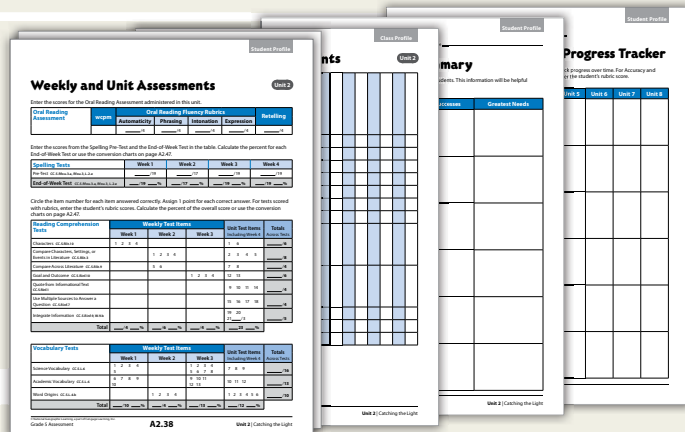
Research Project Rubric A2.43



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A2.38–A2.39
- Class Profile:** Weekly and Unit Assessments A2.40
- Student Profile:** Strengths and Needs Summary A2.41
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

Goal and Outcome: Reteaching Master RT2.8

Ask Questions: Reteaching Master RT2.9

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

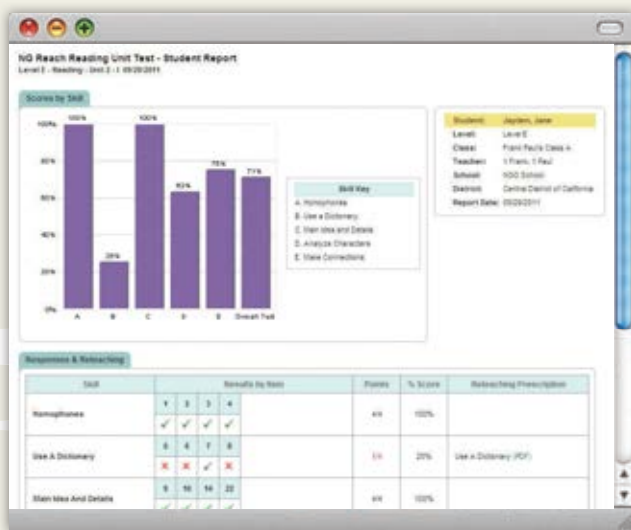
Fluency

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 T111s–T111t

Grammar and Writing

RETEACH

Commas: Anthology Handbook, page 658

Phrases: Anthology Handbook, page 638

Writing: Reteaching Writing Routine, page BP51

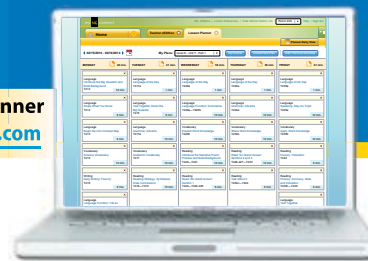
ADDITIONAL PRACTICE

More Grammar Practice PM2.23

Daily Writing Skills Practice, pages T111w–T111x

Week 4 Planner



Online Lesson Planner
NGReach.com

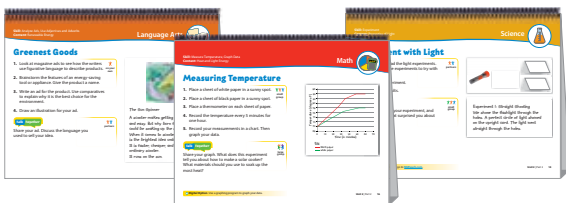


☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening 🕒 5–10 minutes	Academic Talk CC.5.SL.1; CC.5.SL.1.a Discuss the Big Question T135o	Academic Talk CC.5.Rinf.10 Preview and Predict T136c
	Language and Vocabulary 🕒 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Words with Consonant CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c Blends and Commonly Misspelled Words T135i Daily Grammar CC.5.L.1.a; CC.5.L.2; CC.5.L.3.a ☑ Compound Sentences T135k Vocabulary Strategy CC.5.L.4.b ☑ More Word Origins T135o–T135p	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Practice T135i CC.5.L.2 Daily Grammar CC.5.L.1.a; CC.5.L.2; CC.5.L.3.a ☑ Complex Sentences T135k Vocabulary Strategy CC.5.L.4.b; CC.5.L.4.c ☑ More Word Origins T136c
	Reading 🕒 20–40 minutes	Reading CC.5.Rfou.4; CC.5.Rinf.10 Read Aloud a Simple Process T136 Comprehension CC.5.Rinf.1 ☑ Use Quotes to Explain Text T136a–T136b Fluency CC.5.Rfou.4 ☑ Model Phrasing T136a	Reading CC.5.Rfou.4; CC.5.Rinf.10 Read a How-To Article T137–T141 Comprehension CC.5.Rinf.1; CC.5.Rinf.10 ☑ Use Quotes to Explain Text T137–T140 ☑ Ask Questions T137–T140 Compare Text Features T138 Fluency CC.5.Rfou.4 ☑ Practice Phrasing, Accuracy, and Rate T137
	Writing 🕒 15–45 minutes	Power Writing T135o CC.5.W.10 Daily Writing Skills CC.5.L.3.a ☑ Vary Sentences T135m Writing CC.5.W.2; CC.5.W.9.b; CC.5.W.10 Write to Explain T136b Writing Project: Narrative CC.5.W.3.a; CC.5.W.5 Study a Model T144	Power Writing T136c Daily Writing Skills CC.5.L.3.a ☑ Vary Sentences T135m Writing CC.5.Rinf.1; CC.5.Rinf.10; CC.5.W.1; CC.5.W.1.b Write a Response T141 Writing Project: Narrative CC.5.W.3; CC.5.W.5; CC.5.W.10 Prewrite T144



SMALL GROUP READING TIME		Read Science Articles	Read Nonfiction Books
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.5.L.6 Learn Science Vocabulary SG23 Reading CC.5.Rinf.1; CC.5.Rinf.10 Make inferences SG22 Build Comprehension SG23	Vocabulary CC.5.L.6 Learn Story Words SG24–SG25 Reading CC.5.Rinf.1; CC.5.Rinf.10; CC.Rlit.2; CC.5.SL.1.a; CC.5.L.6 Introduce SG24–SG25 Read and Comprehend Text SG24–SG27 ☑ Use Quotes SG26–SG27 ☑ Ask Questions SG26–SG27
			

LEARNING STATION TIME			
🕒 20 minutes		Speaking and Listening T135g CC.5.SL.2; CC.5.SL.4 Language and Vocabulary T135g CC.5.L.6 Writing T135g CC.5.W.1; CC.5.W.1.b; CC.5.W.2 Cross-Curricular T135h CC.5.SL.4; CC.5.W.8 Reading and Intervention T135h; SG68 CC.5.Rinf.10; CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.Rfou.4.c; CC.5.SL.4; CC.5.W.2	

BIG Question What is the power of the sun?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.4
Talk Together T142


Daily Spelling and Word Work CC.5.L.2
✓ Practice T135j

Daily Grammar CC.5.L.1.a; CC.5.L.2; CC.5.L.3.a
✓ Compound and Complex Sentences T135I, T142a

Vocabulary Review CC.5.L.6
✓ Review Science and Academic Vocabulary T141a

Reading CC.5.Rfou.4; CC.5.Rinf.10
Reread a How-To Article T141a

Comprehension CC.5.Rinf.10; CC.5.SL.4
✓ Compare Documents T141a



Fluency CC.5.Rfou.4
✓ Practice Phrasing T142

Power Writing T141a
Daily Writing Skills CC.5.L.3.a
✓ Vary Sentences T135n

Writing CC.5.L.1; CC.5.L.3; CC.5.L.6
Write to Reinforce Grammar T143

Writing Project: Narrative CC.5.W.5; CC.5.W.10
Draft T145

Day 4

Read and Comprehend

Academic Talk CC.5.SL.1; CC.5.SL.1.c
Discuss a Question T143d

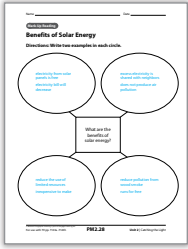
Daily Spelling and Word Work CC.5.L.2.e; CC.5.L.4.c
✓ Practice T135j

Daily Grammar CC.5.W.5; CC.5.L.1.a; CC.5.L.2; CC.5.L.3.a
Grammar and Writing T135I

Vocabulary Practice CC.5.SL.1; CC.5.SL.1.c; CC.5.L.4.b; CC.5.L.4.c
✓ More Word Origins T143c

Reading CC.5.Rinf.7
Read Web and Print Articles T143a–T143b

Comprehension CC.5.Rinf.7; CC.5.SL.1; CC.5.SL.1.c; CC.5.L.4.c
✓ Use Multiple Resources to Answer a Question T143a–T143b



Fluency CC.5.Rfou.4
✓ Model and Practice Phrasing T143b

Power Writing T143c CC.5.W.10
Daily Writing Skills CC.5.L.3.a
✓ Vary Sentences T135n

Writing CC.5.W.2; CC.5.W.2.a; CC.5.W.10;
Write About a Source T143d

Writing Project: Narrative CC.5.W.5; CC.5.W.10; CC.5.L.3; CC.5.L.6
Revise/Edit and Proofread T146

Day 5

Review and Apply

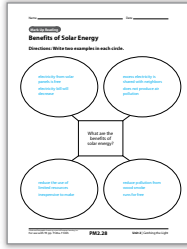
Academic Talk CC.5.Rinf.9; CC.5.SL.1; CC.5.SL.1.a
Relate Readings to the Big Question T143h

Daily Grammar CC.5.W.5; CC.5.L.1.a; CC.5.L.2; CC.5.L.3.a
Review T135I

Vocabulary Practice CC.5.SL.1; CC.5.SL.1.a; CC.5.L.4.b; CC.5.L.4.c
✓ More Word Origins T143e

Reading CC.5.Rinf.2; CC.5.Rinf.9
Read Web and Print Articles T143f

Comprehension CC.5.Rinf.2; CC.5.Rfin.9; CC.5.SL.1; CC.5.SL.1.a; CC.5.SL.2; CC.5.L.4.c
✓ Integrate Information from Several Texts T143f–T143g



Power Writing T143e CC.5.W.10
Daily Writing Skills CC.5.L.3.a
✓ Vary Sentences T135n

Writing CC.5.Rinf.2; CC.5.Rinf.9; CC.5.W.2; CC.5.W.9.b; CC.5.W.10
Write to Integrate Information T143g


Writing Project: Narrative CC.5.W.10
Publish and Present T147

Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG25

Reading CC.5.Rinf.1; CC.5.Rinf.10; CC.Rlit.2; CC.5.SL.1.a; CC.5.L.6
Read and Comprehend Text SG24–SG27

✓ Use Quotes SG26–SG27
✓ Ask Questions SG26–SG27




Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG25

Reading CC.5.Rinf.1; CC.5.Rinf.10; CC.Rlit.2; CC.5.SL.1.a; CC.5.L.6
Read and Comprehend Text SG24–SG27

✓ Use Quotes SG26–SG27
✓ Ask Questions SG26–SG27




Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG25

Reading CC.5.Rlit.2
Connect Across Texts SG27

Writing CC.5.W.10
Choose a Writing Option SG26–SG27



ASSESSMENT & RETEACHING



ASSESSMENT & RETEACHING

Assessment and Reteaching T147a–T147b

✓ Reading Comprehension Unit Test A2.22–A2.30 CC.5.Rinf.5.1

✓ Reading Strategy Assessment SG2.30–SG2.31 CC.5.Rinf.10

✓ Oral Reading Assessment A2.1–A2.3 CC.5.Rfou.4

✓ Vocabulary Unit Test A2.31–A2.33 CC.5.L.6

✓ Spelling Test: Words with Consonant Blends and Commonly Misspelled Words T135g CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c

✓ Writing, Revising, and Editing Unit Test A2.34–A2.37 CC.5.W.5; CC.5.L.3.a

Reteaching Masters RT2.10–RT2.13

Week 4 Learning Stations

Speaking and Listening

Option 1: Solar Cooking



Have partners watch and discuss a video about solar cookers. To view the video, have students go to Resources > Unit 2 > Learning Stations > Week 4 > Solar Cooking.

Have the first partner explain how the cookers work. Have the second partner review the video to verify the first partner's explanation.

Summarize Visual and Oral Information CC.5.SL.2

Option 2: Make an Announcement

Reducing the amount of gas and electricity we consume is the right thing to do!

Have each student prepare a public service radio announcement encouraging people in their community to use less gas and electricity.

- Explain that a public service announcement is a type of advertisement designed to raise awareness about an issue or problem.
- Tell students to explain in their announcements why they think conserving energy is important.
- Have students practice making their announcements orally to a partner or small group.

Present an Opinion and Speak Clearly CC.5.SL.4

Language and Vocabulary

Key Words

alternate · circuit · conduct · current · decrease
diagram · electrical · energy · insulate · obstacle
outcome · rely · solar · volt · watt

Option 1: Vocabulary Games



Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Option 2: My Vocabulary Notebook

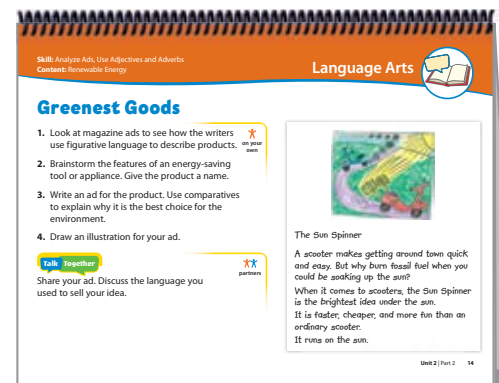


Have students expand their word knowledge. Under Add More Information > Use This Word > Restate the Definition, ask students to restate definitions in their own words.

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Writing

Option 1: Greenest Goods



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 14

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

3 pencils of different lengths · magazines with ads · colored markers

Write Opinions on Topics CC.5.W.1
Provide Reasons Supported by Fact and Details CC.5.W.1.b

Option 2: Renewable Energy

In the video about wind energy, the character Windy explains that wind turbines can convert wind into electricity. . .

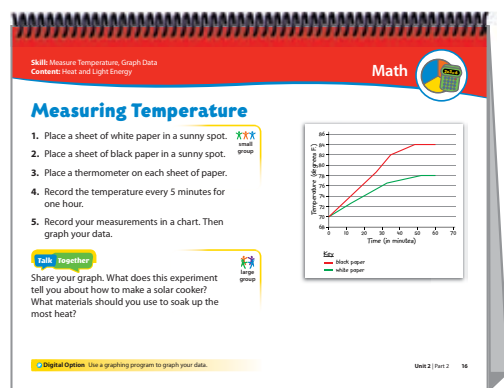
Have students watch short videos about different sources of renewable energy. Then have them write a summary of the video that focuses on the energy source they find most interesting.

To view the videos, have students go to Resources > Unit 2 > Learning Stations > Week 4 > Sunny and Friends. Then have students scroll halfway down the Web page to the Sunny and Friends section.

Write Informative/Explanatory Text to Convey Information CC.5.W.2
Summarize Visual and Oral Information CC.5.SL.2

Cross-Curricular

Option 1: Measuring Temperature



Measuring Temperature

- Place a sheet of white paper in a sunny spot.
- Place a sheet of black paper in a sunny spot.
- Place a thermometer on each sheet of paper.
- Record the temperature every 5 minutes for one hour.
- Record your measurements in a chart. Then graph your data.

Graph Data:

Time (in minutes)	Black paper (°C)	White paper (°C)
0	20	20
5	25	22
10	30	24
15	35	26
20	40	28
25	45	30
30	50	32
35	55	34
40	60	36
45	65	38
50	70	40
55	75	42
60	80	44

PROGRAM RESOURCES & MATERIALS

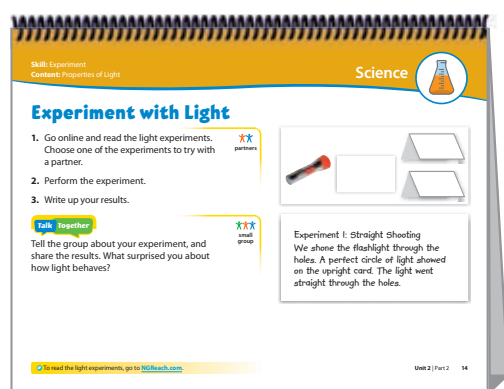
Cross-Curricular Teamwork Activities: Card 16

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

white construction paper • black construction paper • thermometers • colored markers

Summarize Quantitative Information CC.5.SL.4

Option 2: Experiment with Light



Experiment with Light

- Go online and read the light experiments. Choose one of the experiments to try with a partner.
- Perform the experiment.
- Write up your results.

Experiment 1: Straight Shooting
We shone the flashlight through the holes. A perfect circle of light showed on the upright card. The light went straight through the holes.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 14

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

Student Resources Directory

flashlights • index cards • hole punch • mirrors • shoeboxes • scissors • clear glass or square glass jars • water • glasses

Summarize Information CC.5.W.8

Reading

Option 1: Solar-Powered Airplanes



NGReach.com Student Resources

Have students read online about the solar-powered Helios airplane and write a report.

- To view the video, have students go to Resources > Unit 2 > Learning Stations > Week 4 > Helios Airplane.
- Have students write to explain what Helios is and how it uses the Sun's energy to fly.

Read and Comprehend Informational Texts CC.5.Rinf.10
Write Informative/Explanatory Text to Convey Information CC.5.W.2

Option 2: Additional Reading

PROGRAM RESOURCES

Week 4 Small Group Reading Titles, page SG22

Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read before from the Week 4 Small Group reading titles (see page SG22), the Independent Reading Recommended Books (see page SG68), or the Leveled Book Finder.

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

Read and Comprehend Informational Texts CC.5.Rinf.10
Report on a Text CC.5.SL.4

Intervention

Option 1: Phonics Games



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills CC.5.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.5.Rfou.3.a

For Reteaching Masters, see pages RT2.10–RT2.13.

Additional Resources

Reach into Phonics



Lessons 27 and 28

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T136a–T149

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Alternative Energy

- ✔ Spell Words with Consonant Blends: *nd, st, lt, mp, nt, fr, sm, sn, sl, cl, tr, pl, dr*
- ✔ 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 Consonant Blends: *nd, st, lt, mp, nt, fr, sm, sn, sl, cl, tr, pl, dr*

1. abundant	Solar power and wind power are abundant sources of energy because sun and wind are plentiful.
2. asteroid	An asteroid might fall from space and strike Earth.
3. descended	The worker descended from the windmill, moving carefully down the ladder.
4. destructive	The burst dam was destructive , flooding many farms.
5. droop	I saw the corners of Dad's shoulders sag and the corners of his mouth droop when he saw the high electric bill.
6. eclipse	When the sun was covered by the moon during the solar eclipse , I realized how much we depend on it for light.
7. friction	Some energy is lost through friction , when one machine part rubs against another.
8. limply	Without a breeze to dry and stiffen them, the clothes dangled limply from the clothesline.
9. planetarium	The planetarium showed a movie on the energy of stars.
10. slanted	The solar cells were angled to match the slanted roof.
11. smolder	The flames are out now, but the embers still smolder .
12. snuffed	The firefighters snuffed out the fire before it spread.
13. transparent	We could clearly see the world outside through the transparent material.
14. wasteland	Using clean sources of energy can keep our planet from becoming a polluted wasteland .
15. wilted	Due to the lack of rain, the plants are now limp and wilted .

Watch-Out Words

16. ensure	The plant owners must ensure their workers' safety.
17. insure	The management has agreed to insure each worker.
18. wander	Workers cannot wander aimlessly around the plant.
19. wonder	I wonder when these improvements will take place.

Blend Game

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students

Teach

Display the word *droop*. Point out and circle the blend *dr*. Pronounce the word, emphasizing the blend. Explain: *In a consonant blend, two or three consonants are blended together. Notice that each consonant sound can be heard.* Display the word *limply* and cover the *-ly*. Tell students that the base word is *limp* and ask which blend is in *limp*. (*-mp*).

Prepare

Arrange students in pairs. Have each pair collaborate to write each of the first 15 spelling words on a separate index card. Have them place the cards face down in a stack.

eclipse

abundant

Play a Game

- Have partners take turns choosing a card, hiding the word from his or her partner.
- Have one partner read the word aloud and the other partner identify the consonant blend and then spell the word.

Apply Phonics Skills

CC.5.Rfou.3

Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words

CC.5.Rfou.3.a

Find Hidden Words

Day 2



Option 2

Create Sentences

- Have students write several spelling words that have smaller words inside them. Tell them to circle the smaller words.
- Then, for each word, challenge students to write sentences that include both the smaller word and the spelling word. Provide examples:

1. At our picnic, I heaped abundant toppings on the bun.
2. I won't imply that his hair hangs limply.
3. The ant fell off the slanted roof.

Have students share their sentences in small groups.

Demonstrate Command of Spelling

CC.5.L.2

It Looks Like...

Day 3



Option 1

Use Spelling Pronunciations

- Have students develop an alternative pronunciation “cheat sheet” to help them spell their most challenging spelling words.
- Have students write a list of challenging spelling words. Then have students say each word, pronouncing each letter in such a way as to help them remember the word’s spelling. For example, students might pronounce *eclipse* as a three-syllable word ending in a long *e*: *e-clips-e*.
- Have students say the word several times aloud and then write their special pronunciation in their alternative pronunciation “cheat sheet.”
- Next, have students close their eyes and visualize the letters as they mouth the special pronunciation several times.
- Finally, have students write the word several times as they say it aloud using the special pronunciation.
- Tell students to imagine the special pronunciation each time they read or hear the word for several weeks. Explain that eventually it will come to mind automatically as they write the word.

eclipse; e-clips-e

Demonstrate Command of Spelling

CC.5.L.2

Comic Strips

Day 3



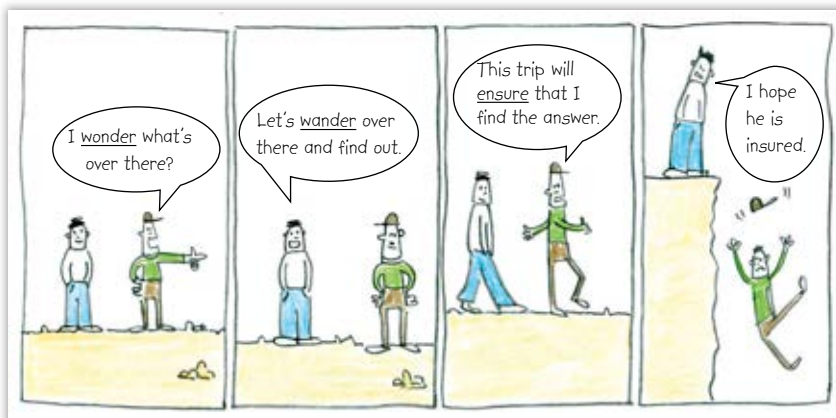
Option 2

MATERIALS

construction paper, one or two pieces per student • colored pencils or crayons

Make a Drawing

- Have pairs of students use the Watch-Out Words to create one or more comic strips. Encourage them to use as many other spelling words as they can in their comics.
- Have them underline each spelling word. Display the comics.



Demonstrate Command of Spelling

CC.5.L.2

Word Webs

Day 4



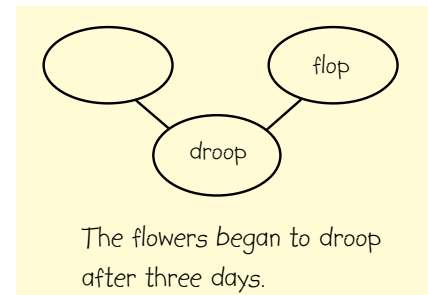
Option 1

MATERIALS

print or online thesaurus, one per pair of students

Use Graphic Organizers

- Have partners make a word web for each of the following words: *abundant, destructive, droop, limply, smolder, wander*.
- Have students write the spelling word in a circle in the center.
- Tell them to use a print or online thesaurus to find synonyms to add to the web.
- At the bottom of the web, have students write an original sentence using the spelling word.
- To extend the activity, have students use a word processing program and create their word webs electronically.



Spell Grade-Appropriate Words

Consult Print and Digital References

CC.5.L.2.e

CC.5.L.4.c

Acrostic Poems

Day 4



Option 2

Write a Poem

- Have students choose a spelling word and use the letters of the spelling word to write an acrostic poem.
- If time allows, have students write another acrostic poem with a different spelling word.
- Invite students to share their completed poems with the class.



Spell Grade-Appropriate Words

CC.5.L.2.e

OBJECTIVES

Thematic Connection: Alternative Energy

- ✓ Grammar: Use Compound Sentences
- ✓ Grammar: Use Complex Sentences

COMMON CORE STANDARDS

Edit Writing
Explain Conjunctions

CC.5.W.5
CC.5.L.1.a

Day 1

PROGRAM RESOURCES

Compound Sentences: eVisual 2.28
Game: Practice Master PM2.24

MATERIALS

small cups, one per pair of students •
blank paper strips, 21 per pair of students

Teach the Rules

Use the suggestion on page T136b to introduce compound sentences. Review: *An independent clause can stand alone as a sentence.* Display **eVisual 2.28** to teach compound sentences.

Compound Sentences

- To form a compound sentence, join two independent clauses with a **comma** and a **coordinating conjunction**.
A solar oven can cook a meal, **but** it only works on sunny days.
- The coordinating conjunctions are **and, but, or, so, for, yet, and nor**.
I have a solar flashlight, **and** Ana has one too.
I lost mine for a while, **so** she lent me hers.

NGReach.com Compound Sentences: eVisual 2.28

Play a Game

Distribute **Practice Master PM2.24**, a cup, and paper strips, and have partners play "Finish My Sentence." The player with more points at the end of the game is the winner.

Name _____ Date _____

Grammar Game
Finish My Sentence

To prepare:

- Collaborate with your partner to write each independent clause and each conjunction below on a separate strip of paper.
- Place the strips with independent clauses in a cup and place the conjunctions next to the cup.

To play:

- Player 1 takes a clause from the cup and gives it to Player 2.
- Player 2 chooses one of the conjunctions. Then, on a blank paper strip, he or she writes a second independent clause that can be added to the first clause using that conjunction. Then, Player 2 combines the three paper strips to form a compound sentence.
- If Player 1 agrees that the sentence is correct, Player 2 scores 1 point.
- Players reverse roles and take turns playing until all the clause strips have been used. The player with more points at the end of the game wins.

Independent Clauses

some cities on rivers use water power to create electricity
we get light from the sun
many people use fossil fuels to heat their homes
dark surfaces absorb heat from the sun
solar cells turn light into electricity
wind mills can produce electricity
using solar energy decreases air pollution
fossil fuels cause air pollution

Conjunctions

and | yet | but | or | so

PM2.24 Unit 2 | Catching the Light

NGReach.com Practice Master PM2.24

Differentiate

SN Special Needs

ISSUE Moving pieces of paper around and creating original clauses overwhelms students.

STRATEGY Have students use only the clauses that are on the strips. Place two clauses together, and guide students to choose a coordinating conjunction to link them.

Day 2

PROGRAM RESOURCES

Complex Sentences: eVisual 2.33
Game: Practice Master PM2.25

MATERIALS

large paper clips, one per pair of students

Teach the Rules

Use the suggestion on page T140 to review complex sentences. Then display and teach **eVisual 2.33**.

Complex Sentences

- To form a complex sentence, join an **independent clause** with one or more **dependent clauses**.
The building uses little energy **because** it is well insulated.
- Conjunctions that begin dependent clauses are called **subordinating conjunctions**. They include **after, before, because, if, since, when, where, and while**.
We close our curtains on summer days **because** the sun makes our rooms hot.
When we open the windows at night, the air cools the house.
- If the dependent clause comes first, separate clauses with a **comma**.

NGReach.com Complex Sentences: eVisual 2.33

Play a Game

Distribute **Practice Master PM2.25** and a paper clip, and have partners play "Spin a Complex Sentence."

Name _____ Date _____

Grammar Game
Spin a Complex Sentence

Directions:

- Play with a partner. Take turns.
- Player 1 spins the spinner and writes a dependent clause using the conjunction that the spinner points to.
- Player 2 copies down Player 1's dependent clause and adds an independent clause to make a complex sentence.
- If Player 1 thinks that the sentence is a correct complex sentence, Player 2 scores a point.
- Then Player 2 takes a turn and spins the spinner. Play continues until partners have completed six sentences. The player with more points at the end wins.

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.

PM2.25 Unit 2 | Catching the Light

NGReach.com Practice Master PM2.25

Differentiate

BL Below Level

ISSUE Students create phrases, not clauses.

STRATEGY Model how to check each clause: *I ask "What is the action?" and find the verb. Then I ask "Who is doing the action?" and find the subject.* Tell students to follow your model. If they cannot find a verb and a subject, they should rewrite to add the missing words.



Demonstrate Command of Punctuation
Combine and Expand Sentences

CC.5.L.2
CC.5.L.3.a

Day 3

PROGRAM RESOURCES

Dependent Clauses: eVisual 2.35

Teach the Rules

Use the suggestion on page T143 to review compound and complex sentences. Explain: *Independent clauses are also called main clauses. In a sentence, a main clause provides the main information. Dependent clauses add extra details to the sentence.*

Display eVisual 2.35. Explain: *Dependent clauses can appear before, after, or in the middle of the independent clause.*

Dependent Clauses

- Use **commas** to set off a **dependent clause** that interrupts an independent clause.

Our cousins, **when they come to visit**, drive their electric car.
My uncle's farm, **where I spend my summers**, has a field full of windmills.

NGReach.com Dependent Clauses: eVisual 2.35

Generate Sentences ✖

Have students apply the grammar skills as they write sentences about energy sources:

- Write one complex sentence that begins with a dependent clause. Use the conjunction *since*.
- Write one compound sentence that uses the coordinating conjunction *but* or *yet*.
- Write two complex sentences in which the dependent clause interrupts the independent clause.

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

Differentiate

AL Above Level

ISSUE Students easily satisfy the minimum requirements.

STRATEGY Challenge pairs of students to create a complex sentence that has three dependent clauses: one at the beginning of the sentence, one that interrupts the independent clause, and one at the end.

Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM2.32

Grammar and Writing ✖

Distribute **Practice Master PM2.32**. Have students use editing and proofreading marks to correct errors with compound and complex sentences, commas, and conjunctions.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct compound sentences
- correct complex sentences
- correct use of commas and conjunctions

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

How to Build a Solar Panel

Heating water requires energy, ^{and} that energy can come from the sun. To make a solar panel, start by building a box. The box can be made out of any material it should be easy to carry up to your roof. First, build metal pipes into the box to hold the water. ^{Because} the solar panel will have to store heat the box should be insulated.

The solar panel should be coated with light-absorbing paint. Light colors reflect sunlight, ^{but} dark colors absorb it. Black is probably the best choice. When you have your solar panel you can rely on the sun for hot water!

PM2.32 Unit 2 | Catching the Light

NGReach.com Practice Master PM2.32

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment
Masters A2.34–A2.37

Review and Assess ✖✖

Ask students to work in pairs. Have one partner complete the following sentence frames for compound sentences while the other does the same for complex sentences.

- A _____ sentence has one _____ clause and _____ clause.
- The clauses are joined by a _____ conjunction.
- Examples of _____ conjunctions are _____ and _____.

Have partners exchange papers. Students then review their partner's definition and write two examples of that type of sentence on their partner's paper.

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

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Alternative Energy

Vary Sentences

COMMON CORE STANDARDS

Expand Sentences

CC.5.L.3.a

Introduce Varying Sentences Day 1

PROGRAM RESOURCES

Sentence Variety Passage: eVisual 2.29

Types of Sentences: eVisual 2.30

Teach the Skill



Sentence Variety Passage

Our town has a new kind of farm. This farm doesn't have any animals, and it doesn't grow any crops. What kind of farm is it? It's a wind farm!

When our town wanted to try a different type of energy source, the mayor suggested wind power. The wind farm was built four years ago. So far, most people seem happy to get their power this way. Ask anyone in town. You'll probably learn something new about wind power.

Sentence Variety Passage: eVisual 2.29



INTERACTIVE WHITEBOARD TIP: Circle the end punctuation.

Display **eVisual 2.29** and read the passage. Explain: *Good writing uses different kinds of sentences and different sentence lengths. This keeps readers interested.* Point to the punctuation in different sentences.

Read the passage again. Explain: *Compound sentences add variety to writing. You can also vary sentences by beginning with a clause or a phrase.* Point out clauses and phrases in the passages. Then display **eVisual 2.30** and discuss ways of varying sentences.



Types of Sentences

statement	explains or describes; ends with a period
question	asks for information; ends with a question mark
exclamation	shows strong feeling; ends with an exclamation mark
command	tells what to do; ends with a period
compound sentence	made of two independent clauses joined with a comma and a coordinating conjunction, such as <i>and</i> or <i>but</i>
complex sentence	combines an independent clause with a dependent clause

Types of Sentences: eVisual 2.30



INTERACTIVE WHITEBOARD TIP: Put a check next to each sentence type as you explain it.

Identify Types of Sentences Day 2 Option 1

Introduce

Discuss the different types of sentences and the punctuation marks used for each type.

Practice

Have partners read the paragraph. Then have them label each type of sentence.

Some restaurants put their old frying oil to good use. What do you think they do with it? Believe it or not, they sell it to other companies that clean the oil. The clean oil can then be used as fuel for vehicles, or it can be used to run machinery. Instead of throwing the oil away, the restaurants help reduce waste by recycling it.

Ask: *Which types of sentences are not in the paragraph?* (command, exclamation)

Revise to Vary Sentences Day 2 Option 2

Introduce

Explain to students that when they review their writing, they should look to make sure they have used a variety of sentences.

Practice

Have students read the paragraph and then revise it so it includes a variety of sentence types and lengths.

Almost every car used to run on gas. Some cars ran on diesel fuel. Now many cars run on gas and electricity. You might not believe that some cars run on electricity alone. People hope that these alternatives will save energy. They hope that these alternatives will reduce air pollution. Other kinds of alternative fuels might be invented soon.

Encourage students to read their revised paragraphs in small groups.



SUGGESTED PACING

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

Practice Sentence Variety

Day 3



Option 1

PROGRAM RESOURCES

Digital Library: Key Word Image for “thermal”

Introduce

Have students examine the picture of the geyser and read the caption aloud. Ask: *Did the writer of the caption vary his or her sentences? What two kinds of sentences did the writer use?* (statement and exclamation)

Practice

Have students work in pairs to write a paragraph from the point of view of the geyser shooting out of the ground. Remind them to vary their sentences. Then have them exchange papers with another student pair and identify the kinds of sentences each pair used.



Thermal energy causes water to spray from the geyser. The water is very hot!

Revise for Sentence Variety

Day 4



PROGRAM RESOURCES

Types of Sentences: eVisual 2.30

Introduce

Display the **eVisual 2.30** for student reference.

Practice

Have students select a piece of writing from their Weekly Writing folders. Tell them to read it carefully and look to see if they can vary their sentence structure and sentence length to make their writing more interesting. Then have students revise their writing.

Round-Robin Paragraph

Day 3



Option 2

PROGRAM RESOURCES

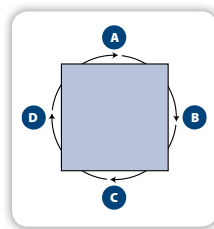
Types of Sentences: eVisual 2.30

Introduce

Arrange small groups of students for a Team Word Webbing activity. Tell each group that they will collaborate to write a paragraph about the many uses of a cell phone. Display **eVisual 2.30**.

Practice

Have one group member begin by writing the first sentence of a paragraph about the uses of cell phones. After the first student has written his or her sentence, group members take turns adding one sentence at a time to the previous one. Each new sentence must be a different kind than the one before it. Challenge the group to include at least one of each kind of sentence in the chart.



Team Word Webbing

For **Team Word Webbing**, see page BP45

Review and Assess

Day 5



PROGRAM RESOURCES

Types of Sentences: eVisual 2.30
 Writing, Revising, and Editing Unit Test:
 Assessment Masters A2.34–A2.37

Review the Skill

Display **eVisual 2.30**. Then have student groups create their own charts. Have them list the sentence types in column one. In column two, have them write one or two original sentences for each sentence type.

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

OBJECTIVES

Thematic Connection: Alternative Energy

- ✔ Use Roots to Determine Word Meanings
- ✔ Use Quotes to Explain Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Read Aloud: eVisual 2.27

TECHNOLOGY ONLY

Family Newsletter 2

MATERIALS

timer • markers in a variety of colors • large sheets of paper

Power Writing

Have students write as much as they can as well as they can in one minute about why the sun is important to life on Earth.

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

COMMON CORE STANDARDS

Reading

Quote When Explaining Text CC.5.Rinf.1
Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

Write Informative/Explanatory Texts to Convey Information CC.5.W.2
Apply Grade 5 Reading Standards CC.5.W.9.b
Write Over Shorter Time Frames for Specific Purposes CC.5.W.10

Speaking and Listening

Discuss Topics, Building on Others' Ideas CC.5.SL.1
Draw on Information to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Use Greek and Latin Roots and Affixes as Clues to Meanings CC.5.L.4.b



WARM-UP

Have students share the results of the interviews they conducted as part of the activity in **Family Newsletter 2**. Prompt: *Did your family members know any stories, songs, poems, or sayings about the sun? If so, which did you find the most interesting?* Have volunteers share their findings with the class.

Academic Talk

1 Discuss the Big Question

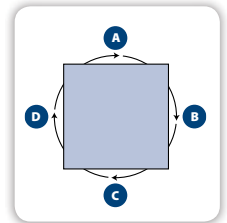
Remind students that they should listen to others and build on their ideas.

Model drawing from and building on others' ideas to answer the Big Question based on the texts that students have read so far: *When you mentioned how the author of "Energy for the Future" said thermal energy is a form of solar energy, it made me think about how many forms of energy can be traced back to the sun.*

Have groups of four use **Team Word Webbing** to explore the Big Question.

- Give each group a large paper and each student a marker.
- Have students write "forms of energy from the sun" in the middle of each sheet of paper.
- On the paper near them, have students describe a form of solar energy and give an example of how people use it.
- On a signal, have groups rotate the paper and add to the example on the part of the web nearest them.

For **Team Word Webbing**, see page BP46.



Team Word Webbing

Vocabulary Strategy

2 More Word Origins ✔ Anthology page 136

Project **Student eEdition** page 136. Read aloud the introduction, and ask a volunteers to read the chart. Model using root words to determine the meaning.

Say: *The root meter means "measure." I know that therm is also a root. What kind of energy has the root therm?* (thermal) *What is thermal energy?* (heat energy) *What might the root therm mean?* (heat) *How does this help you define thermometer?* (therm + meter = heat + measure; a thermometer measures heat)

Work with students using the roots and meanings on the chart to explain the words *transport* (carry across), *report* (carry back), *truth* (fact), and *truthful* (full of sincerity).



More Word Origins

Many English words contain a **root** that came from another language. Knowing the meaning of a word's root can help you determine the meaning of the word.

This chart shows some common roots.

Root	Origin	Meaning	Example
meter	Greek	measure	thermometer, speedometer
port	Latin	carry	report, transport
tru	Old English	faithful	true, truth, truthful



The Old English root *tru* means *faithful*. What do you think the word *truly* means?

Try It Together

Read the paragraph. Then answer the questions. Use the chart to help you.

Solar panels can be made from plastic, wood, or aluminum. Some people use aluminum because it is portable and not heavy. When you make a solar panel, be sure the perimeter of the glass lid will fit the perimeter of the box.

- | | |
|---|---|
| <p>1. Look for the Latin root in the word <u>portable</u>. What do you think <u>portable</u> means?</p> <p>A furniture
B able to carry
C a type of table
D parts of a whole</p> | <p>2. Look for the Greek root <u>meter</u>. What do you think <u>perimeter</u> means?</p> <p>A wooden box
B huge and heavy
C measurement around
D light and breakable</p> |
|---|---|

136

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 136

3 Try It Together Anthology page 136

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

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Roots to Determine Word Meanings ✓

As students figure out the meanings of the words *portable* and *perimeter*, determine whether they are able to use the meanings of roots to understand words.

If students have difficulty relating roots to words, help them visualize the root as the core of a word. Draw a stick tree with branches. Write the root *port* on the trunk of the tree. Then write *portable* on one branch. Help students use the other part of the word (*able*), together with the root, to figure out that *portable* means "capable of being carried."

Emphasize that other words with the root *port* are related to the word *carry*. Point out to students that they can use their knowledge of other word parts to figure out the meanings of additional words with the root *port*. Demonstrate with *import*, *export*, and *airport*, adding each word to a branch of the tree. Then challenge students to come up with another family of words that all share the same root.

Weekly Writing

Gather students' writing throughout the week.

- ✓ Daily Writing Skills (T135m–T135n)
- ✓ Power Writing (T135o, T136c, T141a, T143a, T143e)
- ✓ Writing (T136b, T141, T143, T143d, T143g)
- ✓ Writing Project (T144–T147)

Differentiate

EL English Learners

ISSUE Students lack proficiency to apply roots to English words.

STRATEGY Have students keep index cards for Latin roots and their related English words. Encourage students to add a new card for each root they encounter and to ask for assistance to add as many related English words as possible.

AL Above Level

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

STRATEGY Provide challenging words, such as *teleport* and *hydrometer*. Have students use their knowledge to guess the meanings and use reference sources to check their guesses.

Fluency

Model Phrasing As you read the **Read Aloud**, model how to read text with correct phrasing.

Explain: *When you read with phrasing, you use your voice to group words together. Use the punctuation in sentences as clues for when to pause and stop.*

Comprehension

4 Quote to Explain ✓

Explain that sometimes the best way to explain information in a text is to give examples by quoting directly from the text. Elaborate: *When you are explaining a step in a process, you must be clear and precise. One way to be precise is to quote from the text, using the exact words. You can also quote from the text to give examples of, or to support, the main ideas.*

Display **eVisual 2.27** and read aloud the first two paragraphs. Pause to model using a quote to explain a step in the process: *What if someone doesn't understand how much water to put in the bowl? I could point out that the text says, "the water level is lower than the brim of the drinking glass." The brim of the glass is the top of the glass. This means that you measure the water so that it is below the top of the glass.*



Read Aloud

Simple Process

A Water Purification Experiment

One way to **decrease** the number of water filters in landfills is by using the sun's power as an **alternative** method of purifying water. All that's needed are a few household items and a pebble!

Gather a large, clear bowl, clear plastic wrap, a clean drinking glass, salt, food dye, and a pebble. Be sure the height of the drinking glass is well below the brim of the clear bowl. Add tap water to the bowl, making sure the water level is lower than the brim of the drinking glass. Mix the salt and food dye into the water. To make the water even dirtier, add more seasonings, such as pepper and cinnamon, to the bowl.

Next, put the drinking glass in the middle of the bowl. Cover the bowl a bit loosely with plastic wrap, being careful not to touch the water with the wrap. Place the pebble on the plastic wrap directly above the drinking glass so that the wrap dips above the glass.

Set the bowl in direct sunlight. **Solar energy** will purify the water through a simple process. The plastic wrap traps the sun's heat inside the bowl, which is absorbed by the salty water, causing the temperature in the bowl to rise. This causes the water to turn into water vapor and evaporate.

The vapor rises, since heat rises, and gets trapped on the underside of the plastic, where it condenses back into water because the temperature inside the bowl is greater than the temperature outside. The water runs down the underside of the plastic wrap towards the dip caused by the pebble, where it finally drips into the cup.

Voilà! The dirty, undrinkable water in the bowl is now drinkable, thanks to the wonders of **solar energy**!



NGReach.com Read Aloud: eVisual 2.27



INTERACTIVE WHITEBOARD TIP: Underline the sentences you use when modeling quoting text.

Have partners take turns explaining the remaining paragraphs of the experiment, telling some of the information in their own words and indicating where quoting the text would be the best way to explain other points. (Possible responses: Stand a drinking glass in the bowl and loosely cover it and the bowl with plastic wrap; place a pebble on the wrap “above the drinking glass so that the wrap dips.”)

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Quotes to Explain Text ✓

As pairs explain the experiment, determine whether they use quotes appropriately. If students have difficulty, clarify: *Do not quote the whole article. Explain in your own words and use quotes to make the explanation clearer.* Then have students use sentence frames to state a main idea of a paragraph and support it with quoted text:

- I think the main idea in the paragraph is _____.
- In the paragraph, the author states, “_____.”

Writing

5 Write to Explain

Model using a quote to explain a step of the process in the **Read Aloud**.

Think Aloud	Write
<i>First, I will explain a step of the process.</i>	The plastic wrap must cover the bowl of dirty water and the drinking glass inside it. That way, evaporated water will be trapped on the underside of the plastic and drip into the glass.
<i>Then, I will clarify the information using quotes from the reading.</i>	This process works because the “plastic wrap traps the sun’s heat” in the water. The heat “is absorbed by the salty water.” The temperature of the water rises and “causes the water to turn into water vapor and evaporate.”

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

Have partners write a paragraph using quotes to explain one step of the process described in the **Read Aloud**. Have students add their paragraphs to their Weekly Writing folders.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T135i

Daily Grammar ✓

Read aloud this complex sentence from the **Read Aloud**: “The water runs down the underside of the plastic wrap towards the dip caused by the pebble, where it finally drips into the cup.” Then use page T135k to teach compound and complex sentences.

Daily Writing Skills ✓

Point to and read aloud the fourth paragraph of the **Read Aloud** as an example of sentences that vary in length and complexity. Then use page T135m to teach sentence variety.

Differentiate

BL Below Level

ISSUE Students have difficulty explaining the experiment.

STRATEGY Have students write the steps of the experiment on sentence strips and then put them in the correct order as their partner reads aloud the text.

AL Above Level

ISSUE Students are ready for more information about solar energy experiments.

STRATEGY Provide additional resources, such as Web sites that offer science experiments for kids. Encourage students to make lists of questions they would like to discuss. Provide time for volunteers to share and then to discuss the questions with the class.

WRAP-UP Have partners draw an idea for an invention using solar energy. Then have students explain to the class how it works.

OBJECTIVES

Thematic Connection: Alternative Energy

- ✔ Use Roots to Determine Word Meanings
- ✔ Ask Questions to Comprehend Text
- ✔ Use Quotes to Explain Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Dictionary Entries: eVisual 2.32

MATERIALS

timer • self-stick notes • dictionaries

Power Writing

Have students write as much as they can as well as they can in one minute about a time that they followed step-by-step instructions.

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

COMMON CORE STANDARDS

Reading

Quote When Explaining Text	CC.5.Rinf.1
Read with Fluency to Support Comprehension	CC.5.Rfou.4
Read and Comprehend Information Texts	CC.5.Rinf.10

Writing

Write Opinions on Texts	CC.5.W.1
Provide Reasons Supported by Facts and Details	CC.5.W.1.b

Language and Vocabulary

Use Knowledge of Conventions	CC.5.L.3
Use Greek and Latin Roots and Affixes as Clues to Meanings	CC.5.L.4.b
Consult Print and Digital Resources	CC.5.L.4.c

WARM-UP

Have students reinforce their knowledge of word parts. Have partners take turns saying a word part and naming as many related words as possible..

Vocabulary Strategy

1 More Word Origins ✔

Explain that students will now learn more word origins. Display **eVisual 2.32** and model how to use the dictionary entry to connect root words to a word's definition: *Transmit has the Latin prefix trans-, meaning "across" and the root mittere, meaning "send." Transmit means "to send across," or "to broadcast."*



circuit *n.* a complete and closed path around which an electric current flows
ORIGIN: from Latin *circu* + *ire*, meaning "to go around"

conduct *v.* to serve as a channel or medium for light, heat, electricity, and sound
ORIGIN: from Latin *con*-, meaning "with," and *duct*, meaning "led," past tense of *ductus*, meaning "leading"

transmit *v.* to broadcast or send out

ORIGIN: from Latin *trans*-, meaning "across," and *mittere*, meaning "send"

NGReach.com

Dictionary Entries: eVisual 2.32



INTERACTIVE WHITEBOARD TIP: Underline the parts of the definitions that reflect the roots.

Have partners connect the roots to the definitions of **circuit** and **conduct**. Have them continue with *circular* and *conductor*, checking the meanings in a dictionary.

Check & Reteach

OBJECTIVE: Use Roots to Determine Word Meanings ✔

Listen as partners discuss how knowing roots helps to figure out word meanings.

If students have difficulty, display this entry: **cur**rent *n.* something that flows in one direction, such as water, air, or electricity
ORIGIN: from Latin *cur*, from *currere*, meaning "to run." Point out that the words *flow* and *run* have similar meanings, so a **current** is something that runs. Have students look up *occur* and use the root to explain its meaning.

Academic Talk

2 Preview and Predict

Remind students: *When you read a how-to article, preview the title, photos, and captions to predict what the article will be about.* Project **Student eEdition** page 137 and have students discuss the features and make predictions about the text.

Connect Across Texts Find out how the sun's **energy** can be used to heat food.

Genre A **how-to article** is a procedural text that gives instructions on how to do something. It may be in print or online. How-to articles are often written by an author or a contributor, who is an expert in the subject.

STUDENT TECHNOLOGY

Student eEdition

Resources

NGReach.com

In Other Words

contributor person who writes the article for free

concentrating solar power generators machines that focus sunlight to make power

Before You Move On

1. Use Text Features Compare the pictures. How is light reflected into the oven and onto the generator?

2. Analyze What makes this how-to article formal?

137

Anthology page 137

Reading

3 Read a How-To Article

CONNECT ACROSS TEXTS Project **Student eEdition** page 137. Ask students to recall what they learned from last week's article, "Energy for the Future," and invite students to speculate on how solar energy can cook food. Have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the definition of the genre. Clarify: *An author is a professional writer, but a contributor is usually an expert on a subject who is asked to write a piece because of his or her expertise about a topic.*

SCIENCE BACKGROUND Explain that solar energy has started to become a popular source of power in the past few decades. However, most ovens in the United States are still powered by electricity or natural gas.

Read and Build Comprehension

- 1 Ask Questions to Comprehend Text** ✓ *What questions do you have after reading page 137?* (Possible response: How does a **solar** oven work like a concentrating **solar** power generator?) *Where might you find the answer to that question?* (Possible response: as I read further along in the article)
- 2 Use Quotes to Explain Text** ✓ *What quote from the article explains what a focal point is?* ("They reflect sunlight from a large area onto a small area, or focal point.")

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Use Text Features** The **solar** oven uses aluminum foil to reflect sunlight. The concentrating **solar** power generator uses mirrors to reflect sunlight.
- 2. Analyze** Possible response: The online article is formal because it gives facts using serious classroom language.

Read and Build Comprehension

- 1 Use Text Features** *What is found in the blue column on the left side of the blog page?* (It is a menu of other pages on the same Web site, NGReachHowTo.com.)
- 2 Use Quotes to Explain Text** ✓ *Which sentence on page 138 tells you that using the oven might involve some risks?* (“Use materials and oven as instructed in the article.”)
- 3 Ask Questions to Comprehend Text** ✓ *What questions might you have after reading the list of materials?* (Possible response: Wouldn’t a pizza box catch fire in an oven?)

Mini Lesson

Compare Text Features

Have students review page 131 of “Energy for the Future.” Then project **Student eEdition** pages 138–139 of “How to Make a Solar Oven.” Tell students that they can compare two texts about similar subjects by examining the features.

Model comparing the two texts. Explain that the blog is written in paragraphs. Ask: *How is information in the how-to article organized?* (The how-to article uses numbered, step-by-step instructions and bullets.) *The how-to article is organized to help the reader easily see what is needed and what to do to for the experiment.* Point out a photo and caption on page 131. Ask: *What is the purpose of the photos in the blog?* (To show what the students did. The captions are comments.) Then have partners compare the use of photos and captions in the two texts.

Differentiate

SN Special Needs

ISSUE Students have difficulty focusing on more than one item and task at a time.

STRATEGY To help students focus on two items in order to compare or contrast them, have them work in pairs with their own books, focusing on either comparing or contrasting as they flip the pages to see different examples side by side.

BL Below Level

ISSUE Students have difficulty finding differences between the texts.

STRATEGY Offer sentence frames:

The writing in “Energy for the Future” is _____ to read.

The writing in “How to Make a Solar Oven” is _____ to read.

The photos in “Energy for the Future” show _____.

The photos in “How to Make a Solar Oven” show _____.

The steps in “Energy for the Future” are _____ to follow.

The steps in “How to Make a Solar Oven” are _____ to follow.

How To Make A Solar Oven

http://www.ngreachhowto.com

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Your online source for learning how to do things

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PAGE [2] OF 3 << PREVIOUS | NEXT >>

Things You Will Need

To make your **solar** oven, you will need these tools and materials:

- one large pizza box
- a pen or pencil
- scissors
- aluminum foil
- clear plastic wrap
- tape
- black construction paper
- two long straws





Follow instructions carefully. Use materials and oven as instructed in the article.


138


Steps You Will Take

To make your solar oven, follow these steps:

Step 1

 Draw a square on the lid of a pizza box. The square should measure about one inch from all four sides of the lid.

Step 2

 Cut the square's sides and front. Do not cut the back edge of the square.

Step 3

 Fold up along the uncut line to form a flap. This is your oven's "solar panel."

Step 4


<< PREVIOUS | NEXT >>

In Other Words
panel **energy** collector

Before You Move On

- 1. Make Inferences** What do you think is the purpose of the oven's "solar" panel?
- 2. Steps in a Process** Which tools and materials do you use in the first three steps? What will you use next?

139

Anthology
pages 138–139

- 4 Summarize** *In one to two sentences, summarize the first three steps.* (Possible response: You take a large pizza box, draw a large square on the outside, cut three sides of the square with scissors, and leave the back side connected as a flap, which you fold back.)
- 5 Interpret Features** *Why do you think the author chose to show photos of a young person making the solar oven?* (Possible response: The photos show that a young person can make the oven.)
- 6 Use Quotes to Explain Text** *What quote from the article explains how to create the solar panel?* ("Fold up along the uncut line to form a flap. This is your oven's 'solar panel.'")

Answers Before You Move On

- 1. Make Inferences** Possible response: I know that the **solar** oven will use heat from the sun, so the **solar** panel is probably how the oven will gather the sun's **energy** for heat.
- 2. Steps in a Process** I will use the pizza box, a pen or pencil, and scissors. Then, I will use the aluminum foil, plastic wrap, tape, black paper, and straws.

Best Practices

Encourage Participation If a student does not have the background experience necessary to fully participate in a discussion, encourage him or her to ask questions about the how-to article.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T135i

Daily Grammar ✓

On **Anthology** page 141, Step 9, point out the first sentence as an example of a complex sentence. Then use page T135k to teach complex sentences.

Daily Writing Skills ✓

Read aloud Step 8 on **Anthology** page 141 and point out that its sentences are of varied lengths and structures. Then use page T135m to practice varying sentences.

Read and Build Comprehension

- 1 Ask Questions to Comprehend Text** ✓ *What questions might you have about Steps 4–9?* (Possible response: How do you measure the plastic wrap for the lid in Step 5?)
- 2 Use Text Features** *What does the chart on page 141 tell us?* (It compares how effective the **solar** oven is versus a regular oven.) *What did the girl have to do in order to get all the information on the chart?* (She had to cook soup, a marshmallow, and nachos in a **solar** and a regular oven.)
- 3 Analyze** *What two purposes does the aluminum foil serve?* (Possible response: It reflects sunlight into the box and it helps **insulate** the bottom of the box.)

Check & Reteach

OBJECTIVE: Ask Questions to Comprehend Text ✓

Listen to students' responses to the comprehension questions about asking questions to comprehend text.

If students have difficulty generating questions, ask: *Which part of the process of making a **solar** oven do you find difficult to understand? What part confuses you?* Provide a sentence frame for students to state their lack of understanding:

I don't understand _____.

Then provide a sentence frame for students to turn their statement into a question using question words:

What (who, when, where, why, how) _____?

OBJECTIVE: Use Quotes to Explain Text ✓

As students answer the comprehension questions about using quotes to explain the text, listen for correct responses.

If students have difficulty using quotes to explain text, have them reread page 139 and choose the step that is most confusing. Then ask them to retell the steps on that page, using their own words for the steps they understand and reading the caption for the steps they do not.

Answers Before You Move On

- 1. Paraphrase** Possible response: First, tape foil to the bottom of the flap. Then, tape clear plastic over the bottom of the lid. Next, tape foil inside the bottom of the box. Put a square of black paper on top. Place the food on the paper, close the top, and flip up the flap. Hold it open with a straw. Finally, turn the oven to the sun and wait for the food to warm up.
- 2. Use Text Features** The table shows that the **solar** oven takes much longer to warm food than a regular oven does.

How To Make A Solar Oven


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Your online source for learning how to do things

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Computers
Environment
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Compost Bin
Tin Can Garden
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PAGE [3] OF 3

Step 4




Cut a piece of aluminum foil to fit the underside of the flap. Tape it in place. The foil will help reflect the sun's light into the box.

Step 5




Cut a piece of clear plastic wrap slightly bigger than the flap. Open the flap. Tape the plastic to the lid's underside, covering the opening.


Step 6



Tape a square of aluminum foil to the inside bottom of the box. This will help **insulate** it. Tape black construction paper over the foil. The paper will absorb the sun's thermal **energy**.




Step 7




Place food on the construction paper. Solar ovens work best for cooking things like nachos* at low temperatures. Close the lid and prop open the flap with straws. Tape the straws in place.

Step 8



Turn the oven toward the sun. Depending on the sun's **intensity**, your oven could reach 65° C (150° F) or more. Leave your oven in the sun until your food is warm.

Step 9



Solargirl's Cook Test Comparisons Table

Food	Solar Oven on a 30° C (86° F) Day	Regular Oven at 150° C (300° F)
nachos	cheese melted in 1 hour	cheese melted in 12 minutes
soup	turned warm but did not boil	boiled in 3 minutes
marshmallow	melted in 15 minutes	melted in 1 minute

*Tell a teacher or other adult before using a solar oven.

While your food is heating, think about how you can improve the design of your oven. Is there a better way to concentrate the sun's energy onto your box? Can you insulate it better? Finally, sit down and enjoy your food. You've **earned** it!

Note: Solar ovens should only be used to heat up food that has already been cooked, such as nachos. Solar ovens should not be used to heat meat or eggs.

In Other Words
intensity strength
earned worked hard for

- Before You Move On**
- Paraphrase** In your own words, explain the last six steps in order.
 - Use Text Features** What can you conclude about **solar** ovens, based on Solargirl's cook test comparisons?

Writing


4 Write a Response

Remind students that one way to support or explain an idea in their writing is to quote directly from the text as an example.

Model evaluating the directions by stating an idea and supporting it with a quote:
The directions in "How to Make a Solar Oven" are very clear. The steps are precise and easy to follow. One step states, "Cut a piece of aluminum foil to fit the underside of the flap." This instruction tells me the material I need, how it should fit, and where it goes.

Have students write evaluations of the directions and use quotes to support their ideas. Have students add the evaluations to their Weekly Writing folders.

See **Differentiate**



WRAP-UP Have partners create a list of pros and cons of solar ovens versus conventional ovens. (Possible responses: Pros include no cost, portability, easy to make. Cons include low temps and weather-dependency.)

Differentiate

EL English Learners

ISSUE Students have difficulty incorporating quoted text into sentences.

STRATEGY Have students complete sentence frames to reinforce the correct sentence structure.

I think _____. An example of this in the text is "_____."

I think _____ because the author says, "_____."

I read in the text that "_____." This makes me think _____.

OBJECTIVES

Thematic Connection: Alternative Energy

- ✔ Compare Documents to Comprehend Text
- ✔ Grammar: Use Compound and Complex Sentences

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM2.26


Grammar Practice: Practice Master PM2.27

TECHNOLOGY ONLY

Grammar Passage: eVisual 2.34

MATERIALS

timer



WARM-UP

Have students brainstorm examples of natural and human made objects that absorb solar energy especially well. (Possible responses: solar ovens, greenhouses, closed cars, dark pavement, dark rocks, etc.)

Power Writing

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

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

Vocabulary Practice

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 142 and point out the Key Words. Also display **outcome** and **diagram**. Chorally read all the words as a class. Pause after each word and have a volunteer explain the word's meaning.

With students working as partners, have one student in each pair choose two Key Words. Then have the partner compose a sentence using those words. Have students take turns until all the Key Words are used.

Review and Integrate Ideas

2 Compare Online Documents Anthology page 142

Read aloud the introduction on **Student eEdition** page 142. Ask volunteers to read the heads in the first row and column of the chart, including the callout. Ask: *What aspects of the two selections are we going to compare on this chart?* (genre, points of view, use of formal or informal language)

Have partners review "Energy for the Future," reread "How to Build a Solar Oven," and then complete **Practice Master PM2.26**. In the *Content* row, have students list the main concepts presented in each text. Prompt a discussion: *How does the organization of information in the blog compare to the how-to article?*

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts CC.5.Rinf.10

Read with Fluency to Support Comprehension CC.5.Rfou.4

Speaking and Listening

Report on a Text CC.5.SL.4

Language and Vocabulary

Demonstrate Command of Grammar CC.5.L.1

Use Knowledge of Language and Conventions Expand Sentences CC.5.L.3

Acquire and Use Domain-Specific Words CC.5.L.6

Check & Reteach

OBJECTIVE: Compare Documents to Comprehend Text

As partners discuss their comparison charts, monitor their understanding of the similarities and differences in the two online documents.

If students have difficulty comparing the two online documents, ask forced-choice guiding questions to help them complete the chart, such as: *Is a blog more like a diary or a how-to? Is the style of the author's writing casual or instructive? Are the descriptions for how to make the object exact and easy to follow? Are the photos instructive or decorative?* Have students complete the chart for each text. Then have students use the chart to see the similarities and differences in the genres.



Compare Online Documents

You read two **online documents**. How are they alike? How are they different? Work with a partner to analyze and compare the online documents.

Key Words

alternate	insulate
circuit	obstacle
conduct	rely
current	solar
decrease	volt
electrical	watt
energy	

Comparison Chart

	"How to Make a Solar Oven"	"Energy for the Future"
Genre		
Point of View	Choose one: • first person • second person • third person	Choose one: • first person • second person • third person
Formal or Informal Did the writer use: • slang • exclamation points • abbreviations • questions • conversational • voice	Choose one: • formal • informal	Choose one: • formal • informal

Analyze the writing. If the writer used three or more of these writing styles, then the writing is informal.

Talk Together

Think about the two selections and the chart above. Use these resources and **Key Words** to discuss how people can use the sun's power.

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

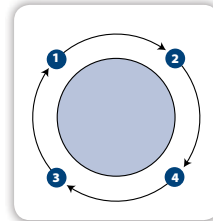
Academic Talk

3 Talk Together Anthology page 142

Review students' discussions of the sun's power in "Energy for the Future" and "How to Make a Solar Oven." Have groups of four students use a **Roundtable** to discuss ways in which people use the sun's power.

- Have each student describe a way people use the sun's power in "Energy for the Future" or "How to Make a Solar Oven."
- Then have each student give an example of another way they have seen solar energy at work, such as to power a calculator, heat a swimming pool or greenhouse, or make plant grow.
- Have groups discuss each example.

For **Roundtable**, see page BP46.



Roundtable

Fluency

Practice Intonation As partners reread the how-to article aloud, circulate and listen for correct phrasing.

Name _____ Date _____

Comparison Chart

Compare Online Documents

	"How to Make a Solar Oven"	"Energy for the Future"
Genre	how-to article	blog
Point of View	first person <input type="checkbox"/> second person <input checked="" type="checkbox"/> third person <input type="checkbox"/>	first person <input checked="" type="checkbox"/> second person <input type="checkbox"/> third person <input type="checkbox"/>
Style	slang <input type="checkbox"/> exclamation points <input checked="" type="checkbox"/> abbreviations <input checked="" type="checkbox"/> questions <input checked="" type="checkbox"/> conversational voice <input type="checkbox"/>	slang <input checked="" type="checkbox"/> exclamation points <input checked="" type="checkbox"/> abbreviations <input checked="" type="checkbox"/> questions <input checked="" type="checkbox"/> conversational voice <input checked="" type="checkbox"/>
Content	Responses will vary but should involve the use of solar energy.	

Talk with a partner about how the purpose of a blog is different from that of a how-to article.

Differentiate

SN Special Needs

ISSUE Students become impatient when trying to concentrate on complex sentences.

STRATEGY Have them work with partners to separate the complex sentences into simple ones. Then have them recombine the sets of broken sentences into complex ones, in order to build sentences from parts to wholes.

BL Below Level

ISSUE Students have difficulty differentiating independent clauses from dependent clauses.

STRATEGY Have students read aloud the clauses, including the prepositions at the beginnings of the dependent clauses. Ask: *Can the phrase stand alone as its own sentence?*

Name _____ Date _____

Grammar: Practice

Sun Baked Potatoes

Grammar Rules Compound and Complex Sentences

- To make a compound sentence, use a comma and a conjunction (*and, but, or, so, yet, or nor*) to join two independent clauses.
- Join a dependent clause with an independent clause to make a complex sentence. Use a comma if the dependent clause comes first. Use words such as *when, because, although, while, and since*.

Write compound and complex sentences.

Although you can bake potatoes in an electric or gas oven, it's fun to bake them in the sun! A solar oven may be small *but* it does work. First, wash the potatoes *and* then put them in a pot. The pot must be black *or* it will not absorb enough heat from the sun to cook the potatoes. *While* your potatoes bake, have fun. The pot won't burn *because* your potatoes will take about six hours to bake.

Write one compound and one complex sentence, and share them with a partner.

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Grammar Focus

4 Compound and Complex Sentences Anthology page 143

Project **Student eEdition** page 143. Have volunteers read aloud the introduction and each grammar rule in the chart. Review the difference between a dependent clause and an independent clause.

Then display **eVisual 2.34** and read aloud the passage, pausing to identify the first compound sentence and its rule: *To make the first sentence a compound sentence, the writer uses a comma and the conjunction but to join the two independent clauses.* Have students identify the remaining compound and complex sentences, explaining the rules for each. (sentence 2: compound; sentence 3: complex; sentence 4: compound; sentence 5: complex)



Grammar Passage

I wasn't convinced about solar energy, but now I am in favor of it. People have been debating solar energy for as long as I can remember. From what I know, solar energy is less expensive than many other forms of energy. Solar energy does not pollute, and it helps reduce global warming. Although solar energy is not always as powerful as other forms of energy, it is as powerful as most people need.

 [NGReach.com](https://www.ngreach.com) Grammar Passage: eVisual 2.34



INTERACTIVE WHITEBOARD TIP: Underline the independent clauses..

5 Read Compound and Complex Sentences Anthology page 143


Read aloud the directions and the passage. Then have partners find additional compound and complex sentences in "How to Make a Solar Oven."

See **Differentiate**

6 Write Compound and Complex Sentences Anthology page 143

Read aloud the directions and have students write independently. Assign **Practice Master PM2.27**.

Check & Reteach

OBJECTIVE: Use Compound and Complex Sentences 

As students write compound and complex sentences, check for understanding.

If students have difficulty, have them write two simple sentences about a topic, such as weather. (Possible response: Clouds formed in the sky. It started to rain.) Have students combine the two sentences using a comma and a coordinating conjunction to form a compound sentence. (Clouds formed in the sky, and it started to rain.)

Then have students combine the two sentences using a subordinating conjunction. Provide a list for students to choose from: *after, as, because, since, when, while*.



Compound and Complex Sentences

A **compound sentence** has two independent clauses, or sentences. A **complex sentence** has an independent clause and a dependent clause.

Grammar Rules Compound and Complex Sentences

For Compound Sentences:

Use a **comma** plus a **conjunction** to join two independent clauses.

Plants use light energy, **and** people rely on it.

The sun's energy is all around us, **but** few people take advantage of it.

Machines can run on electrical energy, **or** they can use solar energy.

For complex sentences:

If the **dependent clause** comes first, put a **comma** after it.

Since the beginning of time, the sun has been a powerful force.

Do not use a comma if the **independent clause** comes first.

The sun has been a powerful force since the beginning of time.

Read Compound and Complex Sentences

Read the passage. What compound and complex sentences can you find?

We feel heat on a hot day because thermal energy is all around us. It comes from the movement of atoms. When they move quickly, they give off heat.

Write Compound and Complex Sentences

Write one compound sentence and one complex sentence describing light energy. Compare your sentences with the sentences of a partner.

143

Anthology page 143

Writing

7 Write to Reinforce Grammar

Have students rewrite the steps on **Anthology** pages 139–140 as compound and complex sentences. Explain: *You must combine the sentences provided on the page, but not every sentence needs to or can be changed.* Model using page 137 to create a complex sentence: **Solar** ovens work like concentrating **solar** power generators by reflecting sunlight from a large area onto a small area, or focal point.

After students write their sentences, have them underline the independent clauses, double-underline the dependent clauses, and circle the commas and conjunctions they used. Then have students check their sentences using the grammar rules on page 143. Have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work

Practice page T135j

Daily Grammar

Point to the first and last sentences of the **Grammar Passage** as examples of a compound and complex sentence, respectively. Then use page T135l to practice compound and complex sentences.

Daily Writing Skills

Point out the varied sentences under Read Compound and Complex Sentences on **Anthology** page 143. Use page T135n to practice writing varied sentences.

WRAP-UP

Challenge students to write the longest compound and complex sentence they can write, using as many Key Words as possible, without creating run-on sentences. Have volunteers share their sentences with the class.

Day 4 Read and Comprehend

Web and Print Articles

OBJECTIVES

Thematic Connection: Alternative Energy

- ✓ Use Multiple Sources to Answer a Question
- ✓ Use Roots to Determine Word Meanings

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM2.28–PM2.31

TECHNOLOGY ONLY

Mark-Up Model 2.2 or Model 2.2 PDF

Vocabulary Strategy Practice: eVisual 2.34

Name _____ Date _____

Mark-Up Reading

Benefits of Solar Energy

Directions: Write two examples in each circle.

electricity from solar panels is free
electricity bill will decrease

excess electricity is shared with neighbors
does not produce air pollution

What are the benefits of solar energy?

reduce the use of limited resources
inexpensive to make

reduce pollution from wood smoke
runs for free

PM2.28 Unit 2 | Catching the Light

NGReach.com Practice Masters PM2.28–PM2.31

COMMON CORE STANDARDS

Reading

- Use Multiple Print Sources and Use Multiple Digital Sources C.5.Rinf.7
- Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

- Write Informative/Explanatory Texts to Convey Information CC.5.W.2
- Group Related Information Logically CC.5.W.2.a
- Include Formatting CC.5.W.2.a
- Write over a Shorter Time Frame for Specific Tasks CC.5.W.10

Speaking and Listening

- Discuss Topics, Building on Others' Ideas CC.5.SL.1
- Contribute to Discussions CC.5.SL.1.c

Language and Vocabulary

- Use Roots as Clues to Meaning CC.5.L.4.b
- Consult Print and Digital References CC.5.L.4.c

WARM-UP

Ask: *What's good about the sun?* (Possible responses: warmth, helps things grow, makes it nice to be outside) *What's bad about the sun?* (Possible responses: sunburn, can get too hot) Have volunteers share their answers.

Comprehension

1 Use Multiple Sources to Answer a Question ✓

Explain that students will be using multiple sources to answer questions.

SCREEN 1

- 1 Display the organizer and read aloud the question as students follow along on **Practice Master PM2.28**. Explain that students will use this graphic organizer to record the information from the article. Click on the arrow to go to the next screen.

SCREEN 2

- 2 Read aloud the first blog post on **Mark-Up Model 2.2**. Ask: *What kind of source is this?* (blog) *What kind of information might it provide?* (Possible response: someone's personal experience)
- 3 Pull the tab to review the definition of *skimming*. Model: *As I skim the text, I see the word free. Once Nick pays for the panels, the electricity is free. This is a benefit.* Then have volunteers underline it and click the Benefit button to confirm. Click the Organizer button and have a volunteer write the benefit in the web. Remind students to mark up **Practice Masters PM2.28–PM2.29** accordingly. Click on the arrow to go to the next screen.

SCREEN 3

- 4 Read aloud the second blog post. Have volunteers skim to find another benefit of solar energy and click the Benefit button to confirm. Click the Organizer button and have a volunteer write the benefit. Click on the arrow to go to the next screen.

SCREEN 4

- 5 Ask: *What kind of source is this? What kind of information might it provide?* (facts)
- 6 Read aloud the article. Have volunteers identify two benefits stated in the second paragraph and click the Benefits button to confirm.

Have partners underline other benefits of solar energy as they read through **Practice Masters PM2.29–PM2.31**. Students should summarize the benefits on **Practice Master PM2.29**.



INTERACTIVE WHITEBOARD Lesson

Don't have an interactive whiteboard? Print or display the PDF file of *Mark-Up Model 2.2*.

SCREEN 1

Benefits of Solar Energy

1 What are the benefits of solar energy?

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NGReach.com Mark-Up Model 2.2

SCREEN 2

Adventures in SOLAR ENERGY

Home About Me Archive Links

Posted by: Nick Tsuruda
May 4, 2011

Welcome to my blog! My name is Nick, and I have decided to install solar panels on my house. The panels will absorb sunlight that can power my house. It costs to install the panels, but after that, the electricity they provide is free. I have to wonder though, will my power go out at night or on rainy days?

▲ Solar panels covering the roof of the house convert sunlight to electricity.

3 Underline a benefit of using solar power. Write it in the organizer.

3 Definition Skimming means looking quickly at the text and its features to identify the main ideas.

Benefit Organizer

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SCREEN 3

Adventures in SOLAR ENERGY

Home About Me Archive Links

Posted by: Nick Tsuruda
May 5, 2011

Today, I met with Cynthia, who installs solar panels. She explained that the system stores the sun's energy in batteries that generate electricity, but my house will still be connected to the city power grid. On cloudy days, my panels might not generate enough power, so the power company's system takes over. What if the solar panels produce more electricity than I need? The excess current is transmitted back into the grid to be shared with my neighbors! How incredible is that?

▲ Solar panels covering the roof of the house convert sunlight to electricity.

4 Underline a benefit of using solar power. Write it in the organizer.

Benefit Organizer

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SCREEN 4

Solar Cookers
by Kate Levine

NYAKACH, KENYA — When your family cooks a meal, they probably use a stove or microwave, right? These appliances run on gas or electricity. In rural Africa, many people use wood fires to cook. Wood can be expensive or hard to find. Some women walk miles to gather enough to cook dinner!

▲ A woman uses a solar oven to cook dinner.

Now, people without electricity have an alternative to wood: the sun! Solar Cookers International (SCI) is helping people in Kenya reduce their use of limited resources such as wood and reduce pollution from wood smoke.

6 Underline benefits of using solar power. Write them in the organizer.

Benefit Organizer

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Check & Reteach

OBJECTIVE: Use Multiple Sources to Answer a Question ✓

Monitor benefits that students have identified on **Practice Masters PM2.28–PM2.31**.

If students have difficulty identifying benefits, remind students that a benefit is a gain or advantage. Model how to identify a gain in order to determine a benefit: *Nick gained by paying less money for electricity. That means that a benefit of solar power is that it saves money.*

Fluency ✓

Model and Practice Phrasing Explain: *When you're reading aloud, group words that go together. Avoid pausing in the middle of the group. This makes it easier for your listener to understand the text.* Model phrasing by reading the "May 4, 2011" entry in **Practice Master PM2.30**. Then have the students practice phrasing by doing a choral reading of the passage.

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T135j

Daily Grammar ✓

Point out the complex sentence starting with "Today I spoke with..." in the second paragraph on **Practice Master PM2.30**.

Then use page T135l to review compound and complex sentences.

Daily Writing Skills ✓

Point out the sentence variety in the first paragraph on **Practice Master PM2.30**.

Use page T135n to review how to vary sentences in writing.

Power Writing

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

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

Vocabulary Practice**2 More Word Origins** ✓

Review: *As you come across unfamiliar words, use the roots you have learned to help you figure out the meanings of the words.* Display **eVisual 2.34**.

**Vocabulary Strategy Practice**

Root	Meaning
circu	go around
duct	lead
port	carry
meter	measure
mit	send

Cold water is heated by the sun as it circulates through the pipes.

goes around

Culhane used portable solar panels to plug in his guitar.

able to be carried

Yesterday, I saw my electric meter running backwards!

a measuring device

We will deduct from our taxes the cost of the solar panels.

lead or take from

We plan to submit an application to build a solar generator.

send in

[NGReach.com](https://www.ngr.com) Vocabulary Strategy: eVisual 2.34



INTERACTIVE WHITEBOARD TIP: Have students circle the root in each underlined word.

Have students review the roots on the chart. Ask: *Using the meaning of the root circu, what does the word circulate mean in the sentence?* (Possible response: goes around) Ask: *What words in the sentence support this?* (Possible response: "through the pipes") Have partners determine the meanings of the remaining underlined words.

Check & Reteach**OBJECTIVE:** Use Roots to Determine Word Meanings ✓

Check to see that students correctly use word roots to determine the meanings of the underlined words.

If students have difficulty using roots, model the thinking with the second sentence on the **eVisual**: *Gen means "produce." If solar cells generate electricity, that means they produce it. If I replace the word generate with produce in the sentence, it makes sense.*

Writing

3 Write About a Source

Introduce the activity: *Now you will write about one of the sources you used to find benefits of solar energy.* Have students include a sentence about why they thought the source was helpful. Model using the companion selection as a source.

Think Aloud	Write
<i>"How to Make a Solar Oven" is a how-to article.</i>	The article "How to Make a Solar Oven" gave instructions on how to make your own solar oven.
<i>The materials list gave useful information.</i>	The materials listed for the solar oven are inexpensive and easy to find. This is one benefit of using solar energy to cook.

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

Have students write about one of the source articles they read. Ask them to discuss with a partner their choice of article and why they found it useful in identifying the benefits of solar energy. Then have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

Academic Talk

4 Discuss a Question

Remind students that when they discuss a topic, they should give everyone a chance to be heard. Have students work in groups of six. Ask: *What are the benefits of solar energy?* Model the process by giving one benefit: *Sunlight is free.* Then point to the next person in the group and have students take turns answering the question. Have students use their completed idea webs from **Practice Master PM2.29** to guide their discussion. Encourage students to build on each other's ideas as they discuss the question.

Differentiate

BL Below Level

ISSUE Students have difficulty evaluating the information in a source.

STRATEGY Give students sentence frames:

Th article "_____" explains _____.


The article is a useful source because _____.

For example, one benefit of solar energy is_____.

AL Above Level

ISSUE Students satisfy the minimum requirements of the writing task.

STRATEGY Have students briefly compare the source they chose to other sources.



WRAP-UP Ask each student to design a flyer advertising solar energy. The flyers should be colorful and contain at least two reasons why people should switch to solar energy.

OBJECTIVES

Thematic Connection: Alternative Energy

- ✔ Use Roots to Determine Word Meanings
- ✔ Integrate Information from Several Texts

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM2.1

Mark-Up Reading: Practice Masters PM2.28–PM2.31

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 2.35

Web: eVisual 2.36

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Determine Main Ideas of Text and Summarize	CC.5.Rinf.2
Integrate Information from Several Texts	CC.5.Rinf.9

Writing

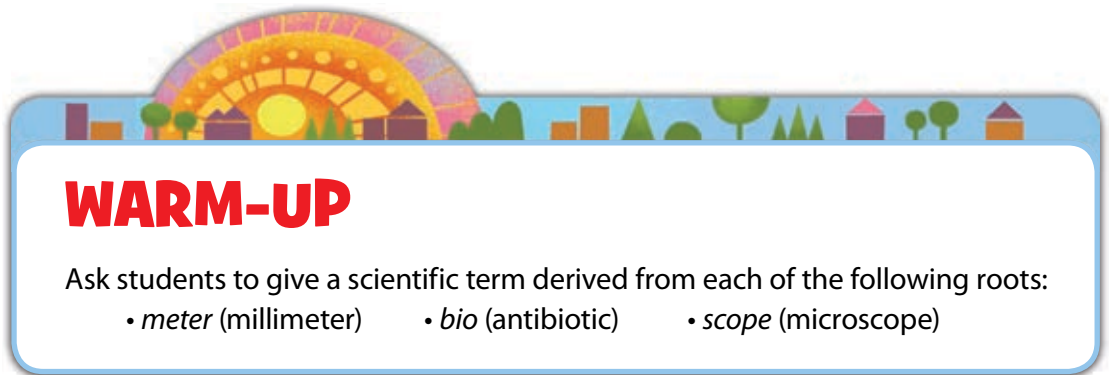
Write Informative/Explanatory Texts to Convey Information	CC.5.W.2
Apply Grade 5 Reading Standards	CC.5.W.9.b
Write over Shorter Time Frame for Specific Audiences	CC.5.W.10

Speaking and Listening

Discuss Topics, Building on Others' Ideas	CC.5.SL.1
Come to Discussions Prepared	CC.5.SL.1.a
Summarize Text	CC.5.SL.2

Language and Vocabulary

Use Roots as Clues to Meanings	CC.5.L.4.b
Consult Print and Digital References	CC.5.L.4.c



WARM-UP

Ask students to give a scientific term derived from each of the following roots:

- *meter* (millimeter)
- *bio* (antibiotic)
- *scope* (microscope)

Vocabulary Practice

1 More Word Origins ✔

Remind students that they have learned how to use Greek and Latin roots combined with context clues to identify the meanings of unfamiliar words. Then display **eVisual 2.35**.



Vocabulary Strategy Practice

Solar energy is the Earth's most available resource. It can be converted into both thermal and electrical energy and then transmitted to power homes and businesses. You see the visible results of its power when you leave something out in the sun. Passive solar heating is using direct sunlight to heat something. Active solar heating systems collect solar energy and use fans or pumps to circulate the heated air or water. Solar energy is portable. Think about tiny solar batteries inside watches. But because the amount of sunlight is not constant, it is an intermittent energy source. However, it can be supplemented with other energy sources, such as natural gas. We have only just begun to use this incredible resource.

NGReach.com Vocabulary Strategy: eVisual 2.35



INTERACTIVE WHITEBOARD TIP: Have students circle the root(s) in each of the underlined words.

Model using a root to identify a word meaning: *In the sentence, "You can harm your vision by looking straight at the sun," the word vision has the root vis, which means "see." The root word helps me determine that vision is the sense of seeing, or sight.*

Have partners circle roots in the underlined words. Then have them use the meanings of these roots and context clues in the text to write the meanings of the underlined words.

Check & Reteach

OBJECTIVE: Use Roots to Determine Word Meanings ✔

Monitor students' charts to see if they correctly used roots to identify word meanings. If students have difficulty using roots, give them more words with the same root, such as *visit* (to go see), *visitor* (person who sees someone else), *visual* (something we view), and *invisible* (unseen). Talk about how the meaning of "see" relates to each word.

Name _____ Date _____

Mark-Up Reading

Benefits of Solar Energy

Directions: Write two examples in each circle.

electricity from solar panels is free

electricity bill will decrease

excess electricity is shared with neighbors

does not produce air pollution

What are the benefits of solar energy?

reduce the use of limited resources

inexpensive to make

reduce pollution from wood smoke

runs for free

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Name _____ Date _____

Mark-Up Reading

http://www.ngreach.com


Adventures in SOLAR ENERGY

Home About Me Archive Links

Posted by Nick Tsuruda

May 4, 2011

Welcome to my blog! My name is Nick, and I have decided to install solar panels on my house. The panels will absorb sunlight that can power my house. It costs to install the panels, but after that, the electricity they provide is free! I have to wonder though, will my power go out at night or on rainy days?



▲ Solar panels covering the roof of the house convert sunlight into electricity

May 5, 2011

Today, I met with Cynthia, who installs solar panels. She explained that the system stores the sun's energy in batteries that generate electricity, but my house will still be connected to the city power grid. On cloudy days, my panels might not generate enough power, so the power company's system takes over. What if the solar panels produce more electricity than I need? The excess current is transmitted back into the grid and can be used by my neighbors! How incredible is that?

Cynthia will install solar panels on the south side of my house, where the sun's rays are the strongest. She made sure that there are no trees or buildings that could send shadows over the panels. Luckily, my roof has a clear opening to the sky!

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Review and Integrate Text

2 Summarize Information

Explain: *A summary retells the main ideas in an article.* Remind students that a main idea is an author's most important point and explain that most paragraphs in an article have a main idea. Continue: *Begin by identifying the main ideas, using your own words to restate them. Remember that your summary should be much shorter than the original text. As you write your summary, focus on what **solar energy** is and its benefits and drawbacks as an energy source.*

Model summarizing some of the main ideas in **Practice Masters PM2.28–PM2.31**: *The author of the blog talks about using **solar** panels to produce electricity from the sun. Nick will save money and use less coal with his **solar** panels. The author of the news article talks about cooking with **solar energy**. The women in Kenya will reduce wood fuel use and save money.*

Have partners summarize information from each article and discuss the different ways solar energy solves energy problems.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T135i

Daily Grammar ✓

Have students identify the complex sentence starting with "Cynthia will install..." in the third paragraph on **Practice Master PM2.30**. Then use page T135l to review compound and assess and complex sentences.

Daily Writing Skills ✓

Point out the sentence variety in the first paragraph on **Practice Master PM2.30**. Use page T135n to review how to vary sentences in writing.

Differentiate

EL English Learners

ISSUE Students lack the language to describe their ideas.

STRATEGY Provide language frames for the students to help them connect the descriptions of solar energy in the articles to the task of explaining how it can solve our energy problems:

- In the _____ article, people used solar energy to _____.
- It was better than other types of energy because _____.
- Solar energy could solve our energy problems because _____.

BL Below Level

ISSUE Students struggle to identify related information between the texts.

STRATEGY Provide students with a chart that they can fill in to help them find information. Have them add a column for drawbacks. See example below.

Selection	How solar energy is used	Benefits of solar energy
"Energy for the Future"	used to power a guitar	portable
"How to Make a Solar Oven"	used to heat food	easy to capture
"Adventures in Solar Energy"	turned into electricity to power a house	cheaper than grid electricity
"Solar Cookers"	used for cooking	saves resources

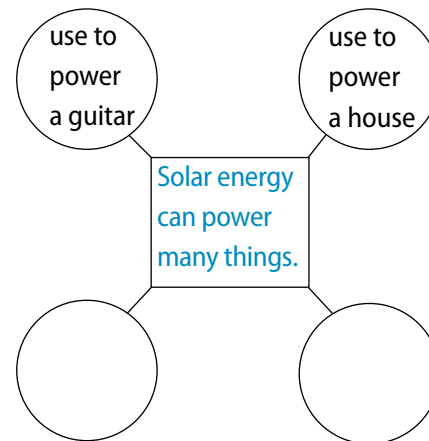
3 Integrate Information ✓

Tell students they will integrate, or combine, information from all the selections to explain solar energy and its benefits. Model integrating information from "Energy for the Future" and **Practice Masters PM2.29–PM2.30**: *In both blogs, the authors used solar cells to produce energy. Thomas used the electricity to play his guitar. Nick used it to run his house. Solar energy can be used to power many things.*

Ask small groups to compare ideas about solar energy from their summaries. Have students use a web to combine the information. Display **eVisual 2.36**.



Web



NGReach.com Web: eVisual 2.36



INTERACTIVE WHITEBOARD TIP:
Have students write the answers in the web.

Check & Reteach

OBJECTIVE: Integrate Information from Several Texts ✓

Observe whether students are integrating information correctly.

If students have difficulty integrating information, offer a summary from each article and model integrating the information from them.

Summarize: *The writer of the blog is excited about saving money on energy costs. The women in Kenya can save money by not having to buy firewood.*

Benefit: **Solar energy** can reduce the cost of energy.

Writing

4 Write to Integrate Information

Introduce the activity: *You will use your charts to explain the pros and cons of solar energy as an alternative energy source.* As students write, challenge them to combine details from different selections to form broader conclusions.

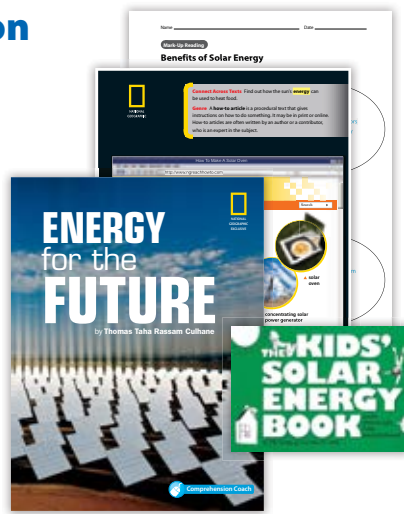
See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

Have students recall the unit's Big Question: *What is the power of the sun?* Ask: *Think about the selections we read as well as a Small Group Reading book you have read. Based on these readings, how important is the sun in solving our **energy** problems?*

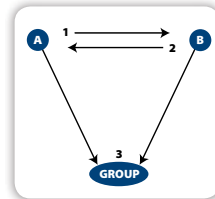
Model a response to the question for the article "Solar Cookers." *The sun is very important because it gives people a way to cook their food that saves a lot of money.*



Before students begin the discussion, remind them that they should prepare for a discussion by reviewing the selections and their writing assignments. As students discuss the power of the sun, have them compare information they learned from different sources and use it to draw conclusions about the sun's power.

Use a **Three Step Interview** to have students continue their discussion about how the readings relate to the Big Question.

- Students form pairs.
- Student A interviews Student B about the power of the sun.
- Partners reverse roles.
- Student A shares information from Student B with the class; then Student B shares information from Student A.



Three-Step Interview

Have students add their ideas to their unit concept maps.

Best Practices

Encourage Participation If a student does not have any background experience that is relevant to the Big Question, encourage him or her to participate by asking questions.

WRAP-UP

Have students imagine that they are trying to convince someone to switch to solar energy. Ask: *What is the most important thing you would tell this person about solar energy to get him or her to switch?* (Possible response: I would tell the person that solar energy is better for the environment than the type of energy most people use now.) Have volunteers share their ideas.

OBJECTIVES

Thematic Connection: Alternative Energy

 Write a Myth: Voice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A2.42

TECHNOLOGY ONLY

Writing Trait: Voice: eVisual 2.31

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

Use Event Sequence	CC.5.W.3
Establish Situation	CC.5.W.3.a
Plan, Revise, and Edit Writing	CC.5.W.5
Write Over Extended Time for Specific Audiences	CC.5.W.10

Language and Vocabulary

Expand and Combine Sentences	CC.5.L.3
Adapt Speech	CC.5.L.6

Study a Model

Read the Myth *Anthology* page 144

Read aloud the prompt on **Student eEdition** page 144. Have students read the model silently or in pairs. Then have volunteers read aloud the notes next to the student sample, and have them identify the characters and conflict. Ask them to point out different kinds of sentences.

Review the Trait: Voice

Display and read aloud **eVisual 2.31**. Discuss how Ted, the author of this myth, creates a distinctive voice: *Ted wrote this story so that it is fun to read. Which sentences are good examples of how he creates that humorous voice?* (Possible response: *After a few thousand years, some of the giants got pretty tired of working. They wanted to have fun!*) Point out how Ted's voice is consistent with his purpose and audience: *Ted wants his story to be entertaining for younger children, and he creates a voice that is right for telling that kind of story.*



Writing Trait: Voice

A writer's voice

- shows his or her personality
- reflects his or her purpose for writing
- takes the audience into consideration.

 NGReach.com

Writing Trait: Voice: eVisual 2.31



INTERACTIVE WHITEBOARD TIP: Underline the words *personality, purpose, and audience*.

Prewrite

Choose a Topic *Anthology* page 145

Have students reread the prompt. Then ask questions such as *What is your role?* to begin completing a RAFT.

Role: Storyteller

Audience: A group of younger students

Form: Myth

Have students read step 1 on page 145. Then form partners. Have partners tell and respond to each other's ideas before completing their RAFTs.

Gather Information *Anthology* page 145

Invite a volunteer to read aloud step 2. Point out that students will need to come up with details that develop the characters and events. Explain: *Keep in mind that these details should help you explain the thing in nature that you have chosen.*

Get Organized *Anthology* page 145

Read aloud step 3, and have students complete their own character charts. Tell students it is not necessary to write complete sentences at this point. They should just record ideas.

Writing Project

Write As a Storyteller

Write a Myth

Write a myth that explains how something in nature came to be. You and your classmates will share your myths with a group of younger students.



Study a Model

A myth is a story that explains something about the world. It usually has gods or other non-human beings that act in human ways. Read Ted's myth about why there are earthquakes.

What Makes the Earth Quake?

by Ted Walczak

Before there were people in the world, there were **giants**. They were the ones who cared for the Earth. They planted forests. They built mountains. They made places for rivers to flow.

After a few thousand years, **some of the giants got pretty tired** of working. They wanted to have fun! So they started ripping up the trees and knocking down mountains. They even blocked rivers to make the land flood!

The gods were upset. What could they do? Finally, they decided to put the troublemakers in big caves deep inside the earth. That would stop the mischief!

Well, the trapped giants weren't very happy. When they pound on the walls of their caves, the ground above shakes and cracks. That's why we have earthquakes!

The story begins by introducing the **characters**.

The writer tells about the **conflict**, or problem.

The writer uses **different kinds of sentences** to make the story interesting.

Prewrite

- Choose a Topic** What thing in nature could you use a myth to explain? Talk with a partner to choose an idea that would be fun to write about.

Language Frames

Tell Your Ideas

- I always wondered why _____.
- My favorite myth is _____. I could write something like that.
- My parents used to tell me _____. I could turn that into a story!

Respond to Ideas

- Your idea reminds me of _____.
- That's a great idea! Maybe you could _____.
- What characters would you use to _____?

- Gather Information** What will happen in your story? Write down the details you will use to develop the characters and events.

- Get Organized** Use a chart to help you organize your details.

Character Chart

Character	Role	Function	Conflict
giants			want to have fun by destroying things
gods			

Draft

Use your chart and details to write your draft.

- Your title should tell what the myth will be about.
- In the first paragraph, introduce your characters and setting.
- Next, tell what the conflict is and how the characters react.

Anthology
pages 144–145

Draft

Write Ideas Anthology page 145

Invite a volunteer to read the instructions aloud. Tell students to use the notes from their character charts to help them get started. Say: *Introduce the characters and conflict at the beginning of your story. Remember to tell the story in a way that lets your own personal voice come through.*

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty putting story events in order.

STRATEGY Have students create story panels with sketches and speech balloons. Help them turn the story panels into a narrative.

AL Above Level

ISSUE In describing the characters and the conflict, students include a distracting level of information.

STRATEGY Encourage students to include only the most necessary details. Explain that these are the pieces of information that readers need in order to understand the story.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T135i–T135j

Daily Grammar ✓

Have students find complex sentences in the model. Use pages T135k–T135l to practice both complex and compound sentences.

Daily Writing Skills ✓

Point out that the model uses sentences that vary length and complexity. Then use pages T135m–T135n to practice these skills.

Revise

Read, Retell, Respond **Anthology** page 146

Read aloud step 1 on page 146 and demonstrate how to give feedback by completing the Language Frames as if you were giving feedback to Ted, the author of the model on page 144:

- *Your myth explains what makes the earth quake.*
- *I couldn't picture your characters. You could add details about one of the giants or gods.*

Invite volunteers to practice giving feedback to the author of the model. Then have partners exchange and read each other's work. When they are finished, have them give each other feedback.

Make Changes **Anthology** page 146

Have a volunteer read aloud step 2 on page 146. Point out how Ted deleted unimportant details in the first revision sample: *Ted took out the sentence about Mammoth Cave. That detail doesn't develop the story ideas so he removed it.* Read the sample passage with and without the deleted sentence, explaining how the passage is more effective without it.

Point out that in the second revision sample, Ted combined two short sentences of about the same length into a complex sentence. Explain: *By combining these simple sentences to make one complex sentence, he makes his sentences more varied and interesting.*

Remind students to use their own personal voice in telling the myth. When they have finished their first draft, have students use Revising Marks to edit their work.

See **Differentiate**

Edit and Proofread

Check the Myth **Anthology** page 147

Have students check their drafts against their character charts to make sure they have developed the role and function of each character. Remind them that the conclusion of a myth should resolve the main conflict. Then have students edit and proofread their drafts, focusing on the Week 4 spelling words, sentence variety, and compound and complex sentences.

Differentiate

EL English Learners

ISSUE Students have difficulty creating compound and complex sentences.

STRATEGY Identify a pair of sentences in a student's myth that could be combined into a compound or complex sentence. Provide conjunctions (*when, because, and, but, or*) that could be used in combining the sentences.

BL Below Level

ISSUE Students do not understand how to give their writing a personal voice.

STRATEGY Have students orally describe the action of their myths. Capture the words that "sound like" the students and invite them to work these words into their myths.

Writing Project, continued

Revise

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the myth. Next, talk about ways to improve your writing.

Language Frames	
Retell • Your myth explains _____. • Your characters are _____, and your setting is _____. • First, _____. Then, _____. Finally, _____.	Make Suggestions • I couldn't picture your characters. You could add details about _____. • I didn't understand why _____.

2. **Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 629 to mark your changes.

- Do all of your details help develop your idea? Remove any that don't.

Finally, they decided to put the troublemakers in big caves deep inside the Earth. ~~Each one was the size of Mammoth Cave!~~ ~~The giants figured~~ that would stop the mischief!

- Different types of sentences will make your writing more interesting. Turn some simple sentences into compound and complex sentences.

When they pound on the walls of their caves, the ground above shakes and cracks.

Edit and Proofread

Work with a partner to edit and proofread your myth. Make sure you've punctuated compound and complex sentences correctly. Also check that you have used the correct end mark for each sentence. Use the marks on page 629 to show your changes.

Punctuation Tip

In a compound sentence, add a comma before the conjunction that connects the two parts.

Publish

On Your Own Make a final copy of your myth. Choose a way to share your work with your classmates. You can read it aloud, or act it out.

Presentation Tips

If you are the speaker...	If you are the listener...
Make sure you change your tone to show questions and exclamations.	Listen for details that tell you what the writer is trying to explain or teach.
Make eye contact with your listeners to help them stay connected.	Smile or nod to show the speaker that you are enjoying the story.

In a Group Myths were usually passed on by storytellers. Arrange to visit a class of younger children, and share your myths with them. Afterwards, ask them to draw pictures to go with your story. Later, you can post your myths on your school's Web site.



Anthology pages 146–147

Publish and Present

On Your Own Anthology page 147

Give students the option of typing their stories in a word processing program. Then invite them to share their myths by reading the final copies in small groups. Remind them to read their myths in a way that engages their audience. You might want to model reading different types of sentences, and have students tell whether a sentence is a statement, a question, or an exclamation.

Use the **Writing Rubric** to assess each student's myth.

With a Group Anthology page 147

Help students arrange a visit to a class of younger children. Later, when students post their myths on the school Web site, encourage them to include some of the pictures drawn by the younger children.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the reader is interested. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. Most of the sentences are smooth and logical.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the audience.	Most of the words used are appropriate for the audience and purpose.	All sentences are used and have appropriate punctuation. When read aloud, the writing has a clear meaning and rhythm.	The writing has only a few minor punctuation, capitalization, and paragraphing errors. Most of the sentences are complete.	The text is presented in a way that is easy to read and understand. The writing is easy to follow and has a clear meaning.
3	Most of the writing has a clear focus and the reader is interested. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. Most of the sentences are smooth and logical.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the audience.	Most of the words used are appropriate for the audience and purpose.	All sentences are used and have appropriate punctuation. When read aloud, the writing has a clear meaning and rhythm.	The writing has only a few minor punctuation, capitalization, and paragraphing errors. Most of the sentences are complete.	The text is not clearly presented in a way that is easy to read and understand. The writing is somewhat difficult to follow and has a less clear meaning.
2	The writing has a clear focus and the reader is interested. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. Most of the sentences are smooth and logical.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the audience.	Most of the words used are appropriate for the audience and purpose.	All sentences are used and have appropriate punctuation. When read aloud, the writing has a clear meaning and rhythm.	The writing has only a few minor punctuation, capitalization, and paragraphing errors. Most of the sentences are complete.	The text is not clearly presented in a way that is easy to read and understand. The writing is somewhat difficult to follow and has a less clear meaning.
1	The writing does not have a clear focus and the reader is not interested. Details are inaccurate and show little knowledge of the topic.	The writing does not have a clear structure and purpose. Most of the sentences are not smooth and logical.	The writing does not have a unique voice and tone. The writer's language is not appropriate for the audience.	The words used are not appropriate for the audience and purpose.	Many sentences are not used and have punctuation errors. When read aloud, the writing is difficult to follow and has a less clear meaning.	The writing has many punctuation, capitalization, and paragraphing errors. Most of the sentences are not complete.	The text is not clearly presented in a way that is easy to read and understand. The writing is very difficult to follow and has a very unclear meaning.

Week 4 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Compare Characters and Events
- ✓ Ask and Comprehend Questions
- ✓ Explain Text Structure: Goal and Outcome
- ✓ Use Quotes to Explain Text
- ✓ Use Multiple Sources to Answer a Question

ASSESSMENTS

Reading Comprehension Test

A Solar Saturday

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

Sonia and her little brother Marcus sat on the couch together. They were watching Saturday morning cartoons. Suddenly the lights flickered, and the TV box is silent. From the other room, Sonia heard her mom on the phone saying, "Victor's sick!"

Mom walked into the room with a puzzled look on her face. "This is weird," she said. "My phone call got cut off just as all the lights dimmed. Now the TV isn't working either."

Sonia remembered something from science class. She told Mom that scientists had reported an increase in solar flares recently. When her Mom's face remained puzzled, Sonia explained,

"Solar flares are huge bursts of magnetic energy that shoot off from the surface of the sun. They send waves through space. They can even affect power lines here on Earth!"

"Well," said Mom, "solar flares or not, you've just reminded me that you two promised to help in the greenhouse. Ever since we added those solar panels to our house, the plants have been growing like crazy!"

As they walked out to the greenhouse with its dark panels on the roof, Sonia smiled up into the clear, bright sky. Marcus squinted toward the sky and said, "Hi, Sun, thanks for all the power you give our solar panels, and thanks for helping our plants grow in this greenhouse. Still, can you keep the solar flares down? I'm missing my favorite cartoon!"

Grade 2 Assessment A2.22 Unit 2: Catching the Light

Reading Comprehension Test

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

Which character in the story teaches the other?

Which of these happened first?

What causes Mom to think about working in the greenhouse?

Sonia smiles on her way to the greenhouse. Why?

Grade 2 Assessment A2.23 Unit 2: Catching the Light

Reading Strategy Assessment

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

Check the strategy passages 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.

Grade 2 Assessment SG2.30 Unit 2: Catching the Light

Reading Comprehension Unit Test A2.22–A2.30

Reading Strategy Assessment SG2.30–SG2.31

Fluency

- ✓ Phrasing
- ✓ Accuracy and Rate

Oral Reading Assessment

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

It is in the middle of the day. Suddenly, the sun starts to disappear. A dark object begins to block the light. Animals act strangely. The sky slowly becomes dark. An eerie glow surrounds the black circle that now covers the sun. In the world coming to a screeching halt, is just an eclipse of the sun.

A solar eclipse is an unusual and surprising event. In ancient times, people did not know what caused solar eclipses, and they were frightened when they were plunged into darkness in the middle of the day in ancient China, it was thought that an eclipse happened when a dragon was devouring the sun. Even now, in some parts of the world, some people still chant, bang pots, or shoot cannons to frighten away whatever is "biting" the sun.

Today, we know that solar eclipses happen when the sun, moon, and Earth line up in a row. When the moon comes between the sun and Earth, it blocks the sun's light. Then Earth is in the moon's shadow. If the moon blocks all of the sun, it is a total eclipse. If the moon blocks part of the sun, it is a partial eclipse. Total solar eclipses are rare and last only a few minutes. The most important thing to remember about a solar eclipse is that viewing one can be harmful to your eyes. Never look at a solar eclipse through a telescope or binoculars. It is safest to look at a projected image or to use special goggles.

Grade 2 Assessment A2.1 Unit 2: Catching the Light

Oral Reading Assessment

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

Grade 2 Assessment A2.2 Unit 2: Catching the Light

Oral Reading Assessment

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

Grade 2 Assessment A2.3 Unit 2: Catching the Light

Oral Reading Assessment A2.1–A2.3

Use these passages throughout Unit 2. Work with Below Level students this week.

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Use Roots to Determine Word Meanings
- ✓ Spell Words with Consonant Blends: nd, st, lt, mp, nt, fr, sm, sn, sl, cl, tr, pl, dr
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the questions. Then choose the best answer.

The word *abundant* comes from the Greek root *abun-*. What does *abundant* most likely mean in this sentence?

The plant looked at the abductor as she landed the plane.

Grade 2 Assessment A2.31 Unit 2: Catching the Light

Vocabulary Test

Directions: Read the questions. Then choose the best answer.

The word *desert* comes from the Latin root *des-*. What does *desert* most likely mean in this sentence?

The post's thermometer was set at a comfortable temperature.

Grade 2 Assessment A2.32 Unit 2: Catching the Light

Spelling Words

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

Words with Consonant Blends: nd, st, lt, mp, nt, fr, sm, sn, sl, cl, tr, pl, dr

1. abundant Solar power and wind power are abundant sources of energy because sun and wind are plentiful.

2. abductor An asteroid might fall from space and strike Earth.

3. abductor The worker descended from the window, moving carefully down the ladder.

4. destructive The burst dam was destructive, flooding many farms.

5. drop I saw the corners of Earth's shadow cast and the corners of his mouth drop when he saw the high electric bill.

6. eclipse When the sun was covered by the moon during the solar eclipse, millions from around the world were dependent on the light.

7. friction Some energy is lost through friction, when one machine part rubs against another.

8. simply Without a breeze to dry and stiffen them, the clothes dangled flimsy from the clothesline.

9. planetarium The planetarium showed a model on the energy of stars.

10. started The solar cells were angled to match the slanted roof.

11. smolder The flames are out now, but the embers still smolder.

12. snuffed The firefighters snuffed out the fire before it spread.

13. transparent We could clearly see the world outside through the transparent material.

14. wasteland Using clean sources of energy can keep our planet from becoming a polluted wasteland.

15. withed Due to the lack of rain, the plants are now limp and withed.

Watch-Out Words

16. ensure The plant owners must ensure their workers' safety.

17. insure The management has agreed to insure each worker.

18. wander Workers cannot wander aimlessly around the plant.

19. wonder I wonder when these improvements will take place.

Vocabulary Unit Test A2.31–A2.33

Spelling Pretest/Spelling Test T135i

Grammar and Writing

- ✓ Use Introductory Elements
- ✓ Use Participial Phrases
- ✓ Use Questions
- ✓ Use Kinds of Sentences
- ✓ Use Commas for a Series
- ✓ Use Compound and Complex Sentences
- ✓ Vary Sentences

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Our teacher showed us how to make a solar _____ we based some food in it. We brought pizza boxes from home, taped foil on the _____ plants wrap to hold in the heat _____ the solar block above them, we put black construction paper on the bottom of the _____ we were made.

Grade 2 Assessment A2.34 Unit 2: Catching the Light

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

It's so hard to get to work outside and not a career off your wall, wouldn't it. (E) Some scientists are working on a project called WaterShed, which will make even more use of renewable resources. (F) Scientists already build houses that collect and conserve. (G) Designed for energy efficiency, scientists have also developed solar-powered houses. (H) While these are great ideas, the scientist's most interesting dream is to grow vegetables on the outside walls. (I) They have built a room for a garden so scientists will continue to work with green walls. (J) Just about any vegetable grows on these walls. (K) One wall has already been built and has 124 plants growing on it.

Grade 2 Assessment A2.35 Unit 2: Catching the Light

Writing Rubric

Grade 2 Assessment A2.42 Unit 2: Catching the Light

Writing, Revising, and Editing Unit Test A2.34–A2.37

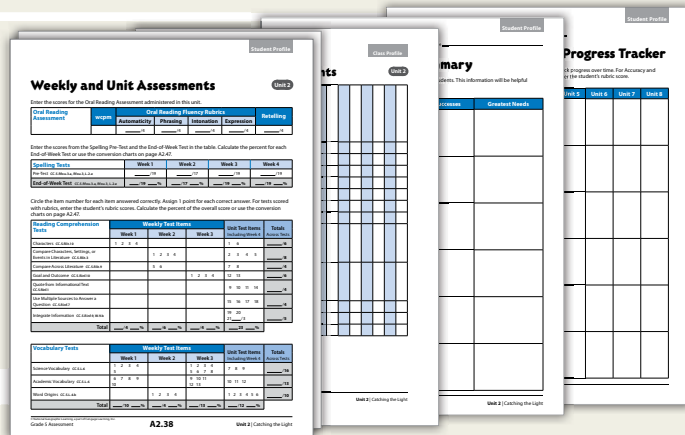
Writing Rubric A2.42



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A2.38–A2.39
- Class Profile: Weekly and Unit Assessments** A2.40
- Student Profile: Strengths and Needs Summary** A2.41
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Quote to Explain:** Reteaching Master RT.2.10
- Multiple Sources:** Reteaching Master RT.2.11
- Ask Questions:** Reteaching Master RT.2.12

ADDITIONAL PRACTICE

Comprehension Coach

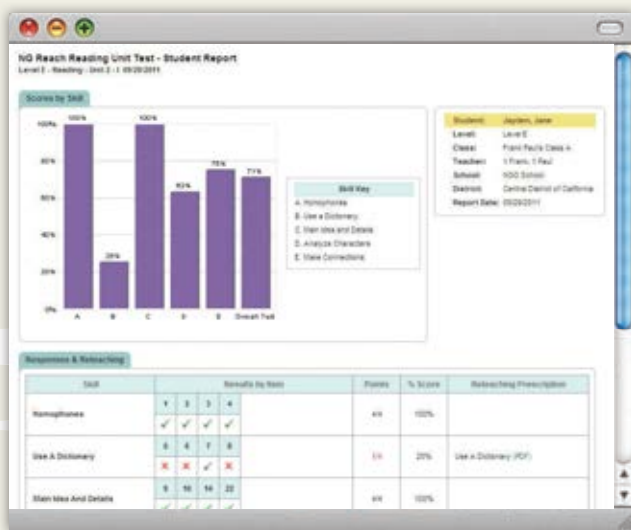
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6,** page BP40
- Spelling and Word Work Routine,** page BP52

ADDITIONAL PRACTICE

Vocabulary Games
Daily Spelling Practice, pages T135i–T135j

Grammar and Writing

RETEACH

- Sentences:** Anthology Handbook, pages 636–638
 - Commas:** Anthology Handbook, page 658
 - Writing:** Reteaching Writing Routine, page BP51
 - Writing Trait: Voice:** Reteaching Master RT.2.13
- ADDITIONAL PRACTICE**
More Grammar Practice PM2.33
Daily Writing Skills Practice, pages T135m–T135n

See Weeks 1–3 for additional practice resources.

Big Question What is the power of the sun?

Talk Together
In this unit, you found lots of answers to the **Big Question**. Now, use the concept map to discuss the **Big Question** with the class.

Concept Map

Write a Compare and Contrast Blog
Use the concept map to write a blog that tells how the power of the sun affects people and nature.

148

Unit 2 Wrap-Up

Share Your Ideas
Choose one of these ways to share your ideas about the **Big Question**.

Write It!
Write to an Astronaut
Write a letter to an astronaut. Include a question you would like to ask about the sun. Use the Internet to search the NASA Web site for the address where you should send the letter.

Dear NASA Astronaut,
I heard that the view of the sun from space is amazing! I have a question about the sun.

Talk About It!
Hold a Press Conference
With a partner hold a "press conference" about the first solar oven at your school. First, prepare interesting facts and details. Tell this information to an audience of "reporters" (your classmates). Then invite the reporters to ask questions.

Do It!
Perform a Myth
Choose a myth from the unit. Work with a group of classmates to perform it as a play. Decide who will play each part. Then talk about how you will perform the key events. Create some props and costumes. Rehearse the play several times and then perform it for the class.

Write It!
Write a Song or Chant
Work with a partner to write a song or chant to introduce one of the selections. The song or chant should match the mood or feeling of the selection. Perform the song or chant for the class.

149

Anthology
pages 148–149

OBJECTIVES

Thematic Connection: Energy and Electricity
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM2.1

Academic Talk

1 Talk Together Anthology page 148

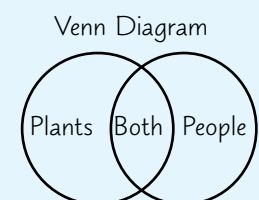
Display the Big Question. Read aloud the instructions. Have students revisit **Practice Master PM2.1** to remind them of their answers to the Big Question. Encourage students to think about past class discussions, the selections in the unit, and the books they read during **Small Group Reading**. Encourage elaboration: *What else does the sun's energy do? Can you add more ideas?*

Writing

2 Write a Compare and Contrast Blog Anthology page 148

Read aloud the instructions. Use a Venn diagram to compare and contrast how the sun affects people and plants. Ask volunteers to add examples to the diagram by reviewing the Key Words on **Anthology** pages 79 and 113, as well as the information in the blog on pages 118–134.

Have students write their blogs independently.



COMMON CORE STANDARDS

Writing

Write Over Shorter Time Frames for Specific Tasks and Purposes CC.5.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Unit Projects

3 Share Your Ideas **Anthology** page 149

Read aloud the project options. Have students who have chosen the Write It project work independently. Others should gather in pairs or small groups in designated areas.

Write It!



Plan

Have students brainstorm possible questions to ask an astronaut about the sun. Then ask: *What are the parts of a formal letter?* (heading, date, inside address, salutation, body, closing, signature, name) Review appropriate language for formal letters. Write a model of a formal letter on the board. Have students suggest content for each part of the letter as you write.

Write to an Astronaut

As they write their letters, encourage students to include the following:

- a clearly worded, specific question
- polite and respectful language

Write Over Shorter Time Frames for Specific Tasks and Purposes CC.5.W.10

Talk About It!



Plan

Have students review pages 137–141 as they prepare the facts and details about how to make a solar oven. Suggest that each student in the group report on different steps.

Review how to ask and respond to questions. Ask each student to brainstorm three possible questions and answers other students might ask.

Hold a Press Conference

Allow time for students to practice their presentations. Have students hold their press conference for their classmates. Remind students use formal language.

Pose and Respond to Questions CC.5.SL.1.c
Report on a Topic CC.5.SL.4

Do It!



MATERIALS

a variety of materials to create props and costumes

Plan

Have students choose a myth from the unit. As they write their plays, remind students to include a beginning, middle, and end:

- *In the beginning, introduce the setting and characters, and describe the problem.*
- *In the middle, the characters try to solve the problem.*
- *The end describes how the problem is solved.*

Suggest that students include stage directions and a narrator.

Perform a Myth

Allow adequate time for student groups to practice their play and create costumes and props before performing their myths.

Write Narratives CC.5.W.3
Adapt Speech CC.5.SL.6

Write It!



Plan

Instruct students to choose a selection from the unit as the subject of their chant or song. Have students identify the mood of the selection first. Then have them brainstorm familiar songs and chants that they could modify to fit the selection. For example, suggest to students that they use the tune of a well-known holiday song or their favorite pop song, and replace the lyrics with their own.

Write a Song or Chant

Allow students adequate time to brainstorm and write their songs or chants. When they have finished, have student pairs perform their song or chant for the class.

Write Over Shorter Time Frames for Specific Purposes and Audiences CC.5.W.10

Unit 2 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Click links in the Teacher eEdition



Access all resources using the Lesson Planner

Browse the Resource Directory

Display Practice Masters using the Presentation Tool

More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



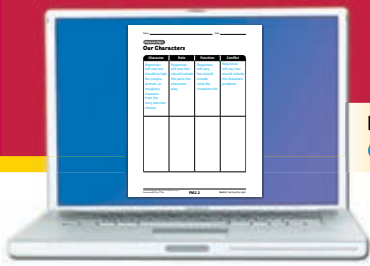
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

Practice Masters		Pages
Family Newsletter 2: English and Spanish		
Week 1	Day 1: Unit Concept Map	PM2.1
	Character Chart	PM2.2
	Day 3: Grammar Game	PM2.3
	Day 4: Grammar and Writing	PM2.4
	Day 5: Test-Taking Strategy Practice	PM2.5
	Character Chart	PM2.6
	Fluency Practice	PM2.7
	Reteach: Grammar Practice	PM2.8
Week 2	Day 1: Grammar Game	PM2.9
	Day 2: Grammar Game	PM2.10
	Day 3: Comparison Chart	PM2.11
	Grammar Practice	PM2.12
	Day 4: Mark-Up Reading	PM2.13
	Grammar and Writing	PM2.15
Reteach: Grammar Practice	PM2.16	
Week 3	Day 1: Goal-and-Outcome Chart	PM2.17
	Day 2: Grammar Game	PM2.18
	Day 4: Grammar and Writing	PM2.19
	Day 5: Test-Taking Strategy Practice	PM2.20
	Goal-and-Outcome Chart	PM2.21
	Fluency Practice	PM2.22
Reteach: Grammar Practice	PM2.23	
Week 4	Day 1: Grammar Game	PM2.24
	Day 2: Grammar Game	PM2.25
	Day 3: Comparison Chart	PM2.26
	Grammar Practice	PM2.27
	Day 4: Mark-Up Reading	PM2.28
	Grammar and Writing	PM2.32
Reteach: Grammar Practice	PM2.33	



NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level F | Unit 2

Dear Family Member,

“What is the power of the sun?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about solar energy. 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. Ask if they know any stories, songs, poems, or sayings about the sun. Try to use some of the New Words in your interviews.
2. Together, make notes of your interviews on the lines below. Write words, phrases, and sentences that will help you remember the ideas you collected.
3. Remind your student to bring the completed notes to class.

What We're Reading

“Ten Suns: A Chinese Myth”

retold by Eric A. Kimmel

In this myth, too many suns fill the sky and almost destroy the Earth.

“How the Fifth Sun Came to Be: An Aztec Myth”

retold by Lulu Delacre

In this myth, Aztec gods choose one god to become the Sun.

“Energy for the Future”

by Thomas Taha Rassam Culhane

In this blog, Explorer Thomas Culhane and his students create a solar-powered water heater for their school.

“How to Make a Solar Oven”

by Solargirl

This online article explains how to make a solar-powered oven from common materials.

And more!

COPY READY



New Words

Weeks 1 and 2

absorb

heat

thermal

assume

power

transmit

event

reflect

explanation

theory

Weeks 3 and 4

alternate

electrical

solar

circuit

energy

volt

conduct

insulate

watt

current

obstacle

decrease

rely

Learn and play with words. NGReach.com



Nuevas Palabras

Semanas 1 y 2

absorb

absorber

assume

asumir

event

evento

explanation

explicación

heat

calor

power

potencia

reflect

reflejar

theory

teoría

thermal

térmico

transmit

transmitir

COPY READY

Semanas 3 y 4

alternate

alternó

circuit

círculo

conduct

conducir

current

corriente

decrease

disminuir

electrical

eléctrico

energy

energía

insulate

aislar

obstacle

obstáculo

rely

confiar

solar

solar

volt

voltaje

watt

vatio

Aprenda y juegue con palabras. [NGReach.com](https://www.NGReach.com)

Unit Concept Map

Catching the Light

Make a concept map with the answers to the Big Question:
What is the power of the sun?



COPY READY

Name _____ Date _____

Character Chart

Our Characters

COPY READY

Character	Role	Function	Conflict

Grammar: Game

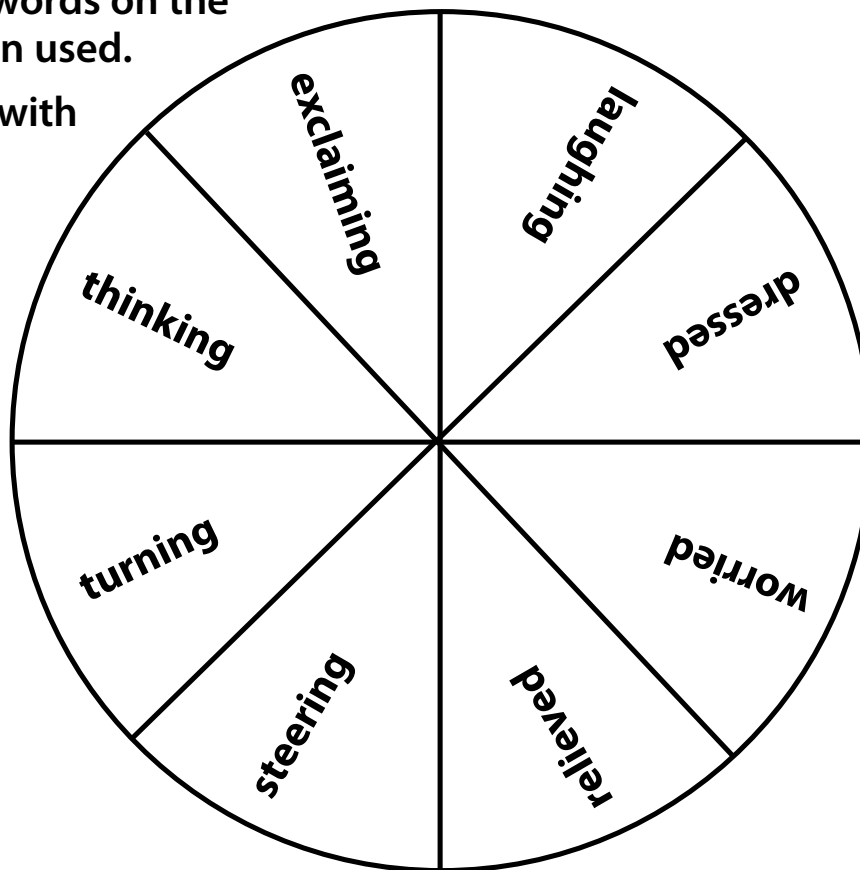
What Else Am I Doing?

Directions:

1. Play with a partner to develop an imaginative story about an astronaut's trip to the sun.
2. Player 1 writes a simple sentence describing what the astronaut is doing.
3. Player 2 then spins the spinner and uses the participle on the wheel to write a participial phrase to add to the sentence.
4. Player 2 adds the participial phrase to the sentence and writes the new sentence on a separate piece of paper.
5. Switch roles and repeat for the next sentence. Players build on the earlier sentences to make a story.
6. Play until all the words on the spinner have been used.
7. Share your story with the class.

The astronaut climbed into the spaceship.

Dressed in his flight suit, the astronaut climbed into the spaceship.



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.

COPY READY

Grammar: Grammar and Writing

Edit and Proofread

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

- correct use of introductory elements
- correct use of participial phrases
- correct use of commas

Editing and Proofreading Marks

^	Add.
↵	Take out.
⤴ ^	Move to here.
^,	Add comma.
Ⓜ	Add period.

Summer Discovery

On a bright summer day, Quentin walked up to his front porch. He saw a large pitcher of water tripping up the steps. In the pitcher golden brown water had many tea bags floating in it. Quentin feeling suspicious wondered why this pitcher was left on the porch.

Carefully Quentin carried the pitcher to the kitchen table. Margaret saw the pitcher on the table walking into the kitchen. Looked confused she asked Quentin why the sun tea was inside. Cautiously Quentin asked Margaret what sun tea was. After a sip of tea Quentin decided that he loved sun tea!

Test-Taking Strategy Practice

Read Directions Carefully

Answer the question by choosing the correct answer choice and shading the letter on your answer sheet.

Sample

- 1** What happened after Hu Yi shot the first arrow?
- Ⓐ New suns appeared.
 - Ⓑ A sun shattered.
 - Ⓒ Suns streaked higher.
 - Ⓓ A sun circled Earth.

Read the question about “Ten Suns.” Choose the best answer.

- 2** What did Hu Yi invent?
- Ⓐ the constellations
 - Ⓑ the bow and arrow
 - Ⓒ the ten suns
 - Ⓓ the jade palace

Fill in the blank to complete the second sentence.

- 3** Di Jun’s sons thought their job was _____ .

Read the question. Then write your answer in the space provided.

- 4** What did the emperor Shun tell his messenger?

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

Character Chart

"Ten Suns"

COPY READY

Character	Role	Function	Conflict
Di Jun	father		sons want to light the sky all at once
ten sons			

 Use your chart to retell the myth to a partner.

Fluency Practice

“Ten Suns”

Use this passage to practice reading with proper intonation.

Hu Yi refused. “How can I harm your boys? They are like my children. I taught them to shoot with a bow and arrow. We both still love them, even when they disobey.”

“I love the creatures of Earth, too. I must protect them,” Di Jun told Hu Yi. “Do not be afraid. You will not harm the boys. My sons will not be hurt, but they will be changed. Never again will they cross the sky as suns. They will be gods no more. Hurry! Do as I command. There is no time to spare. Earth is dying.”

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

A Busy Day**Grammar Rules** Introductory Elements and Participial Phrases

An **introductory element** is a word, phrase, or clause that appears at the beginning of a sentence. It is always followed by a **comma**.

Today, we got up at 7 a.m.
Ten minutes later, we took Max for walk.

Participles and **participial phrases** describe nouns or pronouns. They may appear before or after a noun, set off by **commas**.

Tugging on his leash, Max started to run.
The squirrel, **worried about the dog**, ran up a tree.

Always put a participial phrase next to the noun or pronoun it describes.

Chasing Max, we got lots of exercise.

Underline the introductory elements. Circle the participial phrases. Add commas where they are needed.

1. Tired from the walk we thought about not going to the mall.
2. After resting a few minutes we decided to go.
3. At the mall we saw our friend Fran.
4. Fran, smiling and waving ran up to us.
5. Starved we all went to the food court for lunch.

 With your partner, describe something you did with a friend. Use introductory elements and participial phrases.

Grammar: Game

Depending on Clauses

Directions:

1. Play in a group of three to create sentences about the sun or about activities people enjoy in the sun.
2. Write each of the words below on a separate index card. Shuffle the cards and stack them face down.
3. Player 1 takes the top card and uses the word to write an introductory dependent clause. Then Player 1 places the word card at the bottom of the stack.
4. Player 2 completes the sentence by writing an independent clause that makes sense with the introductory clause. Remember to use a comma to separate the introductory clause from the rest of the sentence.
5. Player 3 acts as referee and awards one point each to Players 1 and 2 if their clauses are correct.
6. For the next turn, Player 2 draws a card and writes an introductory dependent clause. Shifting roles, Player 3 completes the sentence, and Player 1 acts as referee.
7. Continue changing roles and play until each player has been the referee twice. The player with the most points wins.

because
since

while
if

until
when

although
before

Grammar: Game**Change My Sentence**

Types of Sentences		
direct address	yes/no answer	tag question

Directions:

1. Play in a group of three. Collaborate to write each type of sentence in the list on a separate index card. Then place the cards face down.
2. Player 1 chooses a card and sets it aside. He or she then writes a sentence about one of the characters in "Ten Suns" using the sentence type named on the card.
3. Players 2 and 3 are scorers. They read the sentence and decide if it is written correctly. They give Player 1 one point each for having the sentence in the correct form and for having the comma in the correct place.
4. Player 2 chooses one of the remaining cards and rewrites Player 1's original sentence using the sentence type labeled on the second card. Players 1 and 3 are scorers.
5. Play continues as Player 3 takes the last card and rewrites Player 1's original sentence using the third sentence type. Players 1 and 2 are scorers.
6. After Player 3's turn, reshuffle the cards and play another round with a new sentence, beginning with Player 2.
7. Continue playing until each player has started two sentences. The player with the most points at the end of the game wins.

Comparison Chart

Compare Origin Myths

	"Ten Suns"	"How the Fifth Sun Came to Be"
Tell the type of myth.		Aztec
Tell what the myth explains.		
Setting		Mexico
List the characters.	Gods: Heroes: Other:	Gods: Heroes: Other:
Tell what the story is about.	Beginning: Middle: End:	Beginning: Middle: End:
Tell the story's message.		

COPY READY

 Take turns with a partner. Share another message you think each myth has.

Grammar: Practice

The Story of the Sun

Grammar Rules Kinds of Sentences

1. Use a statement to tell something.
2. Use a command to tell someone to do something.
3. Use an exclamation to show strong feeling. End it with an exclamation mark. (!)
4. Use a question to ask something. End it with a question mark. (?)


Follow the directions. Use a contraction in at least one sentence.

1. Write a statement about the sun's power.

2. Write an exclamation about the sun.

3. Write a question you have about the sun.

4. Write a command about staying safe in the sun.

 Listen as a partner tells you something about the sun. Use a different kind of sentence to respond.

Mark-Up Reading

The **Sun God** and the **Moon God**

retold by Alonso Mantega

In the beginning of time, the people of the world lived in total darkness. There was no day, only endless night. The king of the birds, a vulture named Urubutsin, did not want light to reach the Earth below. So he commanded the birds to reflect the light back into the sky with their wings. By controlling the light, Urubutsin had power over the world. People struggled to survive in the dark and lived in fear.



▲ Urubutsin, a vulture, was king of the birds.

One day, two brothers named Kuat and lae went out to gather food in the Amazon rainforest. Suddenly, a twig snapped behind the brothers.

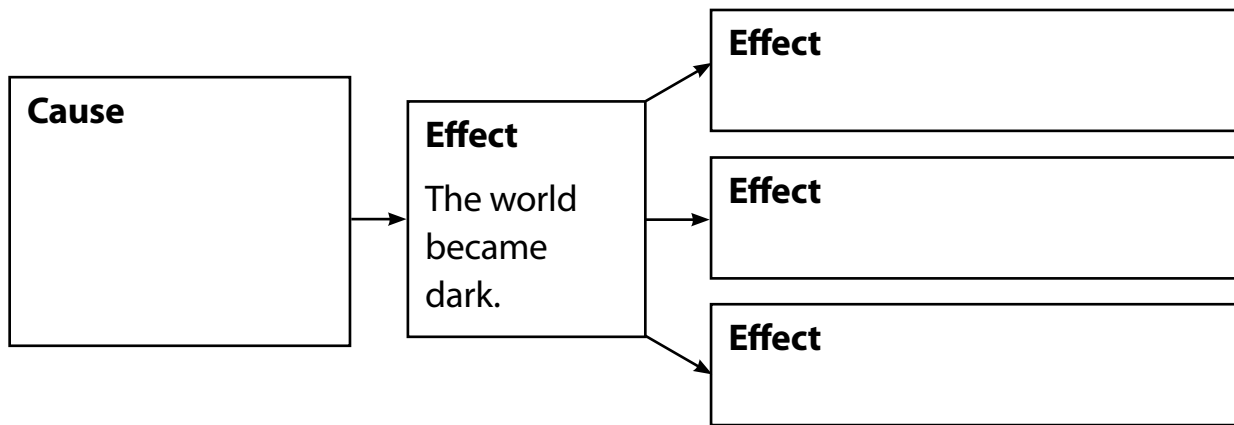
“Who’s there?” asked Kuat.

“Grrrrrrraaar!”

“A jaguar!” shouted lae. “Run!”

The brothers sprinted back to their hut. “It is too dark,” said lae, collapsing into a hammock. “We cannot find food, and predators can stalk us!”

Kuat thought about how much he loved his home. But like all of the other people of the world, he found it difficult to survive in the darkness. This gave him an idea. “What we need is some of Urubutsin’s light!” he said.



COPY READY

Mark-Up Reading

The **Sun God** and the **Moon God**

(continued)

The brothers decided to set a trap to capture Urubutsin. They knew that he loved to devour dead animals. Kuat found a jaguar carcass large enough to hide lae and him. After they crawled inside, it was not long before Urubutsin saw the corpse. "Time to eat!" squealed the king of the birds as he swooped down on the carcass. But before he could tear into the meat, Kuat and lae grabbed Urubutsin by the legs.



"Let me go!" squawked the king of the birds.

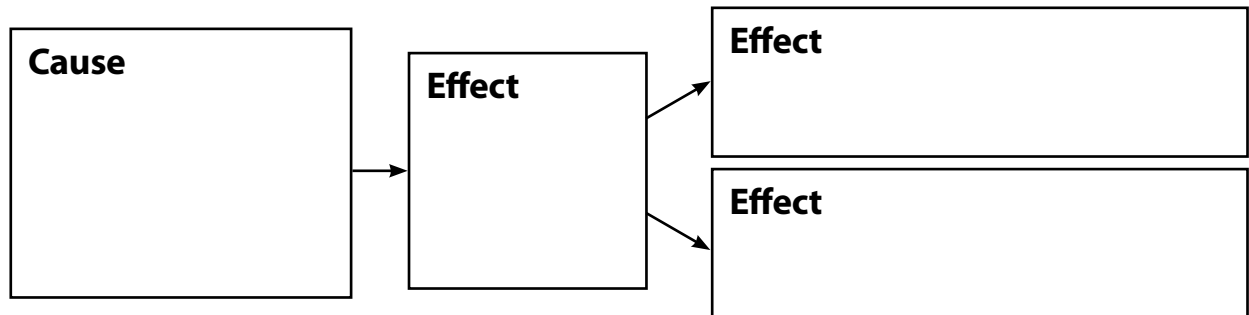
"Not until you give us some of your light!" replied Kuat.

"Never!" cawed the vulture as he struggled against the brothers' grips.

After hours and hours, Urubutsin was exhausted from trying to escape.

"Please," he chirped, "Let us compromise! I will let you have light for half of the day, and the other half will remain dark."

From that day forward, there was bright light during the day and even some light in the evening. The brothers became gods. Kuat, the caretaker of the daylight, was called the sun. lae, who watched over the soft light at night, was the moon. Generations of their grateful tribesmen worshipped them for bringing light to a world that was once awash with darkness.



Grammar: Grammar and Writing

Edit and Proofread

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

- correct placement of commas
- correct use of introductory elements
- correct use of different sentence types

Editing and Proofreading Marks

^	Add.
~	Take out.
○ ^	Move to here.
^,	Add comma.
⊙	Add period.

The Young Man and the Sun: An Island Legend

The young man had work to do, but the sun was setting. He couldn't work in the dark could he? If the sun moved more slowly he would have more time for his tasks. He asked his mother for help.

"Mother I need a rope to catch the sun and make him slow down."

His mother said, "Yes I'll help. Cut some of my hair. Because it is strong it won't burn in the sun's heat." He made a long rope from her hair.

The next morning he threw the rope around the sun. The sun pleaded, "Young man release me won't you?" But the young man held fast.

He said, "Sun slow down so we can do our work!" The sun agreed. From that day on it moved more slowly for six months of the year.

Grammar: Reteach

What Do You Like to Read?**Grammar Rules Commas**Use commas:

- after **introductory dependent clauses**
- before or after the **name of someone being spoken to**
- after a **yes or no answer**
- before a **tag question** at the end of a statement

Although I like this story, I liked that, too.

Tina, which one did you like? I liked the first one, Jacob.

Yes, I agree with you.

I like good stories, don't you?

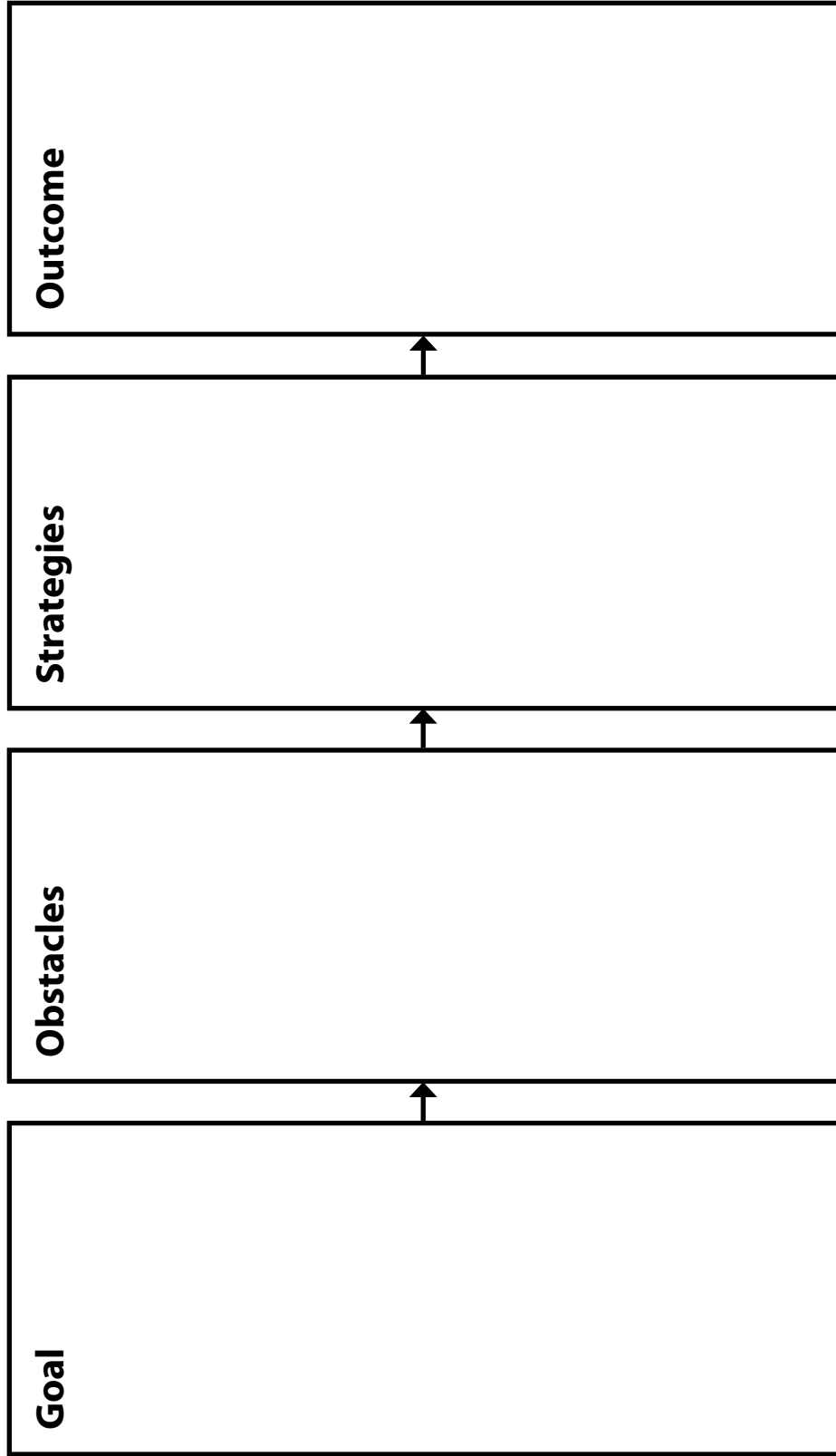
Read each sentence. Add the missing commas and the correct end marks.

1. Antonio do you like historical fiction
2. Yes but I prefer science fiction stories Sam
3. Antonio look at the pictures in this book
4. Those are amazing Sam
5. After I read a good book I like to talk about it don't you

 With your partner, ask and answer *yes/no* questions about the stories you like. Use your partner's name in each sentence.

Goal-and-Outcome Chart

A School Project



 Use your chart to tell a partner about the goal and how it was achieved.

COPY READY

Grammar: Game

Electric Series!

Directions:

1. Play with a group of three or four players.
2. Cut out the cards and spread them out face up. Take turns selecting at least three white cards and one gray card.
3. Arrange your cards into a series of items. Place a paperclip between cards where commas should appear. You can use either form of the words that appear on the white cards.
4. If the other group members agree with your series, make up a sentence with the series and score one point. Then replace your cards. If they don't agree, replace your cards and the next player takes a turn.
5. Players who make a sensible sentence using a series of five or more white cards score an extra point.
6. Play until all players have had at least two turns. The player with the highest score wins.

COPY READY

and	or	battery batteries	shock shocks
spark sparks	light bulb light bulbs	television televisions	power cord power cords
plug plugs	switch switches	jolt jolts	lamp lamps
flashlight flashlights	burn burns	mobile device mobile devices	laptop laptops
outlet outlets	clock clocks	dial dials	power powers

Grammar: Grammar and Writing

Edit and Proofread

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

- correct placement of commas and semicolons
- correct use of introductory elements
- correct use of different sentence types
- correct punctuation of interjections

Editing and Proofreading Marks

^	Add.
~	Take out.
○ → ^	Move to here.
^,	Add comma.
⊙	Add period.

The House of the Future, Here Today

“You won’t have to pay another electric bill,” the builder said.

“Wait, will you say that again?” my sister interrupted.

The builder explained, “Your dishwasher refrigerator oven and stove will all use the power of the sun. Solar cells on the roof change solar energy into electricity.”

“Wow what an amazing house!” she exclaimed. “Are there many others like this one?”

“Sure,” he replied. “We have built solar houses in Seattle Washington Chicago Illinois and Cleveland Ohio.”

Test-Taking Strategy Practice

Read Directions Carefully

Answer the question by choosing the correct answer choice and shading the letter on your answer sheet.

Sample

- 1** Which detail supports this sentence?
- Ⓐ Solar cell technology is improving all the time.
 - Ⓑ They used a blanket to insulate the water heater.
 - Ⓒ Thomas Culhane shows how temperature changes.
 - Ⓓ The heater has large black panels.

Read the questions about “Energy for the Future.” Then write your answers in the space provided.

- 2** After you eat food, what happens as a result of the chemical reactions inside your body?
- _____
- 3** Where does most of the electrical energy in the world come from?
- _____
- 4** What do the students have to do first in order to build the water heater?
- Ⓐ line the box with insulation
 - Ⓑ test the metal storage tank
 - Ⓒ build another solar panel
 - Ⓓ place the tank on a stand

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

Goal-and-Outcome Chart

"Energy for the Future"

Goal	Obstacles	Strategies	Outcome
to use the sun's energy to heat water			

COPY READY

 Use your chart to retell the selection to a partner.

Fluency Practice

“Energy For the Future”

Use this passage to practice reading with proper phrasing.

Today we had a problem. We tested our metal storage 10
 tank. It leaked! Then one student had an idea. He took me to a place 25
 where plastic barrels from a shampoo factory were being re-sold. The 36
 barrels were inexpensive, and perfect for our hot water heaters. 46

When we returned, the students cheered. “But how will the water 57
 in the tank stay hot?” asked one student. “Maybe it just needs a blanket,” 71
 said another. 73

Clearly, the students have become energy problem-solvers. At 81
 the end of the day today, we insulated our tank with a 93
 “blanket” of fiberglass insulation, and then gave each other high-fives. 103

COPY READY

Phrasing

- 1 Rarely pauses while reading the text.
- 2 Occasionally pauses while reading the text.
- 3 Frequently pauses at appropriate points in the text.
- 4 Consistently pauses at all appropriate points in the text.

Accuracy and Rate Formula

Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

Grammar: Reteach

A New England Vacation

Grammar Rules Interjections, Commas in a Series, Semicolons

Interjections show feelings.

- An interjection that shows a strong feeling ends with an **exclamation mark**.
- An interjection that shows a mild feeling is followed by a **comma**.

Hurray! We're starting our trip today.

Well, don't forget to visit Boston.

Use **commas** with three or more items in a series. Use a comma before the **coordinating conjunctions** *and* or *or*.

We'll go hiking, swimming, and sailing.

When items in a series already contain a comma, use **semicolons** to separate the items.

We'll tour Concord, Massachusetts; Woodstock, Vermont; and Providence, Rhode Island.

Add commas and exclamation marks where they are needed.

1. We got photos maps and souvenirs in New England.
2. Wow Look at this photo of the whale we saw near Nantucket.
3. Well I'd like to visit a European city such as Paris France London England or Rome Italy.
4. Great Let's save our money and go there together some day.

 **Tell a partner about a vacation you want to take. Tell three places to go and what to do in each place.**

COPY READY

Grammar: Game**Finish My Sentence****To prepare:**

1. Collaborate with your partner to write each independent clause and each conjunction below on a separate strip of paper.
2. Place the strips with independent clauses in a cup and place the conjunctions next to the cup.

To play:

1. Player 1 takes a clause from the cup and gives it to Player 2.
2. Player 2 chooses one of the conjunctions. Then, on a blank paper strip, he or she writes a second independent clause that can be added to the first clause using that conjunction. Then, Player 2 combines the three paper strips to form a compound sentence.
3. If Player 1 agrees that the sentence is correct, Player 2 scores 1 point.
4. Players reverse roles and take turns playing until all the clause strips have been used. The player with more points at the end of the game wins.

Independent Clauses

some cities on rivers use water power to create electricity

we get light from the sun

many people use fossil fuels to heat their homes

dark surfaces absorb heat from the sun

solar cells turn light into electricity

wind mills can produce electricity

using solar energy decreases air pollution

fossil fuels cause air pollution

Conjunctions

and

yet

but

or

so

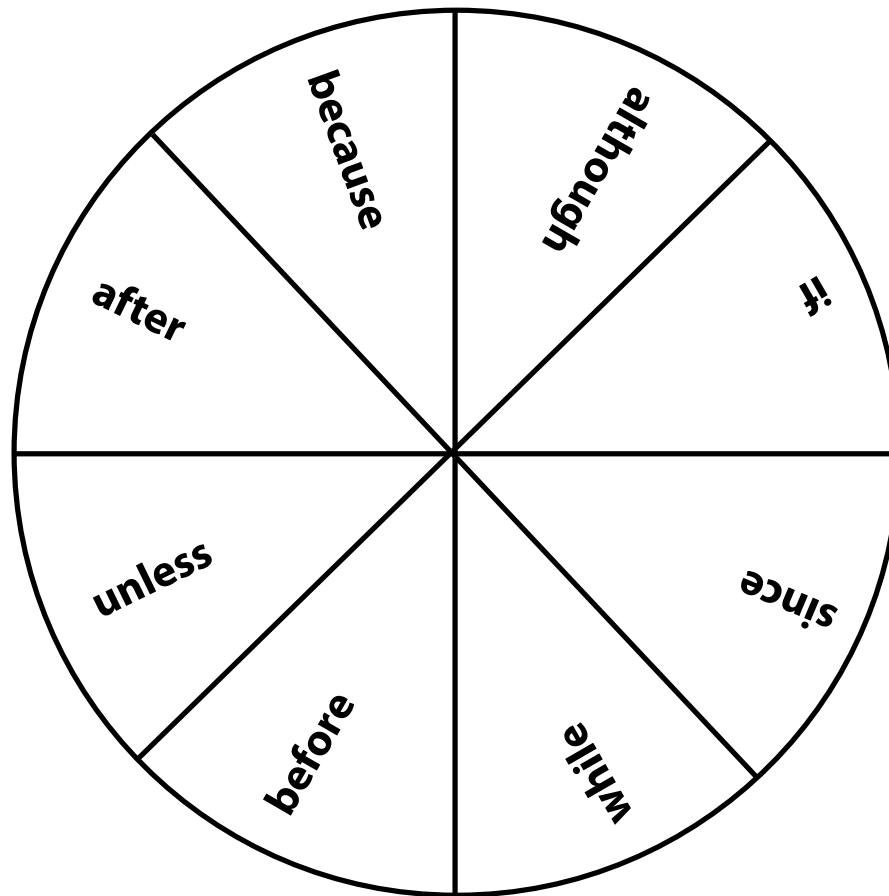
Grammar: Game

Spin a Complex Sentence

Directions:

1. Play with a partner. Take turns.
2. Player 1 spins the spinner and writes a dependent clause using the conjunction that the spinner points to.
3. Player 2 copies down Player 1's dependent clause and adds an independent clause to make a complex sentence.
4. If Player 1 thinks that the sentence is a correct complex sentence, Player 2 scores a point.
5. Then Player 2 takes a turn and spins the spinner. Play continues until partners have completed six sentences. The player with more points at the end wins.

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 Online Documents

COPY READY

	“How to Make a Solar Oven”	“Energy for the Future”
Genre		
Point of View	first person <input type="checkbox"/> second person <input type="checkbox"/> third person <input type="checkbox"/>	first person <input type="checkbox"/> second person <input type="checkbox"/> third person <input type="checkbox"/>
Style	slang <input type="checkbox"/> exclamation points <input type="checkbox"/> abbreviations <input type="checkbox"/> questions <input type="checkbox"/> conversational voice <input type="checkbox"/>	slang <input type="checkbox"/> exclamation points <input type="checkbox"/> abbreviations <input type="checkbox"/> questions <input type="checkbox"/> conversational voice <input type="checkbox"/>
Content		

 **Talk with a partner about how the purpose of a blog is different from that of a how-to article.**

Grammar: Practice

Sun Baked Potatoes**Grammar Rules Compound and Complex Sentences**

1. To make a compound sentence, use a comma and a conjunction (*and, but, or, so, yet, or nor*) to join two independent clauses.
2. Join a dependent clause with an independent clause to make a complex sentence. Use a comma if the dependent clause comes first. Use words such as *when, because, although, while, and since*.

Write compound and complex sentences.

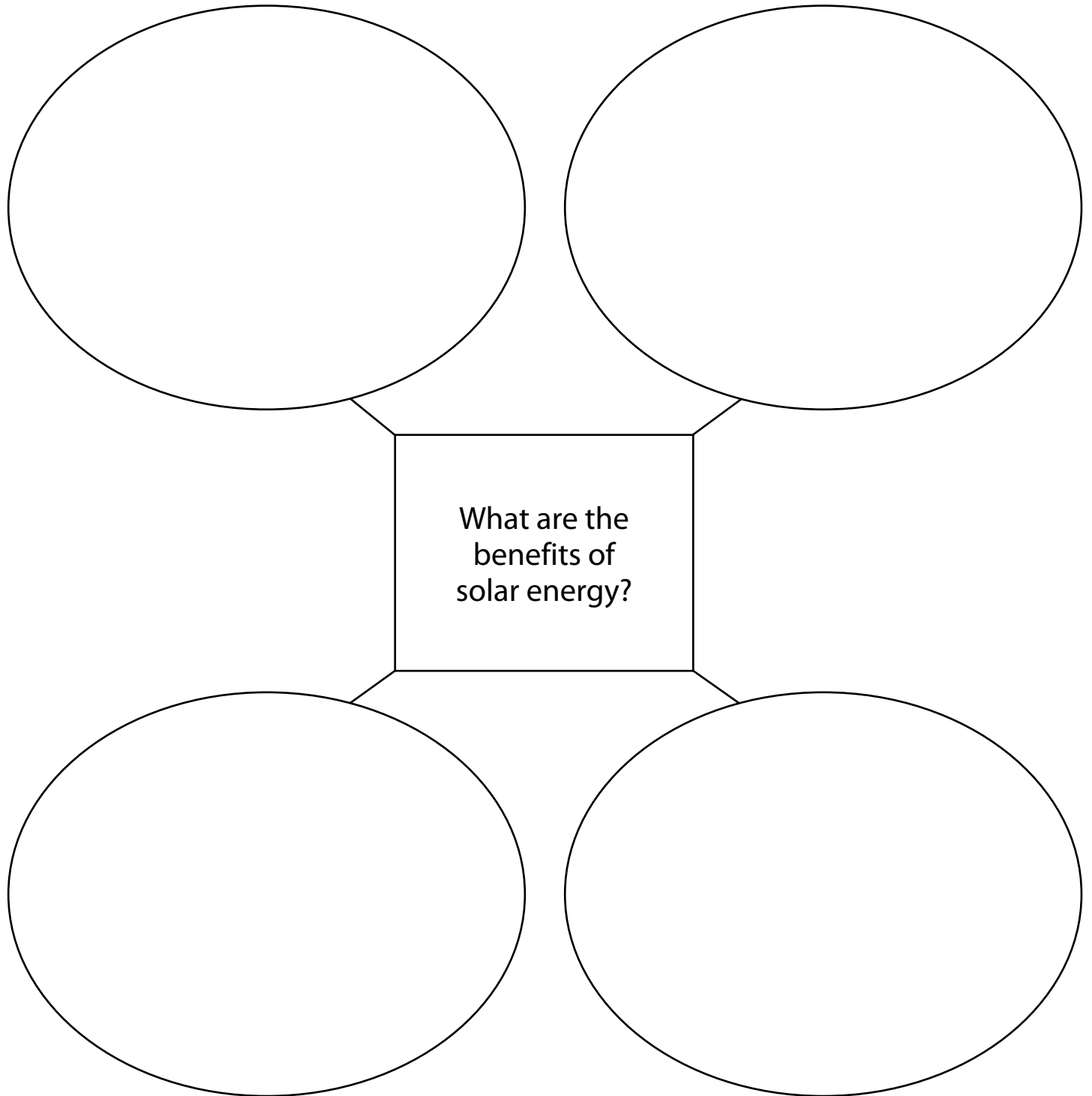
_____ you can bake potatoes in an electric or gas oven, it's fun to bake them in the sun! A solar oven may be small _____ it does work. First, wash the potatoes _____ then put them in a pot. The pot must be black _____ it will not absorb enough heat from the sun to cook the potatoes. _____ your potatoes bake, have fun. The pot won't burn _____ your potatoes will take about six hours to bake.

Write one compound and one complex sentence, and share them with a partner.

Mark-Up Reading

Benefits of Solar Energy

Directions: Write two examples in each circle.



COPY READY

.....



The screenshot shows a web browser window with the address bar containing "http://www.ngreach.com". The page title is "Adventures in SOLAR ENERGY". Below the title are navigation tabs for "Home", "About Me", "Archive", and "Links". The main content area starts with "Posted by Nick Tsuruda" and a date "May 4, 2011". The text of the post reads: "Welcome to my blog! My name is Nick, and I have decided to install solar panels on my house. The panels will absorb sunlight that can power my house. It costs to install the panels, but after that, the electricity they provide is free! I have to wonder though, will my power go out at night or on rainy days?". To the right of the text is a photograph of a house with solar panels on its roof. Below the photo is a caption: "▲ Solar panels covering the roof of the house convert sunlight into electricity". The post continues with a date "May 5, 2011" and text: "Today, I met with Cynthia, who installs solar panels. She explained that the system stores the sun's energy in batteries that generate electricity, but my house will still be connected to the city power grid. On cloudy days, my panels might not generate enough power, so the power company's system takes over. What if the solar panels produce more electricity than I need? The excess current is transmitted back into the grid and can be used by my neighbors! How incredible is that?". The final paragraph says: "Cynthia will install solar panels on the south side of my house, where the sun's rays are the strongest. She made sure that there are no trees or buildings that could send shadows over the panels. Luckily, my roof has a clear opening to the sky!".

Mark-Up Reading


http://www.ngreach.com

Adventures in SOLAR ENERGY

Home About Me Archive Links

May 25, 2011

The installation is complete! My solar energy system is up and running. Today is a beautiful sunny day, and I can almost feel the electricity being created for free. Yesterday, I saw my electric meter running backwards! That means I'm selling electricity to the power company. I can't wait to get my electricity bill next month—I know it will decrease significantly. The PV cells cost a lot, but they will pay for themselves down the road with the money I save on electricity.



▲ I generated so much electricity that it went back through the grid to the city. And my meter ran backwards!

May 27, 2011

I've been thinking about more benefits of my solar energy system. The power company has to burn coal in order to make electricity. But burning coal also produces gases that pollute the air. One benefit of solar energy is that it does not produce air pollution. So if more people used solar energy, the air we all breathe would be cleaner!

One of my neighbors stopped by. Now, he sees the wisdom of buying a solar energy system to heat the water for his pool. Water heating is one of the most common uses of solar energy here in the United States.

Keep checking in to my blog to see how many watts I produce each month with my own personal power company! Thanks for visiting!

Solar Cookers

by Kate Levine

NYAKACH, KENYA – When your family cooks a meal, they probably use a stove or microwave, right? These appliances run on gas or electricity. In rural Africa, many people use wood fires to cook. Wood can be expensive or hard to find. Some women walk miles to gather enough to cook dinner!



▲ A woman uses a solar oven to cook dinner.

Now, people without electricity have an alternative to wood: the sun! Solar Cookers International (SCI) is helping people in Kenya reduce their use of limited resources such as wood and reduce pollution from wood smoke.

SCI makes a type of solar cooker called a panel oven. It can be made out of inexpensive materials, such as cardboard and aluminum foil. A panel oven can cost as little as \$7! Since it uses only the sun to make thermal energy, it runs for free after that.

Solar cookers are safer than cooking fires. And in places where clean drinking water is hard to find, some solar cookers produce enough heat to purify water.

One disadvantage to solar cookers is increased cooking time. Panel cookers can take three hours to cook a meal. You also can't cook at night. But even with intermittent use, there are huge benefits to using solar cookers.

Grammar: Grammar and Writing

Edit and Proofread

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

- correct compound sentences
- correct complex sentences
- correct use of commas and conjunctions

Editing and Proofreading Marks

^	Add.
↷	Take out.
↶	Move to here.
^,	Add comma.
Ⓜ	Add period.

How to Build a Solar Panel

Heating water requires energy, ^{and} that energy can come from the sun. To make a solar panel, start by building a box. The box can be made out of any material it should be easy to carry up to your roof.

First, build metal pipes into the box to hold the water. The solar panel will have to store heat the box should be insulated.

The solar panel should be coated with light-absorbing paint. Light colors reflect sunlight but dark colors absorb it. Black is probably the best choice. When you have your solar panel you can rely on the sun for hot water!

COPY READY

Grammar: Reteach

Pets

Grammar Rules Compound and Complex Sentences

A compound sentence is made up of two or more **independent clauses**. They are connected with a comma and a **coordinating conjunction**: *and, but, or, so, for, yet, and nor*.

Ian has an aquarium, and he fills it with saltwater fish.

A complex sentence has an independent clause and one or more dependent clauses. A **dependent clause** begins with a **subordinating conjunction**: *after, before, because, if, since, when, where, and while*.

Many people like fish as pets because fish are easy to take care of.
If I wanted a pet, I would get a dog because dogs are so loving and fun.

COPY READY

Read each sentence. Underline the dependent clauses. Then write if the sentence is compound or complex.

1. Before I chose a dog, I researched different breeds. _____
2. Poodles are very smart, but they can be expensive. _____
3. If I go to the shelter, I will find a dog. _____
4. Mom and I went to PetZ, and we found a great dog! _____
5. Because the dog was so happy, we named him Sparky. _____

Talk about pets with your partner. Use compound and complex sentences.

Name _____ Date _____

Unit Concept Map

Catching the Light

Make a concept map with the answers to the Big Question:
What is the power of the sun?

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PM2.1 Unit 2 | Catching the Light

Name _____ Date _____

Character Chart

Our Characters

Character	Role	Function	Conflict
Responses will vary but should include the people, animals, or imaginary creatures from the story partners choose.	Responses will vary but should include the parts the characters play.	Responses will vary but should include what the characters do.	Responses will vary but should include the characters' problems.

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PM2.2 Unit 2 | Catching the Light

Name _____ Date _____

Grammar: Game

What Else Am I Doing?

Directions:

1. Play with a partner to develop an imaginative story about an astronaut's trip to the sun.
2. Player 1 writes a simple sentence describing what the astronaut is doing.
3. Player 2 then spins the spinner and uses the participle on the wheel to write a participial phrase to add to the sentence.
4. Player 2 adds the participial phrase to the sentence and writes the new sentence on a separate piece of paper.
5. Switch roles and repeat for the next sentence. Players build on the earlier sentences to make a story.
6. Play until all the words on the spinner have been used.
7. Share your story with the class.

The astronaut climbed into the spaceship.

Dressed in his flight suit, the astronaut climbed into the spaceship.

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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PM2.3 Unit 2 | Catching the Light

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct use of introductory elements
- correct use of participial phrases
- correct use of commas

Editing and Proofreading Marks

^	Add.
↗	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

Summer Discovery

On a bright summer day, Quentin walked up to his front porch. He saw a large pitcher of water tripping up the steps. In the pitcher, golden brown water had many tea bags floating in it. Quentin, feeling suspicious, wondered why this pitcher was left on the porch.

Carefully, Quentin carried the pitcher to the kitchen table. Margaret saw the pitcher on the table, walking into the kitchen. Looking confused, she asked Quentin why the sun tea was inside. Cautiously, Quentin asked Margaret what sun tea was. After a sip of tea, Quentin decided that he loved sun tea!

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PM2.4 Unit 2 | Catching the Light

Name _____ Date _____

Test-Taking Strategy Practice

Read Directions Carefully

Answer the question by choosing the correct answer choice and shading the letter on your answer sheet.

Sample

- 1 What happened after Hu Yi shot the first arrow?
- A New suns appeared.
 - B A sun shattered.
 - C Suns streaked higher.
 - D A sun circled Earth.

Read the question about "Ten Suns." Choose the best answer.

- 2 What did Hu Yi invent?
- A the constellations
 - B the bow and arrow
 - C the ten suns
 - D the jade palace

Fill in the blank to complete the second sentence.

- 3 Di Jun's sons thought their job was boring.

Read the question. Then write your answer in the space provided.

- 4 What did the emperor Shun tell his messenger?
"Go to the top of the White Mountain. Find Hu Yi. Remove one arrow from his quiver to make sure he does not shoot down all the suns."

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

Name _____ Date _____

Character Chart

"Ten Suns"

Character	Role	Function	Conflict
Di Jun	father	to save the world from too many suns	sons want to light the sky all at once
ten sons	a god's sons	don't listen to their father about how to light the sky	father wants them to light the sky one at a time
Hu Yi	archer	shoots down most of the suns	doesn't want to hurt the sons
messenger	to transmit messages	rides fast and takes one of Hu Yi's arrows	no time to spare

Use your chart to retell the myth to a partner.

Name _____ Date _____

Fluency Practice

"Ten Suns"

Use this passage to practice reading with proper intonation.

Hu Yi refused. "How can I harm your boys? They are like my children. I taught them to shoot with a bow and arrow. We both still love them, even when they disobey." 13 27 33

"I love the creatures of Earth, too. I must protect them," Di Jun told Hu Yi. "Do not be afraid. You will not harm the boys. My sons will not be hurt, but they will be changed. Never again will they cross the sky as suns. They will be gods no more. Hurry! Do as I command. There is no time to spare. Earth is dying." 46 61 75 90 99

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.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

Name _____ Date _____

Grammar: Reteach

A Busy Day

Grammar Rules Introductory Elements and Participial Phrases

An **introductory element** is a word, phrase, or clause that appears at the beginning of a sentence. It is always followed by a **comma**.

Today, we got up at a 7 a.m. Ten minutes later, we took Max for walk.

Participles and participial phrases describe nouns or pronouns. They may appear before or after a noun, set off by **commas**.

Tugging on his leash, Max started to run. The squirrel, worried about the dog, ran up a tree.

Always put a participial phrase next to the noun or pronoun it describes.

Chasing Max, we got lots of exercise.

Underline the introductory elements. Circle the participial phrases. Add commas where they are needed.

- Tired from the walk, we thought about not going to the mall.
- After resting a few minutes, we decided to go.
- At the mall we saw our friend Fran.
- Fran, smiling and waving, ran up to us.
- Starved, we all went to the food court for lunch.

With your partner, describe something you did with a friend. Use introductory elements and participial phrases.

Grammar: Game

Depending on Clauses

Directions:

1. Play in a group of three to create sentences about the sun or about activities people enjoy in the sun.
2. Write each of the words below on a separate index card. Shuffle the cards and stack them face down.
3. Player 1 takes the top card and uses the word to write an introductory dependent clause. Then Player 1 places the word card at the bottom of the stack.
4. Player 2 completes the sentence by writing an independent clause that makes sense with the introductory clause. Remember to use a comma to separate the introductory clause from the rest of the sentence.
5. Player 3 acts as referee and awards one point each to Players 1 and 2 if their clauses are correct.
6. For the next turn, Player 2 draws a card and writes an introductory dependent clause. Shifting roles, Player 3 completes the sentence, and Player 1 acts as referee.
7. Continue changing roles and play until each player has been the referee twice. The player with the most points wins.

because	while	until	although
since	if	when	before

Grammar: Game

Change My Sentence

Types of Sentences		
direct address	yes/no answer	tag question

Directions:

1. Play in a group of three. Collaborate to write each type of sentence in the list on a separate index card. Then place the cards face down.
2. Player 1 chooses a card and sets it aside. He or she then writes a sentence about one of the characters in "Ten Suns" using the sentence type named on the card.
3. Players 2 and 3 are scorers. They read the sentence and decide if it is written correctly. They give Player 1 one point each for having the sentence in the correct form and for having the comma in the correct place.
4. Player 2 chooses one of the remaining cards and rewrites Player 1's original sentence using the sentence type labeled on the second card. Players 1 and 3 are scorers.
5. Play continues as Player 3 takes the last card and rewrites Player 1's original sentence using the third sentence type. Players 1 and 2 are scorers.
6. After Player 3's turn, reshuffle the cards and play another round with a new sentence, beginning with Player 2.
7. Continue playing until each player has started two sentences. The player with the most points at the end of the game wins.

Comparison Chart

Compare Origin Myths

	"Ten Suns"	"How the Fifth Sun Came to Be"
Tell the type of myth.	Chinese	Aztec
Tell what the myth explains.	why there is one sun in the sky	why there is one sun in the sky
Setting	China	Mexico
List the characters.	Gods: Di Jun, Xi He, ten sons Heroes: Hu Yi Other: Emperor Shun, creatures of Earth	Gods: Tezcatlipoca, Quetzalcoatl, Wind Sun, Water Sun, Rain Sun Heroes: Sun Nanahuatl Other: people of Earth
Tell what the story is about.	Beginning: Middle: End: Details should reflect story events.	Beginning: Middle: End: Details should reflect story events.
Tell the story's message.	We need the sun.	We need the sun.

Take turns with a partner. Share another message you think each myth has.

Grammar: Practice

The Story of the Sun

Grammar Rules Kinds of Sentences

1. Use a statement to tell something.
2. Use a command to tell someone to do something.
3. Use an exclamation to show strong feeling. End it with an exclamation mark. (!)
4. Use a question to ask something. End it with a question mark. (?)

Follow the directions. Use a contraction in at least one sentence.

1. **Write a statement about the sun's power.**
Answers will vary, but should be statements.
2. **Write an exclamation about the sun.**
Answers will vary, but should be exclamations.
3. **Write a question you have about the sun.**
Answers will vary, but should be questions.
4. **Write a command about staying safe in the sun.**
Answers will vary, but should be commands.

Listen as a partner tells you something about the sun. Use a different kind of sentence to respond.

Name _____ Date _____

Mark-Up Reading

The Sun God and the Moon God

retold by Alonso Mantega

In the beginning of time, the people of the world lived in total darkness. There was no day, only endless night. The king of the birds, a vulture named Urubutsin, did not want light to reach the Earth below. So he commanded the birds to reflect the light back into the sky with their wings. By controlling the light, Urubutsin had power over the world. People struggled to survive in the dark and lived in fear.



▲ Urubutsin, a vulture, was king of the birds.

One day, two brothers named Kuat and lae went out to gather food in the Amazon rainforest. Suddenly, a twig snapped behind the brothers.

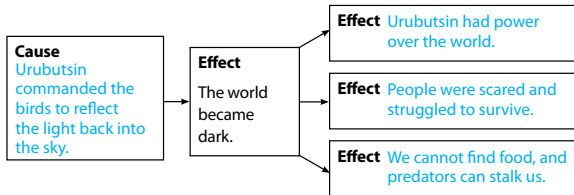
"Who's there?" asked Kuat.

"Grrrrrrraar!"

"A jaguar!" shouted lae. "Run!"

The brothers sprinted back to their hut. "It is too dark," said lae, collapsing into a hammock. "We cannot find food, and predators can stalk us!"

Kuat thought about how much he loved his home. But like all of the other people of the world, he found it difficult to survive in the darkness. This gave him an idea. "What we need is some of Urubutsin's light!" he said.



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PM2.13

Unit 2 | Catching the Light

Page PM2.13

Name _____ Date _____

Mark-Up Reading

The Sun God and the Moon God

(continued)

The brothers decided to set a trap to capture Urubutsin. They knew that he loved to devour dead animals. Kuat found a jaguar carcass large enough to hide lae and him. After they crawled inside, it was not long before Urubutsin saw the corpse. "Time to eat!" squealed the king of the birds as he swooped down on the carcass. But before he could tear into the meat, Kuat and lae grabbed Urubutsin by the legs.



"Let me go!" squawked the king of the birds.

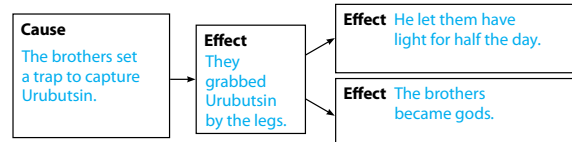
"Not until you give us some of your light!" replied Kuat.

"Never!" cawed the vulture as he struggled against the brothers' grips.

After hours and hours, Urubutsin was exhausted from trying to escape.

"Please," he chirped, "Let us compromise! I will let you have light for half of the day, and the other half will remain dark."

From that day forward, there was bright light during the day and even some light in the evening. The brothers became gods. Kuat, the caretaker of the daylight, was called the sun. lae, who watched over the soft light at night, was the moon. Generations of their grateful tribesmen worshipped them for bringing light to a world that was once awash with darkness.



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PM2.14

Unit 2 | Catching the Light

Page PM2.14

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct placement of commas
- correct use of introductory elements
- correct use of different sentence types

Editing and Proofreading Marks

^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

The Young Man and the Sun: An Island Legend

The young man had work to do, but the sun was setting. He couldn't work in the dark could he? If the sun moved more slowly he would have more time for his tasks. He asked his mother for help.

"Mother, I need a rope to catch the sun and make him slow down."

His mother said, "Yes I'll help. Cut some of my hair. Because it is strong it won't burn in the sun's heat." He made a long rope from her hair.

The next morning he threw the rope around the sun. The sun pleaded, "Young man, release me won't you?" But the young man held fast.

He said, "Sun, slow down so we can do our work!" The sun agreed. From that day on it moved more slowly for six months of the year.

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PM2.15

Unit 2 | Catching the Light

Page PM2.15

Name _____ Date _____

Grammar: Reteach

What Do You Like to Read?

Grammar Rules Commas

Use commas:

- after **introductory dependent clauses**
- before or after the **name of someone being spoken to**
- after a **yes or no answer**
- before a **tag question** at the end of a statement

Although I like this story, I liked that, too.

Tina, which one did you like? I liked the first one, Jacob.

Yes, I agree with you.

I like good stories, don't you?

Read each sentence. Add the missing commas and the correct end marks.

1. Antonio, do you like historical fiction?
2. Yes, but I prefer science fiction stories, Sam.
3. Antonio, look at the pictures in this book.
4. Those are amazing, Sam!
5. After I read a good book, I like to talk about it, don't you?

With your partner, ask and answer yes/no questions about the stories you like. Use your partner's name in each sentence.

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PM2.16

Unit 2 | Catching the Light

Page PM2.16

Name _____ Date _____

Goal-and-Outcome Chart

A School Project

Possible responses:

Goal
to improve energy conservation at our school

Obstacles
Many students didn't know what energy conservation was. Some students were not motivated to conserve energy.

Strategies
We raised awareness about energy conservation through educational posters that we put up throughout the school. We motivated students to conserve energy by organizing an energy-saving contest between classrooms.

Outcome
We improved energy conservation at our school. We know this because our electric bill went down by \$300 as compared to the same month a year before.

Use your chart to tell a partner about the goal and how it was achieved.

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PM2.17 Unit 2 | Catching the Light

Name _____ Date _____

Grammar: Game

Electric Series!

Directions:

- Play with a group of three or four players.
- Cut out the cards and spread them out face up. Take turns selecting at least three white cards and one gray card.
- Arrange your cards into a series of items. Place a paperclip between cards where commas should appear. You can use either form of the words that appear on the white cards.
- If the other group members agree with your series, make up a sentence with the series and score one point. Then replace your cards. If they don't agree, replace your cards and the next player takes a turn.
- Players who make a sensible sentence using a series of five or more white cards score an extra point.
- Play until all players have had at least two turns. The player with the highest score wins.

and	or	battery batteries	shock shocks
spark sparks	light bulb light bulbs	television televisions	power cord power cords
plug plugs	switch switches	jolt jolts	lamp lamps
flashlight flashlights	burn burns	mobile device mobile devices	laptop laptops
outlet outlets	clock clocks	dial dials	power powers

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PM2.18 Unit 2 | Catching the Light

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct placement of commas and semicolons
- correct use of introductory elements
- correct use of different sentence types
- correct punctuation of interjections

Editing and Proofreading Marks

^	Add.
↘	Take out.
⤴ ^	Move to here.
^	Add comma.
⊙	Add period.

The House of the Future, Here Today

"You won't have to pay another electric bill," the builder said.

"Wait, will you say that again?" my sister interrupted.

The builder explained, "Your dishwasher, refrigerator, oven, and stove will all use the power of the sun. Solar cells on the roof change solar energy into electricity."

"Wow, what an amazing house!" she exclaimed. "Are there many others like this one?"

"Sure," he replied. "We have built solar houses in Seattle, Washington, Chicago, Illinois, and Cleveland, Ohio."

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PM2.19 Unit 2 | Catching the Light

Name _____ Date _____

Test-Taking Strategy Practice

Read Directions Carefully

Answer the question by choosing the correct answer choice and shading the letter on your answer sheet.

Sample

1 Which detail supports this sentence?

A Solar cell technology is improving all the time.

B They used a blanket to insulate the water heater.

C Thomas Culhane shows how temperature changes.

D The heater has large black panels.

Read the questions about "Energy for the Future." Then write your answers in the space provided.

- After you eat food, what happens as a result of the chemical reactions inside your body?
The food breaks down, giving you energy to move and grow.
- Where does most of the electrical energy in the world come from?
power plants
- What do the students have to do first in order to build the water heater?
 A line the box with insulation
 B test the metal storage tank
 C build another solar panel
 D place the tank on a stand

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

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PM2.20 Unit 2 | Catching the Light

Name _____ Date _____

Goal-and-Outcome Chart

“Energy for the Future”

Goal	Obstacles	Strategies	Outcome
<p>to use the sun’s energy to heat water</p> <p>to make a solar-powered water heater using everyday materials</p>	<p>The students do not understand how the sun can be used to heat water. The metal water storage tank leaks.</p> <p>The plastic water tank loses heat quickly.</p>	<p>Teach students about electrical, chemical, light, and thermal energy. Use students’ knowledge to build the heater.</p> <p>One student thinks of using a plastic barrel instead of metal.</p> <p>The students use insulation to conserve heat inside the plastic tank.</p>	<p>The hot water heater that was heated using solar panels worked.</p> <p>It now provides hot water for the school.</p>

Use your chart to retell the selection to a partner.

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PM2.21 Unit 2 | Catching the Light

Name _____ Date _____

Fluency Practice

“Energy For the Future”

Use this passage to practice reading with proper phrasing.

Today we had a problem. We tested our metal storage tank. It leaked! Then one student had an idea. He took me to a place where plastic barrels from a shampoo factory were being re-sold. The barrels were inexpensive, and perfect for our hot water heaters.

When we returned, the students cheered. “But how will the water in the tank stay hot?” asked one student. “Maybe it just needs a blanket,” said another.

Clearly, the students have become energy problem-solvers. At the end of the day today, we insulated our tank with a “blanket” of fiberglass insulation, and then gave each other high-fives.

Phrasing

1 Rarely pauses while reading the text. 3 Frequently pauses at appropriate points in the text.

2 Occasionally pauses while reading the text. 4 Consistently pauses at all appropriate points in the text.

Accuracy and Rate Formula

Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

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PM2.22 Unit 2 | Catching the Light

Name _____ Date _____

Grammar: Reteach

A New England Vacation

Grammar Rules Interjections, Commas in a Series, Semicolons

<p>Interjections show feelings.</p> <ul style="list-style-type: none"> An interjection that shows a strong feeling ends with an exclamation mark. An interjection that shows a mild feeling is followed by a comma. 	<p>Hurray! We’re starting our trip today.</p> <p>Well, don’t forget to visit Boston.</p>
<p>Use commas with three or more items in a series. Use a comma before the coordinating conjunctions <i>and</i> or <i>or</i>.</p>	<p>We’ll go hiking, swimming, and sailing.</p>
<p>When items in a series already contain a comma, use semicolons to separate the items.</p>	<p>We’ll tour Concord, Massachusetts; Woodstock, Vermont; and Providence, Rhode Island.</p>

Add commas and exclamation marks where they are needed.

- We got photos, maps, and souvenirs in New England.
- Wow! Look at this photo of the whale we saw near Nantucket.
- Well, I’d like to visit a European city such as Paris, France; London, England; or Rome, Italy.
- Great! Let’s save our money and go there together some day.

Tell a partner about a vacation you want to take. Tell three places to go and what to do in each place.

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PM2.23 Unit 2 | Catching the Light

Name _____ Date _____

Grammar: Game

Finish My Sentence

To prepare:

- Collaborate with your partner to write each independent clause and each conjunction below on a separate strip of paper.
- Place the strips with independent clauses in a cup and place the conjunctions next to the cup.

To play:

- Player 1 takes a clause from the cup and gives it to Player 2.
- Player 2 chooses one of the conjunctions. Then, on a blank paper strip, he or she writes a second independent clause that can be added to the first clause using that conjunction. Then, Player 2 combines the three paper strips to form a compound sentence.
- If Player 1 agrees that the sentence is correct, Player 2 scores 1 point.
- Players reverse roles and take turns playing until all the clause strips have been used. The player with more points at the end of the game wins.

Independent Clauses

some cities on rivers use water power to create electricity

we get light from the sun

many people use fossil fuels to heat their homes

dark surfaces absorb heat from the sun

solar cells turn light into electricity

wind mills can produce electricity

using solar energy decreases air pollution

fossil fuels cause air pollution

Conjunctions

and yet but or so

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PM2.24 Unit 2 | Catching the Light

Grammar: Game

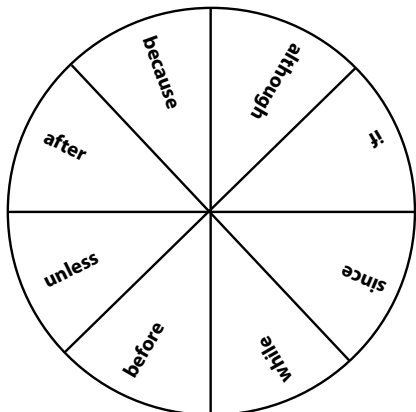
Spin a Complex Sentence

Directions:

1. Play with a partner. Take turns.
2. Player 1 spins the spinner and writes a dependent clause using the conjunction that the spinner points to.
3. Player 2 copies down Player 1's dependent clause and adds an independent clause to make a complex sentence.
4. If Player 1 thinks that the sentence is a correct complex sentence, Player 2 scores a point.
5. Then Player 2 takes a turn and spins the spinner. Play continues until partners have completed six sentences. The player with more points at the end wins.

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 Online Documents

	"How to Make a Solar Oven"	"Energy for the Future"
Genre	how-to article	blog
Point of View	first person <input type="checkbox"/> second person <input checked="" type="checkbox"/> third person <input type="checkbox"/>	first person <input checked="" type="checkbox"/> second person <input type="checkbox"/> third person <input type="checkbox"/>
Style	slang <input type="checkbox"/> exclamation points <input checked="" type="checkbox"/> abbreviations <input checked="" type="checkbox"/> questions <input checked="" type="checkbox"/> conversational voice <input type="checkbox"/>	slang <input checked="" type="checkbox"/> exclamation points <input checked="" type="checkbox"/> abbreviations <input checked="" type="checkbox"/> questions <input checked="" type="checkbox"/> conversational voice <input checked="" type="checkbox"/>
Content	Responses will vary but should involve the use of solar energy.	

Talk with a partner about how the purpose of a blog is different from that of a how-to article.

Grammar: Practice

Sun Baked Potatoes

Grammar Rules Compound and Complex Sentences

1. To make a compound sentence, use a comma and a conjunction (*and, but, or, so, yet, or nor*) to join two independent clauses.
2. Join a dependent clause with an independent clause to make a complex sentence. Use a comma if the dependent clause comes first. Use words such as *when, because, although, while, and since*.

Write compound and complex sentences.

Although you can bake potatoes in an electric or gas oven, it's fun to bake them in the sun! A solar oven may be small , but it does work. First, wash the potatoes , and then put them in a pot. The pot must be black , or it will not absorb enough heat from the sun to cook the potatoes. While your potatoes bake, have fun. The pot won't burn because your potatoes will take about six hours to bake.

Write one compound and one complex sentence, and share them with a partner.

Mark-Up Reading

Benefits of Solar Energy

Directions: Write two examples in each circle.



Name _____ Date _____

Mark-Up Reading


Adventures in **SOLAR ENERGY**

Home About Me Archive Links

Posted by Nick Tsuruda

May 4, 2011

Welcome to my blog! My name is Nick, and I have decided to install solar panels on my house. The panels will absorb sunlight that can power my house. It costs to install the panels, but after that, the electricity they provide is free! I have to wonder though, will my power go out at night or on rainy days?



▲ Solar panels covering the roof of the house convert sunlight into electricity

May 5, 2011

Today, I met with Cynthia, who installs solar panels. She explained that the system stores the sun's energy in batteries that generate electricity, but my house will still be connected to the city power grid. On cloudy days, my panels might not generate enough power, so the power company's system takes over. What if the solar panels produce more electricity than I need? The excess current is transmitted back into the grid and can be used by my neighbors! How incredible is that?

Cynthia will install solar panels on the south side of my house, where the sun's rays are the strongest. She made sure that there are no trees or buildings that could send shadows over the panels. Luckily, my roof has a clear opening to the sky!

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PM2.29 Unit 2 | Catching the Light

Name _____ Date _____


Mark-Up Reading

Adventures in **SOLAR ENERGY**

Home About Me Archive Links

May 25, 2011

The installation is complete! My solar energy system is up and running. Today is a beautiful sunny day, and I can almost feel the electricity being created for free. Yesterday, I saw my electric meter running backwards! That means I'm selling electricity to the power company. I can't wait to get my electricity bill next month—I know it will decrease significantly. The PV cells cost a lot, but they will pay for themselves down the road with the money I save on electricity.



▲ I generated so much electricity that it went back through the grid to the city. And my meter ran backwards!

May 27, 2011

I've been thinking about more benefits of my solar energy system. The power company has to burn coal in order to make electricity. But burning coal also produces gases that pollute the air. One benefit of solar energy is that it does not produce air pollution. So if more people used solar energy, the air we all breathe would be cleaner!

One of my neighbors stopped by. Now, he sees the wisdom of buying a solar energy system to heat the water for his pool. Water heating is one of the most common uses of solar energy here in the United States.

Keep checking in to my blog to see how many watts I produce each month with my own personal power company! Thanks for visiting!

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PM2.30 Unit 2 | Catching the Light

Name _____ Date _____

Mark-Up Reading

Solar Cookers
by Kate Levine

NYAKACH, KENYA – When your family cooks a meal, they probably use a stove or microwave, right? These appliances run on gas or electricity. In rural Africa, many people use wood fires to cook. Wood can be expensive or hard to find. Some women walk miles to gather enough to cook dinner!



▲ A woman uses a solar oven to cook dinner.

Now, people without electricity have an alternative to wood: the sun! Solar Cookers International (SCI) is helping people in Kenya reduce their use of limited resources such as wood and reduce pollution from wood smoke.

SCI makes a type of solar cooker called a panel oven. It can be made out of inexpensive materials, such as cardboard and aluminum foil. A panel oven can cost as little as \$7! Since it uses only the sun to make thermal energy, it runs for free after that.

Solar cookers are safer than cooking fires. And in places where clean drinking water is hard to find, some solar cookers produce enough heat to purify water.

One disadvantage to solar cookers is increased cooking time. Panel cookers can take three hours to cook a meal. You also can't cook at night. But even with intermittent use, there are huge benefits to using solar cookers.

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PM2.31 Unit 2 | Catching the Light

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct compound sentences
- correct complex sentences
- correct use of commas and conjunctions

Editing and Proofreading Marks

^	Add.
↗	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

How to Build a Solar Panel

Heating water requires energy, ^{and} that energy can come from the sun. To make a solar panel, start by building a box. The box can be made out of any material ^{but} it should be easy to carry up to your roof.

First, build metal pipes into the box to hold the water. ^{Because} The solar panel will have to store heat ^{the box should be insulated.}

The solar panel should be coated with light-absorbing paint. Light colors reflect sunlight ^{but} dark colors absorb it. Black is probably the best choice. When you have your solar panel ^{you can rely on the sun} for hot water!

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PM2.32 Unit 2 | Catching the Light

Grammar: Reteach

Pets

Grammar Rules Compound and Complex Sentences

A compound sentence is made up of two or more **independent clauses**. They are connected with a comma and a **coordinating conjunction**: *and, but, or, so, for, yet, and nor*.

Ian has an aquarium, and he fills it with saltwater fish.

A complex sentence has an independent clause and one or more dependent clauses.


A **dependent clause** begins with a **subordinating conjunction**: *after, before, because, if, since, when, where, and while*.

Many people like fish as pets because fish are easy to take care of.

If I wanted a pet, I would get a dog because dogs are so loving and fun.

Read each sentence. Underline the dependent clauses. Then write if the sentence is compound or complex.

1. Before I chose a dog, I researched different breeds. complex
2. Poodles are very smart, but they can be expensive. compound
3. If I go to the shelter, I will find a dog. complex
4. Mom and I went to PetZ, and we found a great dog! compound
5. Because the dog was so happy, we named him Sparky. complex

 Talk about pets with your partner. Use compound and complex sentences.

Small Group Reading



Small Group Reading Time

TEACHER

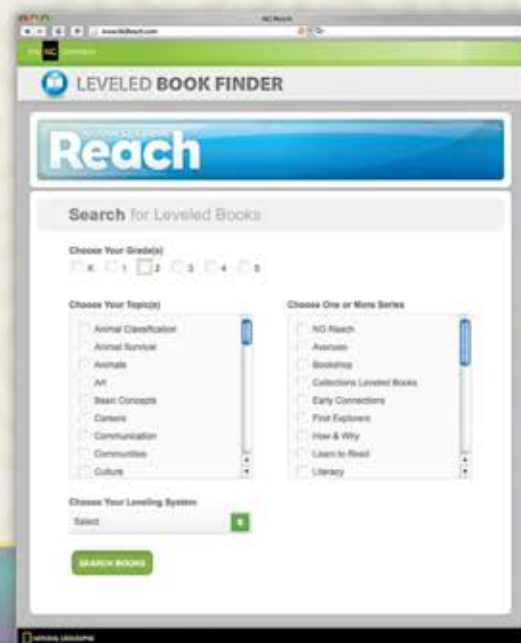
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

STUDENTS

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

Contents

	Page
Books at a Glance	SG1
Reading Routines	SG2
Teaching Resources	SG4
Small Group Reading Practice Masters	SG28
Small Group Reading Assessment Masters	SG56
Independent Reading	SG68



Go to NGReach.com for the Leveled Book Finder.

Books at a Glance

LEXILE KEY

BL Below Level = 550L–700L

OL On Level = 800L–950L

BL Below Level = 700L–850L

AL Above Level = 850L–1050L

		Level* & Title	Author	Content Connection	Pages
Week 1 The Sun	DAY 1	Explorer Books, <i>The Sun</i> BL Pioneer Edition OL Pathfinder Edition	Fran Downey	Light	SG4–SG5
	DAYS 2–5	BL <i>Thomas Edison and the Lightbulb</i>	Scott R. Welvaert	Thomas Edison	SG6, SG8
		PART 1 BL <i>Ben Franklin’s Fame</i>	Stacia Deutsch and Rhody Cohon	Benjamin Franklin	SG6, SG8
		PART 1 OL <i>Little Blog on the Prairie</i>	Cathleen Davitt Bell	Modern Inventions	SG7, SG9
		PART 1 AL <i>Twenty Thousand Leagues Under the Sea</i>	Jules Verne	Technology in History	SG7, SG9
Week 2 The Sun	DAY 1	Explorer Books, <i>Star Sightings</i> BL Pioneer Edition OL Pathfinder Edition	Beth Geiger	Stars	SG10–SG11
	DAYS 2–5	BL <i>The Energy Stars</i>	Barbara Keeler	Scientists	SG12, SG14
		PART 2 BL <i>Ben Franklin’s Fame</i>	Stacia Deutsch and Rhody Cohon	Benjamin Franklin	SG12, SG14
		PART 2 OL <i>Little Blog on the Prairie</i>	Cathleen Davitt Bell	Modern Inventions	SG13, SG15
		PART 2 AL <i>Twenty Thousand Leagues Under the Sea</i>	Jules Verne	Technology in History	SG13, SG15
Week 3 Electricity	DAY 1	Explorer Books, <i>It’s Electrifying</i> BL Pioneer Edition OL Pathfinder Edition	Sara Cohen Christopherson	Electrical Energy	SG16–SG17
	DAYS 2–5	BL <i>Electricity at Home</i>	Rita Mullick	Electricity Usage	SG18, SG20
		BL <i>Electricity at School</i>	Rita Mullick	Electricity Usage	SG18, SG20
		OL <i>Understanding Electricity</i>	Stephen M. Tomecek	Nature of Electricity	SG19, SG21
		AL <i>Electricity and Magnetism</i>	Peter Adamczyk and Paul-Francis Law	Nature of Electricity	SG19, SG21
Week 4 Alternative Energy	DAY 1	Explorer Books, <i>Star Power</i> BL Pioneer Edition OL Pathfinder Edition	Don Thomas and Elizabeth Sengel	Solar Energy	SG22–SG23
	DAYS 2–5	BL <i>Potato Clocks and Solar Cars</i>	Elizabeth Raum	Rating Energy Sources	SG24, SG26
		BL <i>The Kids’ Solar Energy Book</i>	Tilly Spetgang and Malcolm Wells	Solar Energy	SG24, SG26
		OL <i>Using Energy</i>	Kate Boehm Jerome	Energy Conservation	SG25, SG27
		AL <i>Alternative Energy: Beyond Fossil Fuels</i>	Dana Meachen Rau	Rating Energy Sources	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 2 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 1 Assessment Masters:

SG1.29–SG1.32

Unit 2 Practice Masters: SG2.1–SG2.28

Unit 2 Assessment Masters:

SG2.29–SG2.32

TECHNOLOGY

My Vocabulary Notebook

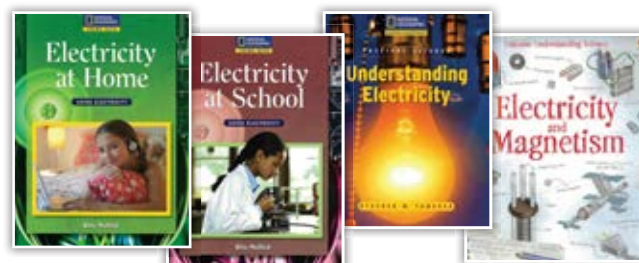
WEEK 1 Fiction



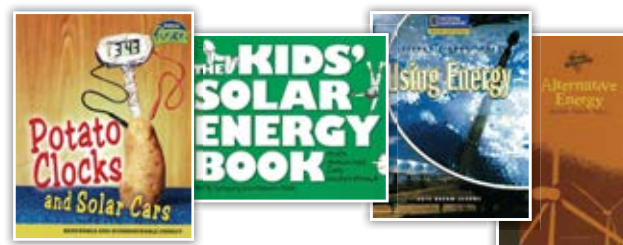
WEEK 2 Fiction



WEEK 3 Nonfiction



WEEK 4 Nonfiction



Introduce /

Assign books. Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the Unit 1 **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 is the power of the sun?*

Introduce vocabulary. Use **Vocabulary Routine 1** to teach the story words for each book.

1. **Display** the words for each book.
2. **Pronounce** each word.
3. Have students **rate** each word, holding up their fingers to show how well they know the word (1 = very well; 2 = a little; 3 = not at all). Ask: *What do you know about this word?*
4. Have students **define** each word, using the Story Words **Practice Masters**, for example: *When you **produce** something, you make it.*
5. Relate each word to students' knowledge and experience. *The bakeries **produce** hundreds of bread rolls each day.* Have students work in pairs to **elaborate**.
6. Have students **record** each word in **My Vocabulary Notebook**.

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

Read and Integrate Ideas

Have students read independently. Circulate to observe students as they read. Ask individuals to read sections aloud. Note any miscues as they read, 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

Thomas Edison and the Lightbulb

demonstrate (de-muh-strayt) verb
When you demonstrate, you show or explain something clearly. *He demonstrated how to use the new software.*

experiment (ih-see-muh-ment) noun
An experiment is a test used to find out something. *The scientist's experiment on the effects of light was successful.*

generate (jeh-nay-ree) verb
To generate means to make something or cause it to happen. *The windmill generates enough energy to run a house.*

produce (pruh-dyoo) verb
When you produce something, you make it. *She produced a wonderful performance.*

system (ih-see-tem) noun
A system is a group of things that work together. *Her job is to design a system of pipes.*

Ben Franklin's Fame PART 1

accomplishment (uh-kum-pluh-ment) noun
An accomplishment is a special skill or ability. *He had the accomplishment of being able to speak several languages.*

convince (kuhn-vees) verb
When you convince someone, you get them to do something. *She tried to convince her brother to try something new.*

investigate (ih-vee-jayt) verb
When you investigate, you look closely into something to get information. *Scientists will investigate the cause of the accident.*

successful (suh-see-fuhl) adjective
When you are successful, you achieve what you set out to do. *Her experiment was successful.*

witness (wuh-tees) verb
When you witness something, you see it happen. *My witness to the accident was clear.*

Little Blog on the Prairie PART 1

authentic (aw-theh-tee) adjective
When something is authentic, it is real or true. *He was an authentic expert on the subject.*

conclusion (kuhn-kluh-zhun) noun
A conclusion is the final decision you make about something after thinking about it. *After studying all the data, he reached a conclusion that the theory was correct.*

economic (ih-see-kuh-nee) adjective
Economic has to do with the money system. *He was an economic expert on the subject.*

progress (pruh-grees) noun
Progress is movement forward. *Scientists are making progress in their research.*

reality (ih-ree-lee-tee) noun
Reality means things as they really are. *It is a reality that we must face.*

Twenty Thousand Leagues Under the Sea PART 1

consult (kuhn-sul-t) verb
To consult means to look at something for information. *Scientists consult with each other to solve problems.*

hypothesis (ih-puh-thee-sis) noun
A hypothesis is an explanation for something that still needs to be tested. *His theory was a hypothesis that he would test later.*

incident (ih-see-duh-ment) noun
An incident is a small, unimportant event. *There was an incident on the boat that day.*

pursuit (pur-sue-ee) noun
Pursuit is the act of chasing. *He was in pursuit of his dream.*

rapid (ih-ree-pid) adjective
Rapid means very fast. *The water fell at a rapid pace.*

SG2.1 Unit 2 | Catching the Light

NGReach.com Practice Masters
SG2.1, SG2.8, SG2.15, SG2.22

AFTER READING

Unit 2

Speaking and Listening Observation Log

Student Name	1	2	3	4	5	6	7	8	9	10

Speaking and Listening Benchmarks

Communicative Competence

1. Linguistic Competence
The student can understand and use the language in a variety of contexts. *(L1)*

2. Strategic Competence
The student can use communication strategies to compensate for breakdowns in communication. *(L2)*

3. Sociocultural Competence
The student can understand and use the language in a variety of contexts. *(L3)*

4. Pragmatic Competence
The student can understand and use the language in a variety of contexts. *(L4)*

5. Oral Communication
The student can understand and use the language in a variety of contexts. *(L5)*

6. Written Communication
The student can understand and use the language in a variety of contexts. *(L6)*

7. Media Communication
The student can understand and use the language in a variety of contexts. *(L7)*

8. Digital Communication
The student can understand and use the language in a variety of contexts. *(L8)*

9. Transmedia Communication
The student can understand and use the language in a variety of contexts. *(L9)*

10. Global Communication
The student can understand and use the language in a variety of contexts. *(L10)*

SG2.29 Unit 2 | Catching the Light

NGReach.com
Assessment Master SG2.29

DURING CONFERENCES

Name _____ Date _____

Book Title _____ Page _____

Unit 2

Reading Strategy Assessment

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

Ask: *What did you do while you were reading that any part 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	Ask Questions (Shift Focus) 4 3 2 1	Determine Importance 4 3 2 1
<ul style="list-style-type: none"> What did you do before you started reading the book? When you were reading, did you go back and reread any part of the book for better understanding? When you didn't understand, what did you do? How did the meaning become clear to you? 	<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 your book's questions and why you became confused? 	<ul style="list-style-type: none"> What is an important idea in the book you read? 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"> Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text independently. 	<ul style="list-style-type: none"> Asks relevant questions and looks for answers to clarify confusion or understand the text. 	<ul style="list-style-type: none"> Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.
<ul style="list-style-type: none"> Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently. 	<ul style="list-style-type: none"> Asks only literal questions. 	<ul style="list-style-type: none"> Attempts to identify and summarize important ideas, but is inaccurate.
<ul style="list-style-type: none"> Sometimes previews and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text. 	<ul style="list-style-type: none"> Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning. 	<ul style="list-style-type: none"> Does not ask questions or ask irrelevant questions. Cannot identify an important idea.
<ul style="list-style-type: none"> Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning. 		

SG2.30 Unit 2 | Catching the Light

NGReach.com
Assessment Masters SG2.30–SG2.32

Connect Across Texts 

Form heterogeneous groups. Group students who have read different books. Include at least one representative for each book read that week.

Introduce the activity. Distribute the Connect Across Texts **Practice Master** for the week. Explain to each group that they will share the books they read, talk about their themes, and discuss what the books say about places in the world.

Have students summarize. Ask students to summarize the books they just read, including new story words that helped them understand the themes and content. Have them refer to their graphic organizers as they share their books with the group.

Have students connect across texts. Have groups use the questions provided on the Connect Across Texts **Practice Masters** to guide discussions. See the Discussion Guide Answer Keys for possible responses.

Monitor groups. Use Unit 2 Speaking and Listening Observation Log **Assessment Master SG2.29** 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 SG2.30–SG2.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG2.32** to assess his or her own reading fluency.

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 asking questions, analyzing characters, or using quotes to explain text, use the Assessment and Reteaching resources provided on pages RT2.1–RT2.16.
- 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: The Sun

Read and Comprehend Informational Text

Use Multiple Sources to Answer a Question

The Sun

by Fran Downey

Summary *The Sun* describes the physical characteristics of the sun and its importance to life on Earth. In “The Sun,” author Fran Downey describes stars and discusses blue, yellow, and red types. He points out that, because our sun is a medium-hot yellow star, it provides just the right amount of warmth for life on Earth. The diagram “Inside the Sun” shows the physical make-up of the sun, highlighting its layers, as well as phenomena such as flares and sunspots. In the article “Earth and the Sun,” students discover why the sun is so important to life on Earth. The sun acts as a source of light and energy. Without it, the planet would be too cold to sustain plant and animal life. Without sunlight, our world would have no color. And without sunlight, plants and animals would not have the food they need to survive.



Activate Prior Knowledge Display the front cover and read the title aloud. Ask: *How is the sun important in your life?* (Possible responses: It keeps me warm; it helps our garden grow; it provides solar heat.)

Build Background Use pages 6–7 to help students prepare to interpret a diagram. Explain that this diagram shows what the sun looks like both inside and out. Then point to the numbered labels and show how they correspond to the numbered list on the right. Ask students to find features like the sun’s core on the diagram and then read the corresponding explanation in the list.

PROGRAM RESOURCES

PRINT ONLY

The Sun, Pioneer Edition

The Sun, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Use Multiple Print Sources

CC.5.Rinf.7

Read and Comprehend Informational Text

CC.5.Rinf.10

Language

Acquire and Use Domain-Specific Words

CC.5.L.6

Mini Lesson

Use Multiple Sources to Answer a Question

Explain: *To answer a question, readers must sometimes look in more than one place to find the information. Magazine articles and diagrams are both examples of print sources.* Point out that good readers know how to use multiple sources to find the answer to a question.

Read aloud the following text from pages 4 and 7 of the Pioneer Edition of *The Sun* as students listen.

Our Yellow Star (page 4)

The sun’s surface is not all yellow. Pictures of the sun show dark areas called **sunspots**. Sunspots are much cooler than the rest of the surface. So they look dark.

(page 7) ④ **Sunspots:** dark areas that are cooler than the rest of the sun’s surface

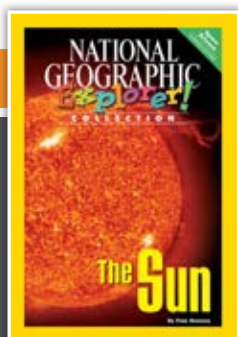
Text from Pioneer Edition

Then, think aloud to model how use multiple sources to answer a question: *I want to know what sunspots look like and how hot they are. I can use two sources to find the answer.*

- *First, I read the text on page 4. It says that sunspots are dark areas on the sun’s surface that are much cooler than the rest of the surface.*
- *Next, I look at the diagram and find the description of sunspots. I also look for the picture of sunspots on the diagram. This confirms that sunspots are dark areas that are cooler than the rest of the sun’s surface.*

Have students use the information from both the article and the diagram to answer the question: “Why do sunspots look dark?” (Sunspots are cooler than the rest of the sun’s surface. So they look dark.)

BL BELOW LEVEL 430L



PIONEER EDITION

Lexile: 430L | GR: P

Content Connection: Light

Science Vocabulary

Use Wordwise on page 5 to introduce new words:

flare satellite star sunspot

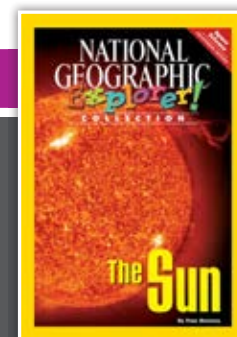
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Why does the sun look different to us than other stars do? (The sun is much closer to Earth than other stars.)
- Contrast** What is the difference between blue, yellow, and red stars? (Their color shows how hot they are. Blue stars are the hottest. Yellow stars are medium hot. Red stars are cool.)
- Details** What kind of star is our sun? (Our sun is a yellow star. It is not too hot or too cool.)
- Use Multiple Sources to Answer a Question** What are flares? (Flares are strong explosions on the sun that send out giant streams of light and heat.) How can they cause problems for people? (They can harm radio and TV satellites that people depend on for information.)
- Evaluate** How is the sun important to life on Earth? (The sun warms the Earth so that people, plants, and animals can live there. The sun also provides light that plants use to make food. Animals eat these plants to get energy and to survive. In addition, sunlight gives the world color and acts as a source of power.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Light

Science Vocabulary

Use Wordwise on page 5 to introduce new words:

astronomer corona flare photosphere star sunspot

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 does the sun look different from other stars? (The sun is much closer to Earth than any other star.)
- Details** What is the sun made of? (It is mostly made of hydrogen. It also contains some helium.)
- Contrast** What's the difference between blue, yellow, and red stars? (Blue stars are young stars and are the hottest. Yellow stars are adult stars and are only about half as hot as blue stars. Red stars are the oldest stars and are cool—about half as hot as yellow stars.) Which kind is our sun? (Our sun is a yellow star.)
- Use Multiple Sources to Answer a Question** What are flares? (Flares are powerful explosions on the sun that send out giant streams of light and heat.) How can they affect people on Earth? (They can harm satellites or cause problems with phone service and power systems.)
- Evaluate** How is the sun important to life on Earth? (The sun warms the Earth so that life can exist on the planet. The sun also provides sunlight that plants use to make food. Animals get energy by eating plants. In addition, sunlight gives the world color and acts as a source of power.)

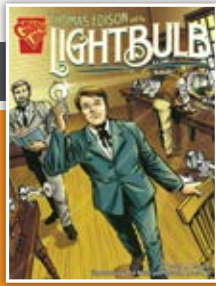
Check & Reteach

OBJECTIVE: Use Multiple Sources to Answer a Question

Have partners explain how to use two sources to answer the question: "How do we use the sun as a source of power on Earth?" (A huge furnace in the sun's core makes light. We use solar cells to change sunlight into electricity here on Earth.)

For students who cannot use multiple sources to answer a question, reteach with "A Real Star" on page 3 and "Heating Up Earth" on page 10. Ask: *Why would life be impossible without the sun? Use information from two sources to answer the question.* Have students skim each section to locate information. Make a class list as students identify information from each source. Then guide the group to provide the complete answer. (Life on Earth would be impossible without light and heat from the sun [page 3]. Without the sun, Earth would be a frozen rock in space [page 10].)

BL BELOW LEVEL GN690L



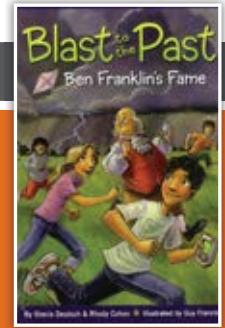
Thomas Edison and the Lightbulb

by Scott R. Welvaert

Content Connection:
Thomas Edison

Graphic Novel | Pages: 32 | Lexile: GN690L | GR: Q

BL BELOW LEVEL 640L



Ben Franklin's Fame PART 1

by Stacia Deutsch and Rhody Cohon

Content Connection:
Benjamin Franklin

Fantasy | Pages: 119 | Lexile: 640L | GR: P

OBJECTIVES

Thematic Connection: The Sun

Read and Comprehend Literature

- Analyze Characters
- Ask Questions to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.1, page SG28
- Practice Master SG2.2, page SG29
- Practice Master SG2.3, page SG30
- Practice Master SG2.7, page SG34

TECHNOLOGY ONLY

- Digital Library: Vintage Light Bulb

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–19
- DAY 3 Read pages 20–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary In the nineteenth century, scientists searched for ways to light homes safely. Incandescent lighting, or electrical lighting, was promising, but many obstacles blocked the development of a device that was affordable for most people. Thomas Edison and his associates overcame each obstacle. Their contributions to the development of the incandescent light bulb and to the power system needed to light entire cities did more than make lighting safer; it made the modern world possible.

Activate Prior Knowledge Say: *Think about a difficult problem that you have faced. How did you solve it?*

Build Background Display the vintage light bulb photo from the **Digital Library**. Say: *Light bulbs work when the wire, or filament, inside gets hot. Scientists, such as Thomas Edison, spent years looking for a filament that would glow without burning up.*

Story Words Use **Practice Master SG2.1** to extend vocabulary.

- demonstrate, page 5
- experiment, page 5
- generate, page 11
- produce, page 5
- system, page 10

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.1, page SG28
- Practice Master SG2.2, page SG29
- Practice Master SG2.4, page SG31
- Practice Master SG2.7, page SG34

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–25
- DAY 3 Read pages 26–50 and discuss
- DAY 4 Read pages 51–62 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary Abigail, Jacob, Zack, and Bo are members of a time-traveling History Club run by their teacher. When Benjamin Franklin disappears from their textbooks and his accomplishments are attributed to time traveler Babs Magee, the friends must locate the point at which Babs gets Franklin to give up his work. Jumping backward from one key event in Franklin's life to another, the friends set history right by convincing young Ben to follow his dream.

Activate Prior Knowledge Say: *Tell about a time when you wanted to change places with someone because of their popularity or accomplishments.*

Build Background Say: *Much of what eighteenth-century people believed about electricity was based on superstition. Benjamin Franklin relied on logic, using his discoveries in many inventions, including the battery, that made modern technology possible.*

Story Words Use **Practice Master SG2.1** to extend vocabulary.

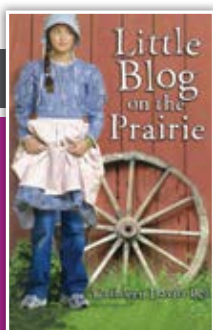
- accomplishment, page 6
- convince, page 2
- investigate, page 63
- successful, page 54
- witness, page 63

OL ON LEVEL 820L

Little Blog on the Prairie PART 1
by Cathleen Davitt Bell

Content Connection:
Modern Inventions

Realistic Fiction | Pages: 276 | Lexile: 820L | GR: S

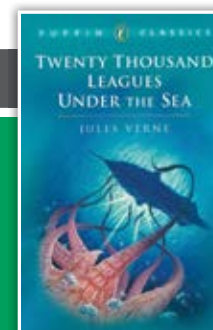


AL ABOVE LEVEL 1030L

Twenty Thousand Leagues Under the Sea PART 1
by Jules Verne

Content Connection: **Technology in History**

Science Fiction | Pages: 279 | Lexile: 1030L | GR: W



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.5.Rlit.10
Compare Characters	CC.5.Rlit.3
Describe the Influence of Narrator's Point of View	CC.5.Rlit.6
Summarize	CC.5.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.1, page SG28
- Practice Master SG2.2, page SG29
- Practice Master SG2.5, page SG32
- Practice Master SG2.7, page SG34

TECHNOLOGY ONLY

- Digital Library: Frontier
- Family and House

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–52
- DAY 3 Read pages 53–100 and discuss
- DAY 4 Read pages 101–140 and discuss
- DAY 5 Connect across texts

PART 2:
See pages SG12–SG15.

Summary Gen Welsh's mother makes the family spend its summer at a fantasy camp that offers the "thrill" of living like pioneers from the 1890s. Using a cell phone that she sneaks into camp, Gen texts friends about the annoyances of camp life and her problems with Nora, the camp director's daughter. They turn the texts into a blog. When Gen's phone is discovered, it almost causes her family's expulsion. A TV crew looks for the girl behind the blog, but ends up offering Nora a TV show. Gen's family settles into camp life and agrees to return next year.

Activate Prior Knowledge Ask: *Have you ever decided that you would hate doing something before you had even tried it? Explain what happened.*

Build Background Display the photo of the frontier family and their house from the **Digital Library**. Point out that on the frontier in the 1890s, houses were often very small and were built of whatever materials were handy, such as logs and sod, or dirt.

Story Words Use **Practice Master SG2.1** to extend vocabulary.

- authentic*, page 114
- conclusion*, page 158
- economic*, page 79
- progress*, page 20
- reality*, page 266

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.1, page SG28
- Practice Master SG2.2, page SG29
- Practice Master SG2.6, page SG33
- Practice Master SG2.7, page SG34

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 3–47
- DAY 3 Read pages 48–91 and discuss
- DAY 4 Read pages 92–138 and discuss
- DAY 5 Connect across texts

PART 2:
See pages SG12–SG15.

Summary Set in 1866, the U.S. government hires Professor Pierre Aronnax to investigate a mysterious creature that is sinking ships at sea. When attacked, he learns that the creature is really the *Nautilus*, an electric submarine. The ship's captain, Captain Nemo, holds Aronnax, his servant Conseil, and crew member Ned Land prisoner aboard his ship, in order to preserve the secrets of the *Nautilus*. Nemo treats his prisoners like guests and takes them on underwater adventures. After they sink attacking warships, Nemo plunges the *Nautilus* into a deadly whirlpool, while Aronnax and his crew escape to safety in a dinghy and are rescued by fisherman.

Activate Prior Knowledge Ask: *When have you heard tales of people who claim to have seen mythical creatures or monsters? Do you believe they exist, or do you think there is another explanation?*

Build Background Explain to students that when this book was written, the technologies talked about in it were brand new, but many of the made-up inventions Verne wrote about came true.

Story Words Use **Practice Master SG2.1** to extend vocabulary.

- consult*, page 219
- hypothesis*, page 7
- incident*, page 220
- pursuit*, page 27
- rapid*, page 3

BL > BELOW LEVEL GN690L

Thomas Edison and the Lightbulb

by Scott R. Welvaert

Build Comprehension

- **Explain** *How does the work of other scientists make it possible for Thomas Edison to be successful in building a light bulb?* (Other scientists had tried many different ways and materials to make their light bulbs, so Edison knew what did and did not work.)
- **Make Judgments** *What do you think is the biggest obstacle Thomas Edison overcomes to build his light bulb? Support your judgment with details from the book.* (Possible response: finding the right filament)

Writing Options

- **News Article** Have students write a brief news article to describe what visitors who saw the Menlo Park incandescent lighting system in December 1879 did and said.
- **Interview Questions** If possible, project **Student eEdition** page 190 to point out the features of an interview. Have students write five interview questions they would like to ask Thomas Edison about his inventions.
- **Journal Entry** Have students write about a time when their homes or school lost power, and they had to do without electric lights.

BL > BELOW LEVEL 640L

Ben Franklin's Fame PART 1

by Stacia Deutsch and Rhody Cohon

Build Comprehension

- **Character's Motivation** *What is Mr. Caruthers' motivation in choosing only Abigail, Jacob, Zack, and Bo for the History Club?* (Possible response: They are the only students in his class who have the special skills needed for solving problems during time travel.)
- **Evaluate** *What do you think is the most difficult problem Abigail, Jacob, Zack, and Bo have to deal with as they look for Benjamin Franklin?* (Possible responses: finding the right date in Benjamin Franklin's life, outsmarting Babs Magee, fixing the time-machine computer)

Writing Options

- **Character Sketch** Have students write a brief description of Babs Magee that tells the kind of person she is.
- **List** Have students make a list of the real people from American history that Abigail, Jacob, Zack, and Bo meet as they time travel.
- **Journal Entry** Have students write about a building, city, or other place they have visited or know about that has played an important role in American history.

Check & Reteach

List characters from the books, and have students tell the characters' functions in the story. If students have difficulty identifying characters' roles, point out the categories on the character chart. Ask: *Who are the main characters in each book? What does each character do in the book? How do these clues help you figure out a character's role and function in the book's conflict?*

DURING READING

Name _____ Date _____

Character Chart
Characters' Roles and Functions

As you read your book, use the character chart to take notes about the characters' roles and functions in the conflict. Add characters after you finish reading.

Character	Role	Function	Conflict

Use your character chart to tell a partner about the roles and functions the characters in your book play in its conflict.

For use with TE pp. 546-549 **SG2.2** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide
Thomas Edison and the Lightbulb

Review the story words with your group. Then discuss these questions together.

Story Words
demonstrate
experiment
generate
produce
system

1. **Identify Point of View** When is the story told from the first-person point of view? When is the story told from the third-person point of view? How do you know?
2. **Analyze Characters** Use these questions and the notes on the character chart to help you identify the roles and functions played by the characters in your book in its conflict.
 - What idea does Thomas Edison have that will change the future?
 - What problems does Edison encounter as he works on the light bulb?
 - How does Charles Batchelor help Edison with his work?
3. **Ask Questions** Reread page 11. What questions could you ask about the dynamo?
4. **Read Question Generalize** How has Thomas Edison's light bulb changed the way people use the sun for light and energy?

For use with TE pp. 546-549 **SG2.3** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide
Ben Franklin's Fame PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
accomplishment
convince
investigate
successful
witness

1. **Identify Point of View** Who tells the story? Is this person inside or outside the story? How do you know?
2. **Analyze Characters** Use these questions and the notes on the character chart to help you identify the roles and functions the characters in your book play in its conflict.
 - According to the book, why is Ben Franklin an important historical figure?
 - What does Babs Magee do in the story? Why?
 - Why does Abigail travel back in time?
3. **Ask Questions** Share a part of the story that was difficult for you to understand. What questions could you ask about it?
4. **Read Question Generalize** Why is the kite experiment important to the development of our modern technology?

For use with TE pp. 546-549 **SG2.4** Unit 2 | Catching the Light

OL ON LEVEL 820L

Little Blog on the Prairie PART 1
by Cathleen Davitt Bell

Build Comprehension

- **Character's Actions** *Why does Gen's mother want the family to spend the summer at Camp Frontier?* (Possible response: Gen's mother wants the family to learn what life is like without so much technology.)
- **Analyze** *How does Gen misunderstand Nora?* (Possible response: Gen thinks that Nora does not know anything about the modern world, and that she really likes living in the camp.)

Writing Options

- **Blog Post** Have students choose one of Gen's texts and write a comment about it to post on Kristin's blog.
- **Travel Brochure** Have students write a travel brochure about Camp Frontier that will make people want to spend a summer there.
- **Journal Entry** Have students review the story events in part 1 and write a prediction about what will happen now that Gen has discovered the electricity shack.

AL ABOVE LEVEL 1030L

Twenty Thousand Leagues... PART 1
by Jules Verne

Build Comprehension

- **Explain** *What did the U.S. government hire Professor Aronnax to do?* (They hired him to find out what was sinking so many ships.) *What did Professor Aronnax and his team discover?* (An electric submarine was responsible for sinking the ships.)
- **Compare and Contrast** *How are Pierre Aronnax's feelings about being held prisoner on the Nautilus different than Ned Land's feelings? How are they the same?* (Possible response: Neither man likes being a prisoner. But, Aronnax likes the ship, and he likes being able to study the ocean in a new way. Ned Land hates being there, and he wants to escape.)

Writing Options

- **Observation Notes** Have students write observation notes that give details about the *Nautilus* and other inventions on board the ship that run on electricity.
- **Friendly Letter** Have students choose Professor Aronnax or Ned Land and write a letter from the character's point of view to a loved one back home about their experience on the *Nautilus*.
- **Journal Entry** Have students summarize the events of part 1 and write a prediction about what will happen to Pierre Aronnax, Conseil, and Ned Land.



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 SG2.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Little Blog on the Prairie PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
authentic
conclusion
economic
progress
reality

1. **Identify Point of View** Who is the narrator? Is the narrator inside or outside the story? How do you know?
2. **Analyze Characters** Use these questions and the notes on the character chart to help you identify the roles and functions the characters in your book play in its conflict.
 - Why is Gen unhappy about spending the summer at Camp Frontier?
 - What is Gen hiding? Why?
 - Who is Nora, and how does she behave toward Gen?
3. **Ask Questions** What questions do you have about the different kinds of chores Gen and her family have to do?
4. **Write Question** **Generalize** How do Gen's family and the other people at Camp Frontier use the power of the sun?

For use with TE pp. 526-529 **SG2.5** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

Twenty Thousand Leagues Under the Sea PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
consult
hypothesis
incident
pursuit
rapid

1. **Identify Point of View** Is the story told by a first-person narrator or a third-person narrator? How does this affect the story?
2. **Analyze Characters** Use these questions and the notes on the character chart to help you identify the roles and functions the characters in your book play in its conflict.
 - Who are Pierre Aronnax, Conseil, and Ned Land?
 - Who is Captain Nemo?
 - What is the main problem in the story?
3. **Ask Questions** What questions did you have about the *Nautilus* that Captain Nemo answered? What other questions do you have about the ship?
4. **Write Question** **Generalize** How does Captain Nemo capture the power of the sun in new ways?

For use with TE pp. 526-529 **SG2.6** Unit 2 | Catching the Light

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.

Thomas Edison and the Lightbulb
Ben Franklin's Fame, Part 1
Little Blog on the Prairie, Part 1
Twenty Thousand Leagues Under the Sea, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does power affect the characters in each book?
2. What questions did the books answer for you? What questions do you still have?
3. **Write Question** What do you think is more powerful, the power of the imagination or the power of the sun?

For use with TE pp. 526-529 **SG2.7** Unit 2 | Catching the Light

OBJECTIVES

Thematic Connection: The Sun

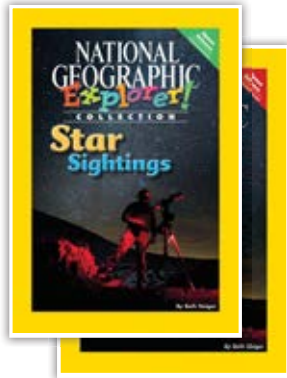
Read and Comprehend Informational Text

Explain Relationships Between Ideas in a Text

Star Sightings

by Beth Geiger

Summary *Star Sightings* explores stars beyond our sun and investigates star patterns, called constellations, in our night sky. In “Star Sightings,” author Beth Geiger explains what constellations are and discusses the legends that have grown up around star patterns, such as Orion, the hunter. The author points out particular stars, such as Regulus, the fast-spinning and brightest star in the constellation Leo. The book also discusses objects such as the red supergiant, the largest type of star, and the supernova, the cloud that remains when a star explodes. “The Milky Way” describes our spiral-shaped galaxy and explains that our sun is located in one of the galaxy’s spiral arms. Because we are inside the Milky Way, we cannot see the whole galaxy. Instead, we see a band of stars across the sky.



Activate Prior Knowledge Display the front cover and read the title aloud. Ask: *What is this person doing?* (looking at stars) *Why do you think the person is doing this?* (to study stars, for fun) Then have volunteers share what they see when they look at the night sky.

Build Background Explain that throughout history, people have looked at the night sky and seen shapes formed by stars. Display the star diagram on page 4 and trace the shapes of constellations. Ask: *What do these groups of stars look like to you?* (Accept all responses.) Explain that because there are many ways to look at this star pattern, it has many different names. Then discuss the labels (Big Dipper, Little Dipper).

PROGRAM RESOURCES

PRINT ONLY

Star Sightings, Pioneer Edition

Star Sightings, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain Relationships Between Ideas CC.5.Rinf.3

Read and Comprehend Informational Text CC.5.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.5.L.6

Mini Lesson

Explain Relationships Between Ideas in a Text

Explain: *Scientific texts contain information. The author puts pieces of information together to show the relationship, or connection, between ideas.* Point out that good readers find connections between ideas to help understand and remember information.

Read aloud the following text from page 3 of the Pioneer Edition of *Star Sightings* as students listen.

Star Party

Constellations only exist in people’s imaginations. In space, the stars in a constellation are not that close to each other. They just look that way from Earth.

Text from Pioneer Edition

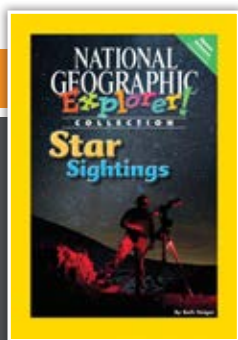
Then, think aloud to model finding relationships between ideas in the text: *What are the ideas about constellations in the text?*

<i>In space, a constellation’s stars are not that close to each other.</i>	+
<i>The stars in a constellation just look close together from Earth.</i>	=
<i>Constellations only exist in people’s imaginations.</i>	

These ideas are connected. They all describe constellations. The ideas work together to explain why the stars in a constellation look like they form a pattern when they are not close together in space.

Have students explain the connection between these ideas about constellations. (Possible response: In space, the stars in a constellation are not that close to each other. But they look close together from Earth. Therefore, the star pattern of a constellation only exists in people’s imaginations.)

BL BELOW LEVEL 480L



PIONEER EDITION

Lexile: 480L | GR: P

Content Connection: Stars

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

astronomer constellation red supergiant supernova

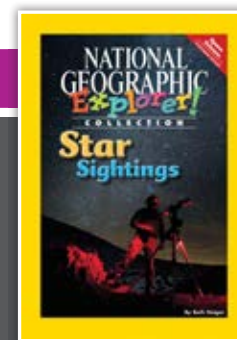
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Contrast** How do stars look different from each other? (Some stars are big and bright, while others are dim. A few stars have colors, such as blue and red.)
- Explain** What are constellations? (Constellations are groups of stars that seem to form patterns, such as a letter or an animal.)
- Explain Relationships Between Ideas in a Text** How did sailors use Polaris? (Because Polaris is the North Star and never moves, sailors used it to figure out which way north was.)
- Details** What stars are the largest stars there are? (Red supergiants, such as Antares, are the largest stars.)
- Describe** What does the Milky Way look like in the night sky? (Possible response: The Milky Way looks like a huge spiral that is flat. From Earth, the Milky Way looks like the edge of a Frisbee that is tipped on its side.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Stars

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

alpha star constellation nebula red supergiant supernova

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.

- Contrast** How do stars look different from each other? (Some stars look bigger and brighter than other stars. Some stars look blue or red.)
- Make Inferences** Why do constellations look different at different times of the year? (Constellations look different because the Earth's position changes as it revolves around the sun.)
- Explain** How can Polaris help you find your way at night? (Because Polaris does not move and is always located above the North Pole, you can use the star to figure out which direction is north and what direction you are facing.)
- Details** How do new stars form? (New stars form when clumps of hydrogen gas in a nebula, or dust and gas cloud, get hotter and hotter and turn into individual stars.)
- Explain Relationships Between Ideas in a Text** Why does the Milky Way appear as a band of stars across the sky? (The Milky Way appears as a band of stars because we are on one of the arms in the galaxy. Therefore, we cannot see the whole galaxy, with its many spiral arms and bulge in the center. To us, it looks like the end of a Frisbee, tipped on its side.)

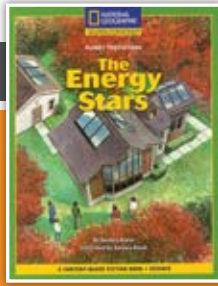
Check & Reteach

OBJECTIVE: Explain Relationships Between Ideas in a Text

Have partners explain how the ideas in the first sentence of "Starry Spiral" on page 10 are connected. (You can't really see something when you are inside it. We are inside the Milky Way. Therefore, no one on Earth can see the whole Milky Way Galaxy.)

For students who cannot explain relationships between ideas in a text, reteach with the section "Super Spinner" on page 8. Have students scan the text to find the ideas. Say: *The text says that the bright star Regulus spins very, very fast. This idea is connected to the idea that if it spins any faster, it could spin itself, or break, into pieces.* List the ideas and help students explain how they are connected. (If a star spins fast enough, it will break into pieces. If Regulus spins any faster, it will break apart. Therefore, Regulus must be spinning very fast.)

BL BELOW LEVEL 670L



The Energy Stars

by Barbara Keeler

Content Connection:
Scientists

Realistic Fiction | Pages: 64 | Lexile: 670L | GR: P

BL BELOW LEVEL 640L



Ben Franklin's Fame PART 2

by Stacia Deutsch and Rhody Cohon

Content Connection:
Benjamin Franklin

Fantasy | Pages: 57 | Lexile: 640L | GR: P

OBJECTIVES

Thematic Connection: The Sun

Read and Comprehend Literature

- Compare Characters
- Ask Questions to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.8, page SG35
- Practice Master SG2.9, page SG36
- Practice Master SG2.10, page SG37
- Practice Master SG2.14, page SG41

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–22
- DAY 3 Read pages 23–47 and discuss
- DAY 4 Read pages 48–64 and discuss
- DAY 5 Connect across texts

Summary Sixth-grader Jack Nelson’s dad is a professor who studies energy-saving methods. Not surprisingly, the Nelson family lives in a house and uses a car powered by renewable energy sources. Jack’s classmates, especially Gary, tease him about this. The town’s adults have no interest in Dr. Nelson’s ideas about using alternatives to fossil fuels. Then, a shortage of oil and gas brings the town’s activities to a halt. The town adopts some of Dr. Nelson’s ideas, and Jack and Gary become friends.

Activate Prior Knowledge Ask: *What different kinds of energy does your family use to run your home and car?*

Build Background Say: *Hydrogen energy can be made in large amounts by one of two processes, steam reforming and electrolysis. However, each process has problems. Steam reforming uses fossil fuels and harms the environment; large-scale electrolysis is very expensive.*

Story Words Use **Practice Master SG2.8** to extend vocabulary.

- | | | |
|-----------------------|--------------------|----------------------|
| conservation, page 10 | crisis, page 12 | efficiently, page 11 |
| oppose, page 17 | plentiful, page 35 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.8, page SG35
- Practice Master SG2.9, page SG36
- Practice Master SG2.11, page SG38
- Practice Master SG2.14, page SG41

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 63–85
- DAY 3 Read pages 86–119 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 *Ben Franklin’s Fame*, see page SG6. Remind students that they can use story elements to identify characters and how they change from the story’s beginning to its end. Ask: *Who are the members of the History Club?* (Abigail, Jacob, Zack, and Bo) *What do the members of the History Club do?* (They time travel to stop Babs Magee from changing history.)

Activate Prior Knowledge Ask: *Which of Benjamin Franklin’s scientific discoveries and inventions does Babs Magee take credit for?* (the kite experiment proving lightning is a form of electricity, the invention of the lightning rod, and the “Franklin” stove)

Build Background Say: *In the eighteenth century, poor families like Benjamin Franklin’s often gave, or apprenticed, the children to tradesmen so that the children could learn job skills. Apprentices were often mistreated, and there were no laws to protect them.*

Story Words Use **Practice Master SG2.8** to extend vocabulary.

- | | | |
|------------------------|------------------|----------------------|
| accomplishment, page 6 | convince, page 2 | investigate, page 97 |
| successful, page 54 | witness, page 63 | |

OL ON LEVEL 820L

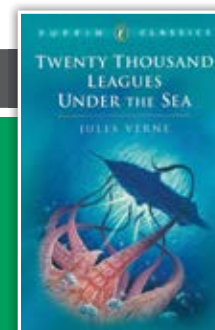


Little Blog on the Prairie PART 2
by Cathleen Davitt Bell

Content Connection:
Modern Inventions

Realistic Fiction | Pages: 136 | Lexile: 820L | GR: S

AL ABOVE LEVEL 1030L



Twenty Thousand Leagues Under the Sea PART 2
by Jules Verne

Content Connection: **Technology in History**

Science Fiction | Pages: 141 | Lexile: 1030L | GR: W

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.5.Rlit.10
Describe the Influence of Narrator's Point of View CC.5.Rlit.6
Summarize CC.5.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.8, page SG35
- Practice Master SG2.9, page SG36
- Practice Master SG2.12, page SG39
- Practice Master SG2.14, page SG41

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 141–181
- DAY 3 Read pages 182–232 and discuss
- DAY 4 Read pages 233–276 and discuss
- DAY 5 Connect across texts

PART 1:
See pages SG6–SG9.

Review Part 1 For a complete summary of *Little Blog on the Prairie*, see page SG7. Remind students that they can use story elements to identify characters and how they change from the story's beginning to its end. Ask: *Who are the main characters?* (Gen Welsh and her parents and brother; Nora and her mother and father) *What big problem do Gen and her family face at Camp Frontier?* (They must figure out how to feed and care for themselves without any modern conveniences or electricity.)

Activate Prior Knowledge Say: *Think of a time when you had to work with others to accomplish something important. What problems did you have to solve?*

Build Background Say: *On the 1890s frontier, fires were a big danger for settlers, who lacked fire-fighting equipment. Firefighting was a job for the entire community, with everyone joining in to form "bucket brigades" and carry water from rivers or wells to the fire.*

Story Words Use **Practice Master SG2.8** to extend vocabulary.

- authentic, page 114
- conclusion, page 158
- economic, page 78
- progress, page 20
- reality, page 266

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.8, page SG35
- Practice Master SG2.9, page SG36
- Practice Master SG2.13, page SG40
- Practice Master SG2.14, page SG41

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 139–190
- DAY 3 Read pages 191–238 and discuss
- DAY 4 Read pages 239–279 and discuss
- DAY 5 Connect across texts

PART 1:
See pages SG6–SG9.

Review Part 1 For a complete summary of *Twenty Thousand Leagues Under the Sea*, see page SG7. Remind students that they can use story elements to identify characters and how they change from the story's beginning to its end. Ask: *Who are the main characters?* (Captain Nemo, Pierre Aronnax, Ned Land, Conseil) *What has happened to Dr. Aronnax, Ned Land, and Conseil?* (Captain Nemo is holding them prisoner on his electric submarine, the *Nautilus*.)

Activate Prior Knowledge Ask: *When have you discovered that there was more to someone than you thought? What made you realize this?*

Build Background The Battle of Vigo Bay was fought in 1702, in Spain, during the War of Spanish Succession. An English-Dutch fleet attacked a huge treasure ship that was protected by 30 French and Spanish ships. The attack was a success, and the victors recovered £14,000, but it is believed that a far larger sum still lies at the bottom of the sea.

Story Words Use **Practice Master SG2.8** to extend vocabulary.

- consult, page 219
- hypothesis, page 7
- incident, page 220
- pursuit, page 27
- rapid, page 3

BL > BELOW LEVEL 670L

The Energy Stars

by Barbara Keeler

Build Comprehension

- **Character's Motivation** *Why do Gary and his friends call Jack's dad "the nutty professor"?* (They think the ideas Jack's dad has about making and saving energy are crazy because his ideas are different from theirs.)
- **Make Inferences** *What makes Mr. Schmidt decide to accept some of Dr. Nelson's ideas about using energy made from hydrogen?* (Possible response: Mr. Schmidt has had a hard time getting enough oil and gas for his customers. He thinks he can build a new business by making hydrogen fuel.)

Writing Options

- **Dialogue** If possible, use **Student Anthology** page 437 to point out the features of a dialogue. Have students write a dialogue between Mrs. Moreno and Gary showing what they say to each other when she keeps him after class.
- **News Report** Have students write a news report about what people say and do at the energy workshop.
- **Journal Entry** Have students write about their experiences with hydrogen cars or other cars that use alternative fuels.

BL > BELOW LEVEL 640L

Ben Franklin's Fame PART 2

by Stacia Deutsch and Rhody Cohon

Build Comprehension

- **Explain** *What event in Benjamin Franklin's life leads to all the important things he later accomplishes?* (his decision as a boy to become a printer)
- **Draw Conclusions** *Why does Babs Magee give up trying to steal Ben Franklin's fame?* (She drops Ben's apprenticeship agreement in the History Club's time-travel hole. She doesn't know where they are going, so she thinks it will be easier to find someone else to replace.)

Writing Options

- **Sequel** Have students write a sequel to the story that tells what Benjamin Franklin tells his father after the History Club leaves him.
- **Interview** If possible, use **Student Anthology** page 190 to point out the features of an interview. Have students write five interview questions they would like to ask Benjamin Franklin about his life as an apprentice.
- **Journal Entry** Have students choose one of Benjamin Franklin's inventions or discoveries and write why it is important in their lives.

Check & Reteach

Ask students to choose characters from their books and tell how they change from the beginning to the end of the book. If students have difficulty identifying how a character changes, point out the categories on the character development chart. Ask: *Who is the character? What is he or she like at the beginning, in the middle, and at the end of the story? How does the character change? What causes the change?*

DURING READING

Name _____ Date _____

Character Development Chart

Character Development

Use the character development chart as you read to take notes about how a character in your book changes. Add to the chart after you finish reading.

Beginning:
Middle:
End:

Use your character development chart to tell a partner about your book and how its character changes.

For use with TE pp. 5015-5019 **SG2.9** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

The Energy Stars

Review the story words with your group. Then discuss these questions together.

Story Words
conservation
crisis
efficiently
oppose
identical

1. **Analyze Point of View** Is the story told by a first-person or third-person narrator? How do you know?
2. **Describe Character** Use these questions and the notes on the character development chart to help you identify how a character in your book changes from the beginning to the end of the story.
 - **Beginning** What is Gary like? How does he feel about Jack? Support your answer with story details.
 - **Middle** What happens that makes Gary's feelings about Jack start to change? Explain.
 - **End** How have Gary's feelings about Jack changed during the story? How can you tell?
3. **Compare Characters** Compare two of the characters in the story. How are they alike?
4. **Ask Questions** On page 55, reread the description of the business owners' tour of the Nelsons' house. What questions could you ask about their plans to save energy?
5. **Generalize** How do Dr. Nelson and his family use the power of the sun in their everyday lives?

For use with TE pp. 5015-5019 **SG2.10** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

Ben Franklin's Fame PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
accomplishment
convince
investigate
successful
witness

1. **Analyze Point of View** How do you think the story would be different if Babs Magee tells it?
2. **Describe Character** Use these questions and the notes on the character development chart to help you identify how a character in your book changes from the beginning to the end of the story.
 - **Beginning** What is Zack like? How does he get along with his twin, Jacob? Support your answer with story details.
 - **Middle** What happens in the story to change how Zack gets along with Jacob? Explain.
 - **End** How has Zack's relationship with Jacob changed during the story? How can you tell?
3. **Compare Characters** Compare two of the characters in the story. How are they alike?
4. **Ask Questions** Reread pages 93-94. What questions do you have about how Jacob stops Babs from time traveling?
5. **Generalize** How does the History Club use the energy made by electricity to time travel?

For use with TE pp. 5015-5019 **SG2.11** Unit 2 | Catching the Light

OL ON LEVEL 820L

Little Blog on the Prairie PART 2
by Cathleen Davitt Bell

Build Comprehension

- **Evaluate** *How does the mill fire change camp life?* (It makes people at the camp stop arguing with each other. Fighting the fire shows them what they can do when they work together.)
- **Character’s Motivation** *Why does Gen decide not to be on the television show?* (Gen feels ashamed of the things she wrote in her blog, and she does not want to do anything else that might hurt Nora and her parents and their camp.)

Writing Options

- **Email** Have students write emails to Nora telling her what they like about her television show.
- **Opinion Statement** Have students write their own opinions about whether Gen’s family should go back to Camp Frontier.
- **Journal Entry** Have students write about something they dreaded doing that turned out to be fun.

AL ABOVE LEVEL 1030L

Twenty Thousand Leagues... PART 2
by Jules Verne

Build Comprehension

- **Summarize** *How do Dr. Aronnax, Ned Land, and Conseil escape the Nautilus? What happens during their escape?* (They escape on a small boat, but they are sucked into a deadly whirlpool. The boat is destroyed, and Dr. Aronnax is knocked unconscious. When he wakes up, he learns that fisherman rescued him.)
- **Explain** *Why doesn’t Captain Nemo share his technological secrets with the world?* (He hates the countries of the world. He wages war on them to avenge the death of his family.)

Writing Options

- **Character Sketch** Have students use story information to write a character sketch of Captain Nemo. Encourage them to include both good and bad qualities and to draw a conclusion about Captain Nemo.
- **Sequel** Have students write the beginning of a sequel, in which they tell what happened to Captain Nemo and his ship.
- **Journal Entry** Have students summarize the events in part 2 of the novel, tell whether or not their predictions came true, and tell what surprised them about the story’s outcome.



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 SG2.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Little Blog on the Prairie PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
authentic
conclusion
economic
progress
reality

1. **Analyze Point of View** How do you think the story would be different if a narrator outside the story told it instead of Gen?
2. **Describe Character** Use these questions and the notes on the character development chart to help you identify how a character in your book changes from the beginning to the end of the story.
 - **Beginning** What is Gen like? How does she feel about Nora? Support your answer with story details.
 - **Middle** What happens that makes Gen’s feelings about Nora start to change? Explain.
 - **End** How have Gen’s feelings about Nora changed during the story? How can you tell?
3. **Compare Characters** How is Ron, the camp director, like another character in the story?
4. **Ask Questions** Share a part of the story that was difficult for you to understand. What questions could you ask about it?
5. **Write Question Generalize** How does Camp Frontier rely on the power of the sun?

For use with TE pp. 5022–5029 **SG2.12** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

Twenty Thousand Leagues Under the Sea PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
consult
hypothesis
incident
pursuit
rapid

1. **Analyze Point of View** How would the story be different if Captain Nemo told it?
2. **Describe Character** Use these questions and the notes on the character development chart to help you identify how a character in your book changes from the beginning to the end of the story.
 - **Beginning** What is Dr. Aronnax like in the beginning of the story? What is he curious about and why?
 - **Middle** How does Dr. Aronnax feel about being trapped on the Nautilus?
 - **End** What causes Dr. Aronnax to want to escape the Nautilus? Why is it hard for him to leave?
3. **Compare Characters** How are Captain Nemo and Pierre Aronnax alike? How are they different?
4. **Ask Questions** What questions are you left with at the end of the story?
5. **Write Question Generalize** How can the power of the sun be used for good? How can it be used for bad?

For use with TE pp. 5022–5029 **SG2.13** Unit 2 | Catching the Light

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 Energy Stars
Ben Franklin’s Fame, Part 2
Little Blog on the Prairie, Part 2
Twenty Thousand Leagues Under the Sea, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the characters in each book rely on energy sources, such as the sun?
2. What questions did you have as you read? How did you find the answers?
3. **Write Question** How does each book show how we rely on the power of the sun?

For use with TE pp. 5022–5029 **SG2.14** Unit 2 | Catching the Light

OBJECTIVES

Thematic Connection: Electricity

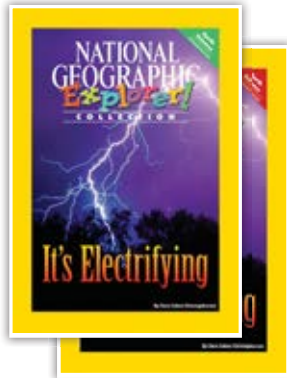
Read and Comprehend Informational Text

Explain Relationships Between Events in a Text

It's Electrifying

by Sara Cohen Christopherson

Summary *It's Electrifying* explores the fascinating natural phenomenon of lightning. It also presents ways that people capture and produce electrical energy. In "It's Electrifying," Sara Cohen Christopherson explains what lightning is and how it forms. She also discusses its dangers and ways to stay safe. Students then discover that people have tried to capture the electricity in lightning. However, lightning strikes quickly, has a lot of energy, and changes forms. Therefore, it is difficult to capture and store. Instead, most of our electricity comes from generators in power plants. "People Power" describes how people can generate their own electricity. By pedaling or turning a crank, people can create enough energy to power everyday items, such as bike lights, radios, cell phones, and flashlights.



Activate Prior Knowledge Display the front cover and ask: *What does this photograph show?* (lightning) *Have you seen lightning? When?* (during a rainstorm; when it's really hot) Have volunteers describe the lightning they saw and tell how they felt when they saw it.

Build Background Tell students that lightning has always fascinated people. In the 1700s, Ben Franklin showed that lightning is electricity. Display the photos of lightning on page 5. Point to the first photo and ask: *What does this lightning look like?* (tree branches) Explain that this is called forked lightning. Then point out and discuss the other types of lightning.

PROGRAM RESOURCES

PRINT ONLY

It's Electrifying, Pioneer Edition

It's Electrifying, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain Relationships Between Events CC.5.Rinf.3

Read and Comprehend Informational Text CC.5.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.5.L.6

Mini Lesson

Explain Relationships Between Events in a Text

Explain: *Scientific texts contain explanations. The author shows the relationship, or connection, between events to explain why things happen.* Point out that good readers find and use connections between events to understand scientific information.

Read aloud the following text from page 4 of the Pioneer Edition of *It's Electrifying* as students listen.

Where does this electricity come from? This electricity builds up inside clouds. Clouds are made of dust and water droplets. Wind blows the dust and droplets around inside the cloud. This makes a positive charge at the top of the cloud. It also makes a negative charge at the bottom.

Text from Pioneer Edition

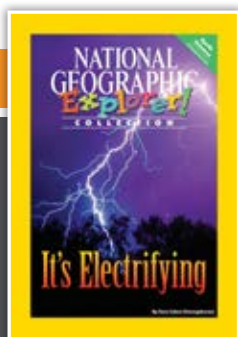
Then, think aloud to model how to find related events in the text: *What events cause electricity to build up inside a cloud?*

- *A cloud is made of dust and water droplets.*
- *Wind blows the dust and water droplets around inside the cloud.*
- *This makes a positive charge at the top of the cloud and a negative charge at the bottom.*

These events are connected. They explain how electricity builds up inside a cloud. Each event is an important part of understanding why this happens.

Have students explain the relationship between these events and use it to explain how electricity builds up inside a cloud. (Possible response: Wind blows dust and water droplets around inside a cloud. When this happens, a positive charge is created at the top of the cloud, and a negative charge is created at the bottom. This causes electricity to build up inside the cloud.)

BL BELOW LEVEL 550L



PIONEER EDITION

Lexile: 550L | GR: P

Content Connection: Electrical Energy

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

electricity generator lightning rod

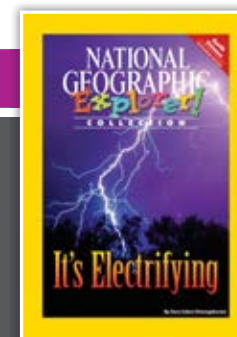
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** What is lightning? (Lightning is a giant bolt, or spark, of electricity.)
- Explain Relationships Between Events in a Text** What causes lightning? (Electrical charges inside clouds get very strong. Then the charges move as electricity from the bottom of the cloud, which has a positive charge, to the ground, which has a negative charge. They can also move from the top of the cloud to the bottom. When this happens, lightning flashes.)
- Details** Why is lightning dangerous? (It is dangerous because it is very hot and can cause fires. It also can injure and kill people.)
- Explain** What is a generator? (A generator is a machine that produces electrical energy by turning a copper wire between two magnets.)
- Describe** How can people power produce electricity? (People power produces electricity by creating movement. People make electricity by turning a hand crank on a radio, winding up a mobile phone, or pedaling a bicycle.)

OL ON LEVEL 730L



PATHFINDER EDITION

Lexile: 730L | GR: R

Content Connection: Electrical Energy

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

conductor electricity generator mechanical energy

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 Relationships Between Events in a Text** What causes lightning? (Lightning flashes when positive and negative electrical charges get very strong inside a cloud. Then the charges move as electricity from the bottom of the cloud, which has a positive charge, to the ground, which has a negative charge. Lightning can also flash inside a cloud.)
- Explain** Why isn't lightning used for electricity? (So far, no one has been able to come up with a way to successfully capture and store the electricity in lightning.)
- Details** Why is lightning dangerous? (It is dangerous because it can injure and kill people. It can also cause fires.)
- Explain** How does a generator work? (A generator uses mechanical energy, or movement, to make electrical energy. A copper wire in the generator spins past the north and south poles of a magnet to create an electric current that flows through the copper wire as electricity.)
- Describe** How can people power produce electricity? (People power uses mechanical energy to make electricity. People can pedal, turn a hand crank, or squeeze and shake something to produce electrical power.)

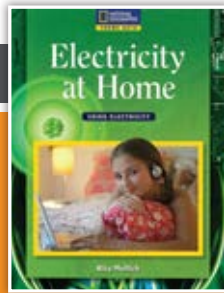
Check & Reteach

OBJECTIVE: Explain Relationships Between Events in a Text

Have partners explain related events in the section "Sparking Safety" on page 7 about how a lightning rod works. (Lightning strikes a metal rod on top of a building. Electricity from the lightning travels from the rod through a wire to the ground. The building stays safe.)

For students who cannot explain relationships between events, reteach with "What Makes Thunder Rumble?" on page 7. Have students scan the text. Say: *The text says that lightning heats the air. Air molecules move apart quickly. Then the air cools and the molecules move closer together, making a sound.* List the events. Have students explain the relationships and say how this helps them understand the text. (First, lightning heats the air. When the air cools, its molecules move together, making a sound that is thunder. So, these events explain why thunder follows lightning.)

BL BELOW LEVEL 660L



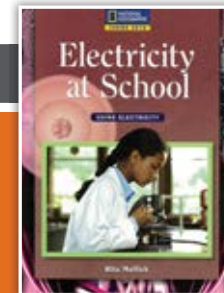
Electricity at Home

by Rita Mullick

Content Connection:
Electricity Usage

Expository Nonfiction | Pages: 32 | Lexile: 660L | GR: P

BL BELOW LEVEL 790L



Electricity at School

by Rita Mullick

Content Connection:
Electricity Usage

Expository Nonfiction | Pages: 32 | Lexile: 790L | GR: S

OBJECTIVES

Thematic Connection: Electricity

Read and Comprehend Literature

Ask Questions to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG2.15, page SG42

Practice Master SG2.16, page SG43

Practice Master SG2.17, page SG44

Practice Master SG2.21, page SG48

TECHNOLOGY ONLY

Digital Library: Power Lines

SUGGESTED PACING

DAY 2 Introduce and read pages 4–17

DAY 3 Read pages 18–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Atoms are composed of smaller particles called protons and neutrons, located at an atom’s center, and electrons, which move around them. Electricity is the energy created by moving electrons. Electrons flow easily through conductors, such as metal, but not through insulators, such as plastic. Electricity travels along a circuit from a power source and through wires to make appliances and devices work. The appliances in a home, such as toasters, lamps, and doorbells work by converting the electricity they receive into other energy forms, such as heat, light, sound, and mechanical energy, or movement energy.

Activate Prior Knowledge Ask: *What are some ways that you use electricity in your home?*

Build Background Display the photo of power lines from the **Digital Library**, and point out that most electricity needed to run our appliances is carried along a system of power lines that connect homes with plants that generate electricity.

Story Words Use **Practice Master SG2.15** to extend vocabulary.

activate, page 15

device, page 14

process, page 18

resistance, page 13

source, page 10

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG2.15, page SG42

Practice Master SG2.16, page SG43

Practice Master SG2.18, page SG45

Practice Master SG2.21, page SG48

TECHNOLOGY ONLY

Digital Library: Power Lines

SUGGESTED PACING

DAY 2 Introduce and read pages 4–17

DAY 3 Read pages 18–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Atoms are composed of smaller particles called protons and neutrons, located at an atom’s center, and electrons, which move around them, creating an electric current. Electricity is the energy produced by electrons flowing within and among atoms. Electrons flow easily through conductors, such as metal, but not through insulators, such as plastic. Electricity travels along a switch-controlled circuit through wires to run equipment in a school. Computers and other devices work by converting the electricity they receive into other energy forms, such as heat, light, sound, and mechanical energy, or movement energy.

Activate Prior Knowledge Ask: *What are some ways that our school uses electricity every day?*

Build Background Display the photo of power lines from the **Digital Library**, and point out that most electricity needed to run school equipment is carried along a system of power lines that connect schools with plants that generate electricity.

Story Words Use **Practice Master SG2.15** to extend vocabulary.

gain, page 8

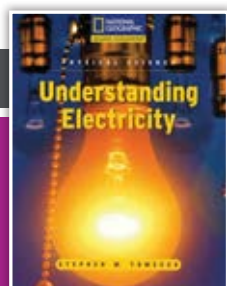
negative, page 7

positive, page 7

produce, page 13

resistance, page 13

OL ON LEVEL 840L



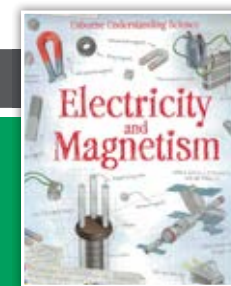
Understanding Electricity

by Stephen M. Tomecek

Content Connection:
Nature of Electricity

Expository Nonfiction | Pages: 32 | Lexile: 840L | GR: T

AL ABOVE LEVEL IG1050L



Electricity and Magnetism

by Peter Adamczyk and Paul-Francis Law

Content Connection:
Nature of Electricity

Expository Nonfiction | Pages: 32 | Lexile: IG1050L | GR: Y

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts CC.5.Rinf.10
Quote When Explaining Text CC.5.Rinf.1
Summarize CC.5.Rinf.2

Writing

Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG2.15, page SG42
Practice Master SG2.16, page SG43
Practice Master SG2.19, page SG46
Practice Master SG2.21, page SG48

TECHNOLOGY ONLY

Digital Library: Solar Panels

SUGGESTED PACING

DAY 2 Introduce and read pages 4–13
DAY 3 Read pages 14–32 and discuss
DAY 4 Reread and discuss
DAY 5 Connect across texts

Summary Electricity is the energy created by electrons as they move within and among atoms. Electrons’ movement patterns produce two forms of electricity: static electricity and current electricity. Current electricity flows through wires to operate appliances. It flows easily through conductors, such as metals, but not through insulators, such as glass. Electricity is distributed by means of power grids, or networks of plants. Most electric power comes from burning fossil fuels, which causes pollution. Wind, nuclear power, and solar power offer alternatives for making electricity.

Activate Prior Knowledge Say: *What do you know about the electricity that we use in our schools and homes?*

Build Background Display the photo of solar panels from the **Digital Library**, and point out that the panels collect the sun’s energy and convert it to electricity. Such alternatives to fossil-fuel burning power plants are being built all around the world.

Story Words Use **Practice Master SG2.15** to extend vocabulary.

construct, page 17 device, page 12 discharge, page 9
principle, page 12 produce, page 11

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG2.15, page SG42
Practice Master SG2.16, page SG43
Practice Master SG2.20, page SG47
Practice Master SG2.21, page SG48

TECHNOLOGY ONLY

Digital Library: Lightning

SUGGESTED PACING

DAY 2 Introduce and read pages 2–13
DAY 3 Read pages 14–32 and discuss
DAY 4 Reread and discuss
DAY 5 Connect across texts

Summary Electricity and magnetism are essential for producing the energy needed to power the technology that makes modern life possible. Electricity is energy produced by electrons moving within and among atoms. Electricity has two forms: static, such as lightning, and current, electricity that powers machines. Magnetism is the ability of a metal to attract other metals. Electromagnetism is the interaction of these forces. Spinning magnets make an electric current flow; the flowing current produces a magnetic field. Most electricity comes from power stations that operate huge generators and distribute electricity to homes and businesses through a cable grid.

Activate Prior Knowledge Ask: *Have you ever used a magnet? What did you do with it? How does a magnet work?*

Build Background Display the photo of lightning from the **Digital Library**, and tell how Benjamin Franklin used his famous kite experiment to prove that lightning is a form of electricity.

Story Words Use **Practice Master SG2.15** to extend vocabulary.

expand, page 8 fuel, page 4 method, page 5
negative, page 7 positive, page 7

BL BELOW LEVEL 660L

Electricity at Home

by Rita Mullick

Build Comprehension

- **Explain** *What do atoms have to do with electricity?* (Electricity is made when the electrons in an atom move around the atom's protons and neutrons.)
- **Make Judgments** *What is the biggest advantage of living in a home that has electricity?* (Possible responses: easier and better ways to keep and cook food; being able to use computers and watch TV; easier ways to do chores and housework)

Writing Options

- **List** Have partners list and discuss devices they have in their homes that let them communicate with other people.
- **Captions** Display the photo of the power lines from the **Digital Library**. Have students write a caption that tells why the lines are important.
- **Journal Entry** Have students write about what they would miss most if they lived in a home without electricity.

BL BELOW LEVEL 790L

Electricity at School

by Rita Mullick

Build Comprehension

- **Explain** *Why do power cords need both a conductor and an insulator?* (Power cords need conductors for the electricity, or moving electrons, to flow through. Electricity does not move through insulators, so the cords need insulators to make them safe to use.)
- **Make Judgments** *What is the biggest advantage of going to a school that has electricity?* (Possible responses: having electric lights in the classrooms; being able to use computers and other tech equipment; having heat and air conditioning)

Writing Options

- **News Article** Have students look around the school for the different ways that electricity is used. Then, have them write a news article that tells what they discovered.
- **Email** Have students write emails to friends that tell how electricity makes sending and getting emails possible.
- **Journal Entry** Have students write about what they would miss most if their school did not have electricity.

Check & Reteach

Ask students to think of questions to ask about the topics of their books.

If students have difficulty asking appropriate questions, point out the categories on the K-W-L-Q chart. Ask: *What do you know about the topic? What do you want to know about it? How do questions such as these help you identify the important information and facts in your book?*

DURING READING

Name _____ Date _____

K-W-L-Q Chart

Ask Questions

Use the K-W-L-Q chart to write any questions you have as you read your book. Complete the chart after you finish reading.

What Do I Know?	What Do I Want to Learn?	What Did I Learn?	What Questions Do I Still Have?

Use your K-W-L-Q chart to review your book with a partner.

For use with TE pp. 5218-5221 **SG2.16** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

Electricity at Home

Review the story words with your group. Then discuss these questions together.

Story Words

- activate
- device
- process
- resistance
- source

1. **Distinguish Facts and Opinions** Is the following statement from page 10 a fact or an opinion? Tell how you know. "Electricity makes the appliance work. It only works if there is no gap in the loop."
2. **Ask Questions** As you read, use the questions on your K-W-L-Q chart to help you identify important facts in the book. After reading, complete the chart and use it in your discussion.
3. **Ask Questions** What do the different kinds of appliances in a home do to make electricity useful? Tell how you found the answer.
4. **Write Question Generalize** How is the energy of electricity like the energy of the sun?

For use with TE pp. 5218-5221 **SG2.17** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

Electricity at School

Review the story words with your group. Then discuss these questions together.

Story Words

- gain
- negative
- produce
- resistance

1. **Distinguish Facts and Opinions** Reread page 8. Find one fact about electrons. How do you know it is a fact?
2. **Ask Questions** As you read, use the questions on your K-W-L-Q chart to help you identify important facts in the book. After reading, complete the chart and use it in your discussion.
3. **Ask Questions** What do the different kinds of devices in a school do to make electricity useful? Tell how you found the answer.
4. **Write Question Generalize** How is the energy of electricity like the energy of the sun?

For use with TE pp. 5218-5221 **SG2.18** Unit 2 | Catching the Light

OL ON LEVEL 840L

Understanding Electricity
by Stephen M. Tomecek

Build Comprehension

- **Evaluate** *Why is it important to prevent widespread power failures?* (Possible responses: Without electricity, hospitals cannot treat some of the patients. If traffic lights have no electricity, accidents can happen. Businesses cannot run without electricity.)
- **Identify Problem and Solution** *What big problem did Thomas Edison and his associates face as they developed the light bulb?* (Edison's group needed to find a way to make enough electricity to power all the light bulbs they made.) *How did they solve the problem?* (They built a power plant to generate energy to make electricity.)

Writing Options

- **Paragraph** Have students write a paragraph to tell how one or more of the scientists helped develop the use of electricity.
- **Opinion Statement** Have students choose what they think is the best alternative for making electric power from those discussed in the book. Have them use information from the book to write a statement that supports their opinion.
- **Journal Entry** Have students write in their journals what their lives would be like without electricity.

AL ABOVE LEVEL IG1050L

Electricity and Magnetism
by Peter Adamczyk and Paul-Francis Law

Build Comprehension

- **Make Comparisons** *How are static and current electricity alike?* (Static and current electricity are both made by moving electrons in atoms.) *How are they different from each other?* (In static electricity, the electrons gather on the surface of something. In current electricity, the electrons flow in a stream.)
- **Explain** *How are electric cars different from traditional cars?* (Electric cars are powered by batteries that can be recharged by the car's own mechanical energy. Traditional cars are powered by burning fossil fuels to make energy.)

Writing Options

- **Opinion Statement** Have students decide which kind of alternative energy they think is best, and then use facts from the book to support their opinion.
- **List** Have partners list the names used in measuring electricity and then discuss what each measurement means.
- **Journal Entry** Have students choose one invention discussed in the book and write about why that invention is important in their 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 SG2.21** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Understanding Electricity

Review the story words with your group. Then discuss these questions together.

Story Words
construct
device
discharge
principle
produce

1. **Distinguish Facts and Opinions** Reread page 7. Find a statement that is an opinion. Explain what makes it an opinion and not a fact.
2. **Ask Questions** As you read, use the questions on your K-W-L-Q chart to help you identify important facts in the book. After reading, complete the chart and use it in your discussion.
3. **Ask Questions** What are Thomas Edison's biggest contributions to electrical systems used everywhere today? Tell how you found the answer.
4. **Write Question Generalize** How can energy from the sun be used to make electricity?

For use with TE pp. 5218-5221 **SG2.19** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

Electricity and Magnetism

Review the story words with your group. Then discuss these questions together.

Story Words
expand
fuel
method
negative
positive

1. **Distinguish Facts and Opinions** Reread page 3. Find one statement of opinion and one statement of fact. Then explain what makes each statement an opinion or a fact.
2. **Ask Questions** As you read, use the questions on your K-W-L-Q chart to help you identify important facts in the book. After reading, complete the chart and use it in your discussion.
3. **Ask Questions** What are some common electrical devices that use electromagnetism? Tell how you found the answer.
4. **Write Question Generalize** How can energy from the sun be used to make electricity?

For use with TE pp. 5218-5221 **SG2.20** Unit 2 | Catching the Light

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.

Electricity at Home
Electricity at School
Understanding Electricity
Electricity and Magnetism

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does each book help readers understand the importance of electricity today?
2. How does each author help you think of new questions to ask about energy and how it is made and used?
3. **Write Question** How would a world without electricity be like a world without the power of the sun?

For use with TE pp. 5218-5221 **SG2.21** Unit 2 | Catching the Light

OBJECTIVES

Thematic Connection: Alternative Energy

Read and Comprehend Informational Text

Make Inferences

Star Power

by Don Thomas and Elizabeth Sengel

Summary *Star Power* explores space, and astronaut Don Thomas explains how the International Space Station (ISS) generates electricity. In “Our Star, the Sun,” Don Thomas recounts blasting into space on a shuttle mission. He explains that because the shuttle orbits Earth every 90 minutes, he can see the sun rise and set 16 times a day. He also describes the largest object in our solar system—the sun. This star, like all others, is made of hot gases. Most stars burn these gases to make heat and light for billions of years. Thomas also tells how clear stars look when seen from space. The Hubble Space Telescope has captured amazing photos. They show nebulae, gas and dust clouds that give birth to stars, and spectacular galaxies. “Powered by the Sun” explains how the ISS uses the sun to make electricity.



Activate Prior Knowledge Display the front cover. Ask: *What are these?* (solar panels) *How do you think people use them?* (to make electricity)

Build Background Tell students that astronaut Don Thomas traveled over six million miles on the space shuttle *Columbia*. From space, he saw millions of stars, including our sun. Display the photos on page 7. Have volunteers describe the nebula. (looks like a cloud) Explain that scientists study these clouds of dust and gas with telescopes to learn how stars are born.

PROGRAM RESOURCES

PRINT ONLY

Star Power, Pioneer Edition

Star Power, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive White Board Lesson—Star Burst

COMMON CORE STANDARDS

Reading

Quote When Drawing Inferences From Text CC.5.Rinf.1

Read and Comprehend Informational Text CC.5.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.5.L.6

Mini Lesson

Make Inferences

Explain: *Often, when you read, you have to make inferences, or figure things out. Readers put together information from text to make inferences.* Point out that good readers know how to quote information accurately when making inferences from a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Star Power* as students listen.

I had been waiting for this moment since I was six years old.

I was strapped in my seat on the space shuttle *Columbia*. It was minutes before takeoff. Suddenly, the rocket engines roared to life.

We lifted off. *Columbia* shot upward. “Yahoo!” I yelled. “Let’s go!” My first trip into space had begun.

Text from Pioneer Edition

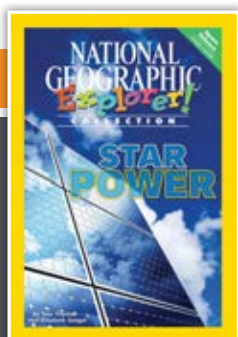
Then, think aloud to model how to make inferences from the text: *The text contains the following information:*

- *Thomas says, “I had been waiting for this moment since I was six years old.”*
- *At liftoff, he yelled, “Yahoo!” and “Let’s go!”*

From this, I can figure out that Don Thomas was excited about his first trip into space. To explain my inference, I can quote accurately from the text and use phrases such as “As the text says...” and “The author says...” to introduce the author’s exact words.

Have students explain the inference above by quoting accurately from the text. (Possible response: The author says, “I had been waiting for this moment since I was six years old.” He also shouts, “Yahoo!” and “Let’s go!” This shows that Don Thomas was really excited about his first trip on *Columbia*.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Solar Energy

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

axis galaxy gravity rotation telescope

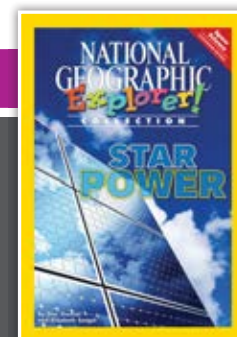
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What are stars made of? (They are made of hot gases.)
How do stars make energy? (They change hot gasses into light and heat, which are forms of energy.)
- Explain** How do stars form? (Stars are born in clouds of dust and gas. Gravity pulls more and more gas and dust together into a tight ball. As the ball gets bigger, it grows hotter and hotter. Eventually, it starts to shine and becomes a star.)
- Details** Stars die in different ways. Name two ways that a star's size can affect how it dies. (Smaller stars just fizzle. Big stars cave in on themselves and then explode.)
- Make Inferences** Why does Don Thomas say there is no place like Earth? (Possible response: He misses his home on Earth. He says, "I have seen many sights in space. Still, ...there's no place like home, our planet Earth.")
- Describe** What are solar arrays? (Solar arrays are huge solar panels that make energy from sunlight.) What do they look like? (They look like giant wings.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Solar Energy

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

axis galaxy gravity rotation telescope

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.

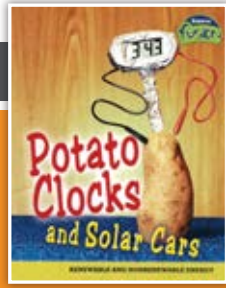
- Describe** Where do stars get their energy? (Stars are made of gases. Stars turn these gases, which they use as fuel, into forms of energy, such as light and heat.)
- Explain** How might our sun have formed? (It formed inside a cloud of gas and dust. Gravity pulled in more and more gas and dust, forming a sphere. When the ball got big enough, it collapsed and grew hotter. When its temperature reached tens of million of degrees, it became a star.)
- Details** How does a star's size affect the way it dies? (Smaller stars slowly dim. Larger stars collapse and explode. The biggest stars collapse violently, turning into black holes.)
- Make Inferences** Why does Don Thomas say there is no place like Earth? (Possible response: He misses his home on Earth. He says, "I soon realized that...there's no place like home, our planet Earth.")
- Describe** Why does the ISS have solar arrays? (It uses them to make electricity from sunlight.) What do they look like? (They look like huge wings.)

Check & Reteach

OBJECTIVE: Make Inferences

Have partners make an inference about the first paragraph of "Dying Stars" on page 8. They should quote accurately to explain their inference. (Possible response: The text says that the sun "is about halfway through its life." This helps me make the inference that the sun will die some day.) For students who cannot make inferences, reteach using the first two paragraphs of "Galaxies Ahead" on page 8. Have students scan the text. Say: *When you make an inference, you use information from the text to figure something out. What do you find out about the shape of galaxies?* Have students identify information and make a class list. (spirals; shaped like a tadpole; looks like the eye of a cat) Guide students to make an inference about the shape of galaxies and then explain it by quoting accurately from the text. (Possible response: Galaxies have different shapes. The text says, "Many are (Pathfinder)/look like (Pioneer) spirals." The author says, "One is shaped like a tadpole," and another "looks like the eye of a cat.")

BL BELOW LEVEL IG540L



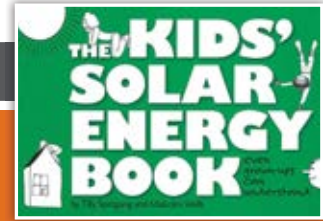
Potato Clocks and Solar Cars

by Elizabeth Raum

Content Connection:
Rating Energy Sources

Expository Nonfiction | Pages: 32 | Lexile: IG540L | GR: N

BL BELOW LEVEL 790L



The Kids' Solar Energy Book

by Tilly Spetgang and Malcolm Wells

Content Connection:
Solar Energy

Expository Nonfiction | Pages: 88 | Lexile: 790L | GR: S

OBJECTIVES

Thematic Connection: Alternative Energy

Read and Comprehend Literature

- Analyze Procedural Text
- Ask Questions to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.22, page SG49
- Practice Master SG2.23, page SG50
- Practice Master SG2.24, page SG51
- Practice Master SG2.28, page SG55

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Energy is the ability to make things move or change. It is essential for heating, lighting, and cooling houses, as well as for running our vehicles and electronic devices. Most of our energy comes from fossil fuels, such as coal, oil, and natural gas. Fossil fuels are not renewable, and they pollute the air. Alternatives to fossil fuels include nuclear power, the sun, the wind, biomass energy, water, and geothermal energy. These alternatives have advantages and disadvantages.

Activate Prior Knowledge Say: *Think about what you do on a typical day. How many different kinds of energy do you use to make things work?*

Build Background Say: *The United States is the largest energy consumer in the world, with about 85 percent of the energy used here coming from fossil fuels.*

Story Words Use Practice Master SG2.22 to extend vocabulary.

- | | | |
|-----------------|--------------------|------------------|
| ability, page 4 | costly, page 22 | provide, page 14 |
| renew, page 10 | reservoir, page 22 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.22, page SG49
- Practice Master SG2.23, page SG50
- Practice Master SG2.25, page SG52
- Practice Master SG2.28, page SG55

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–23
- DAY 3 Read pages 23–60 and discuss
- DAY 4 Read pages 61–88 and discuss
- DAY 5 Connect across texts

Summary Mrs. Robinson helps her class explore solar energy—how it works to power homes and machines, how it has been used in different times and places, and how it is now being used around the world. She explains such things as active and passive solar systems, what home insulation is and why it is important for energy conservation, and what solar cells are and how they convert sunlight into energy. After explaining why solar energy is superior to energy from nonrenewable fossil fuels, Mrs. Robinson uses experiments to demonstrate key energy concepts.

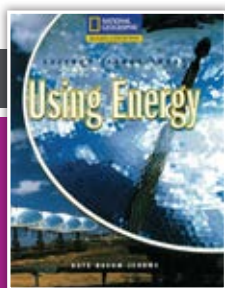
Activate Prior Knowledge Say: *Think about a time when a teacher wanted you to learn about something that you thought would not be interesting. What happened?*

Build Background Say: *In spite of its northern location, Germany is the world's largest user of solar power. The United States is the fourth largest user.*

Story Words Use Practice Master SG2.22 to extend vocabulary.

- | | | |
|-----------------|---------------------|-----------------|
| active, page 59 | dependence, page 42 | import, page 42 |
| method, page 22 | pressure, page 19 | |

OL ON LEVEL 850L



Using Energy
by Kate Boehm Jerome

Content Connection:
Energy Conservation

Expository Nonfiction | Pages: 32 | Lexile: 850L | GR: T

AL ABOVE LEVEL 930L



Alternative Energy: Beyond Fossil Fuels
by Dana Meachen Rau

Content Connection:
Rating Energy Sources

Expository Nonfiction | Pages: 64 | Lexile: 930L | GR: U

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Text CC.5.Rinf.10
Quote When Explaining Text CC.5.Rinf.1
Summarize CC.5.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.22, page SG49
- Practice Master SG2.23, page SG50
- Practice Master SG2.26, page SG53
- Practice Master SG2.28, page SG55

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–32 and discuss
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Fossil fuels supply about 85 percent of the energy we use. These fuels are inexpensive, but cause pollution and are nonrenewable. We can develop renewable resources, such as solar power, wind power, hydroelectric power, biomass power, and nuclear power as alternatives to fossil fuels. Such alternatives are clean, efficient, and renewable, but expensive. Some also cause pollution or safety problems. Until scientists find solutions to our energy problems, everyone should look for ways to conserve the energy we have.

Activate Prior Knowledge Ask: *What are some ways that you depend on different forms of energy throughout a typical day?*

Build Background Say: *Ten percent of the energy coming into our homes is used by “energy vampires,” or electronic products such as TVs, computers, and microwaves that suck energy from a home when they are plugged in, even if they are switched off.*

Story Words Use **Practice Master SG2.22** to extend vocabulary.

- advantage, page 4
- efficient, page 7
- estimate, page 7
- pressure, page 10
- renew, page 10

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.22, page SG49
- Practice Master SG2.23, page SG50
- Practice Master SG2.27, page SG54
- Practice Master SG2.28, page SG55

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–25
- DAY 3 Read pages 26–48 and discuss
- DAY 4 Read pages 49–64 and discuss
- DAY 5 Connect across texts

Summary The world faces an energy crisis because fossil fuels, the source of most of our energy, are being used up rapidly. “Green,” or renewable, energy sources such as sun, wind, water, and biomass fuels can replace fossil fuels, but each alternative poses challenges. The best solution to our energy crisis is each of us using energy wisely, helping our communities to conserve energy, and spreading the word about alternative energy sources.

Activate Prior Knowledge Say: *Think about the ways you use energy on a typical day. How could you use less energy?*

Build Background Say: *Ten percent of the energy coming into our homes is standby power used by electronic products even if they are switched off. One way to save energy is to unplug these “energy vampires” when they are not in use.*

Story Words Use **Practice Master SG2.22** to extend vocabulary.

- decrease, page 17
- estimate, page 9
- rely, page 6
- reserves, page 9
- source, page 4

BL > BELOW LEVEL IG540L

Potato Clocks and Solar Cars

by Elizabeth Raum

Build Comprehension

- **Make Comparisons** *How are nonrenewable and renewable energy sources alike?* (Both renewable and nonrenewable energy sources can make the energy we need to run our houses and machines.) *How are they different?* (Nonrenewable energy sources can be used up, but renewable sources never run out.)
- **Explain** *How is biomass energy made?* (It is made from burning garbage, animal waste, or plants such as corn.)

Writing Options

- **Opinion Statement** Have students use information from the book to write and support their opinions about the use of nuclear power as an energy source.
- **List** Have students choose an energy source from the book and make a list of its advantages.
- **Journal Entry** Have students write about any personal experiences they have had at science fairs.

Check & Reteach

Ask students to choose an alternative energy source from their books and think of questions to ask about the steps in the process it uses to make energy.

If students have difficulty identifying the process steps, point out the categories on the sequence chain. Ask: *What is the energy source? What happens first in the process? What happens second? What happens third?*

BL > BELOW LEVEL 790L

The Kids' Solar Energy Book

by Tilly Spetgang and Malcolm Wells

Build Comprehension

- **Analyze** *What causes an energy crunch?* (An energy crunch is caused when there is not enough oil to make the energy needed to run houses and machines.) *How can solar energy help people avoid energy crunches?* (Solar energy is a renewable energy source, so there is always enough of it to make energy.)
- **Form Opinions** *Why do you think the United States does not use as much solar energy as other countries?* (Possible responses: The United States still has lots of oil to make energy. Solar energy can be expensive to make.)

Writing Options

- **Book Review** Have students write a brief book review to tell what they think of the authors' use of cartoons to present information about solar energy.
- **Dialogue** Have students write a dialogue between Mrs. Robinson and a student who thinks fossil fuels are a better energy source than the sun.
- **Journal Entry** Have students write about any buildings or machines they have seen that use solar energy.

DURING READING

Name _____ Date _____

Sequence Chain

Steps in a Process

Use the sequence chain to write the steps in the process used to make a kind of alternative energy that you read about in your book. Write the goal of the process above the sequence chain.

Goal of Process

First	Second	Third

Use your sequence chain to tell a partner about the process used to make a kind of alternative energy.

For use with TE pp. SG24-SG27 **SG2.23** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

Potato Clocks and Solar Cars

Review the story words with your group. Then discuss these questions together.

Story Words	ability
	costly
	provide
	renew
	reservoir

1. **Summarize** Reread page 8. Summarize the most important information about fossil fuels.
2. **Analyze Procedural Text** Use these questions and the notes from your sequence chain to explain the steps in the process used to make an alternative kind of energy.
 - **Goal** What is the goal of the process?
 - **Step 1** What happens first in the process?
 - **Step 2** What happens second in the process?
 - **Step 3** What happens last in the process?
3. **Ask Questions** Reread page 26. What questions could you ask the author about geothermal energy?
4. **Discussion Generalize** How can the power of the sun supply energy for houses and machines?

For use with TE pp. SG24-SG27 **SG2.24** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

The Kids' Solar Energy Book

Review the story words with your group. Then discuss these questions together.

Story Words	active
	dependence
	import
	method
	pressure

1. **Summarize** Reread pages 52-53. Summarize the most important information about a passive solar energy system.
2. **Analyze Procedural Text** Use these questions and the notes from your sequence chain to explain the steps in the process used to make an alternative kind of energy.
 - **Goal** What is the goal of the process?
 - **Step 1** What happens first in the process?
 - **Step 2** What happens second in the process?
 - **Step 3** What happens last in the process?
3. **Ask Questions** Reread page 72. What questions could you ask the author about the solar cells that are used on space satellites?
4. **Discussion Generalize** How have people over time used the power of the sun for energy?

For use with TE pp. SG24-SG27 **SG2.25** Unit 2 | Catching the Light

OL ON LEVEL 850L

Using Energy

by Kate Boehm Jerome

Build Comprehension

- **Make Comparisons** *How are fossil fuels and biomass fuels alike?* (Both fossil fuels and biomass fuels are burned to make energy, and both cause pollution.) *How are they different?* (Biomass fuels are renewable, and fossil fuels are nonrenewable.)
- **Draw Conclusions** *Why do you think some people want the country to continue spending money developing new sources of fossil fuels?* (Possible responses: Fossil fuels are cheaper than other kinds of energy sources. People believe that we can find enough fossil fuels to last for years.)

Writing Options

- **Persuasive Statement** Have students choose one alternative energy source from the book and write a persuasive statement urging its use.
- **Advertisement** Have students think of a common electronic device or appliance and write an advertisement for a solar-powered version of it.
- **Journal Entry** Have students write about what they are doing or can do to conserve energy.

AL ABOVE LEVEL 930L

Alternative Energy: Beyond Fossil Fuels

by Dana Meachen Rau

Build Comprehension

- **Analyze** *Why does the world have an “energy crisis”?* (People in the world are using more and more energy, and the fossil fuels that make the energy are running out.)
- **Evaluate** *What do you think is the biggest advantage of relying on the sun as an energy source?* (Possible responses: The sun’s energy is renewable and clean. It can be used in different ways to run houses and machines.) *What is the biggest disadvantage?* (Possible responses: The sun only makes energy when it shines; some places do not have a lot of sunshine. It costs a lot to install the equipment needed to use the sun for energy.)

Writing Options

- **Speech** Have students research, write, and present to the class a speech about things the school can do to save energy.
- **Poem** Have students choose an alternative energy source from the book and write a funny poem about it.
- **Journal Entry** Have students write about any buildings or machines they have seen that use alternative sources of energy.



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 SG2.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Using Electricity
Review the story words with your group. Then discuss these questions together.

Story Words
advantage
efficient
estimate
pressure
renew

1. **Summarize** Reread pages 18–20. Summarize the key ideas in the argument made for oil drilling in the Arctic National Wildlife Refuge (ANWR). Do you agree or disagree? Give reasons for your opinion.
2. **Analyze Procedural Text** Use these questions and the notes from your sequence chain to explain the steps in the process used to make an alternative kind of energy.
 - **Goal** What is the goal of the process?
 - **Step 1** What happens first in the process?
 - **Step 2** What happens second in the process?
 - **Step 3** What happens last in the process?
3. **Ask Questions** Reread page 23. What questions could you ask the author about photovoltaic cells?
4. **Generalize** How can the power of the sun help solve the world’s energy problems?

For use with TE pp. 5624–5627 **SG2.26** Unit 2 | Catching the Light

AFTER READING

Name _____ Date _____

Discussion Guide

Alternative Energy: Beyond Fossil Fuels
Review the story words with your group. Then discuss these questions together.

Story Words
decrease
estimate
rely
reserves
source

1. **Summarize** Reread page 15. Summarize the major problems of fossil fuels as an energy source.
2. **Analyze Procedural Text** Use these questions and the notes from your sequence chain to explain the steps in the process used to make an alternative kind of energy.
 - **Goal** What is the goal of the process?
 - **Step 1** What happens first in the process?
 - **Step 2** What happens second in the process?
 - **Step 3** What happens last in the process?
3. **Ask Questions** Review pages 43–47. What questions could you ask the author about biofuel?
4. **Generalize** How can the power of the sun help solve the world’s energy problems?

For use with TE pp. 5624–5627 **SG2.27** Unit 2 | Catching the Light

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.

Potato Clocks and Solar Cars
The Kids’ Solar Energy Book
Using Energy
Alternative Energy: Beyond Fossil Fuels

Compare and contrast the books you have read. Discuss these questions with your group.

1. What does the author of each book want you to understand about the different sources of energy?
2. How do the authors each help you think of questions you could ask them about different kinds of energy sources?
3. **Generalize** How do the books each show the importance to modern life of different energy sources, including the power of the sun?

For use with TE pp. 5624–5627 **SG2.28** Unit 2 | Catching the Light

Academic Vocabulary

Story Words

Thomas Edison and the Lightbulb

demonstrate (de-mun-strät) *verb*
When you **demonstrate**, you show or explain something clearly. *The chefs **demonstrate** how to bake.*

experiment (ik-sper-u-munt) *noun*
An **experiment** is a test used to find out something. *The scientist did an **experiment** to see if her idea was right.*

generate (je-nu-rät) *verb*
To **generate** means to make something or cause it to happen. *This windmill will **generate** enough energy to run a house.*

produce (pru-dyüs) *verb*
When you **produce** something, you make it. *Old cars can **produce** a lot of pollution.*

system (sis-tum) *noun*
A **system** is a group of things that work together. *Water gets to the city through a **system** of pipes.*

Little Blog on the Prairie PART 1

authentic (aw-then-tik) *adjective*
When something is **authentic**, it is real or true. *The museum has an **authentic** Egyptian mummy.*

conclusion (kun-klü-zhun) *noun*
A **conclusion** is the final decision you make about something after thinking about it. *After reading about careers, I've come to the **conclusion** that I want to be a doctor.*

economic (i-kah-nah-mik) *adjective*
Economic has to do with the money system. *The mayor said that his **economic** plan would save the town money.*

progress (prah-gres) *noun*
Progress is movement forward. *Scientists are making a lot of **progress** in finding new ways to run cars.*

reality (rê-a-lu-tê) *noun*
Reality means things as they really are. *It is a **reality** that rain is wet.*

Ben Franklin's Fame PART 1

accomplishment (u-kom-plish-munt) *noun*
An **accomplishment** is a special skill or ability. *In this book, the writer tells about her greatest **accomplishment**.*

convince (kun-vins) *verb*
When you **convince** someone, you get them to do something. *The boy tried to **convince** his dad to buy toys.*

investigate (in-ves-tu-gät) *verb*
When you **investigate**, you look closely into something to get information. *The detectives will **investigate** all the clues to find out who robbed the store.*

successful (suk-ses-ful) *adjective*
When you are **successful**, you achieve what you set out to do. *The vet performed a **successful** operation and saved the dog.*

witness (wit-nus) *verb*
When you **witness** something, you see it happen. *Did you **witness** the accident?*

Twenty Thousand Leagues Under the Sea PART 1

consult (cun-sult) *verb*
To **consult** means to look at something for information. *I decided to **consult** a map because we were lost.*

hypothesis (hî-päth-u-sus) *verb*
A **hypothesis** is an explanation for something that still needs to be tested. *We are testing a **hypothesis** that eating a healthy breakfast will result in better test scores.*

incident (in-sed-end) *noun*
An **incident** is a small, unimportant event. *There was only one **incident** of misbehavior on the field trip.*

pursuit (pur-süt) *noun*
Pursuit is the act of chasing. *The police are in **pursuit** of the criminal.*

rapid (ra-pid) *adjective*
Rapid means very fast. *The teacher spoke at a **rapid** pace.*

COPY READY


Character Chart

Characters' Roles and Functions

As you read your book, use the character chart to take notes about the characters' roles and functions in the conflict. Add characters after you finish reading.

COPY READY

Character	Role	Function	Conflict

 Use your character chart to tell a partner about the roles and functions the characters in your book play in its conflict.

Discussion Guide

Thomas Edison and the Lightbulb

Review the story words with your group. Then discuss these questions together.

Story Words


demonstrate

experiment

generate

produce

system

- 1. Identify Point of View** When is the story told from the first-person point of view? When is the story told from the third-person point of view? How do you know?
- 2. Analyze Characters** Use these questions and the notes on the character chart to help you identify the roles and functions played by the characters in your book in its conflict.
 - What idea does Thomas Edison have that will change the future?
 - What problems does Edison encounter as he works on the light bulb?
 - How does Charles Batchelor help Edison with his work?
- 3. Ask Questions** Reread page 11. What questions could you ask about the dynamo?
- 4.  BIG Question Generalize** How has Thomas Edison's light bulb changed the way people use the sun for light and energy?

Discussion Guide

Ben Franklin's Fame PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

accomplishment

convince

investigate

successful

witness

1. **Identify Point of View** Who tells the story?
Is this person inside or outside the story? How do you know?
2. **Analyze Characters** Use these questions and the notes on the character chart to help you identify the roles and functions the characters in your book play in its conflict.
 - According to the book, why is Ben Franklin an important historical figure?
 - What does Babs Magee do in the story? Why?
 - Why does Abigail travel back in time?
3. **Ask Questions** Share a part of the story that was difficult for you to understand. What questions could you ask about it?
4. **BIG Question** **Generalize** Why is the kite experiment important to the development of our modern technology?

Discussion Guide


Little Blog on the Prairie

PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

authentic
conclusion
economic
progress
reality

- 1. Identify Point of View** Who is the narrator? Is the narrator inside or outside the story? How do you know?
- 2. Analyze Characters** Use these questions and the notes on the character chart to help you identify the roles and functions the characters in your book play in its conflict.
 - Why is Gen unhappy about spending the summer at Camp Frontier?
 - What is Gen hiding? Why?
 - Who is Nora, and how does she behave toward Gen?
- 3. Ask Questions** What questions do you have about the different kinds of chores Gen and her family have to do?
- 4.  BIG Question Generalize** How do Gen's family and the other people at Camp Frontier use the power of the sun?

Discussion Guide

Twenty Thousand Leagues Under the Sea PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

consult

hypothesis

incident

pursuit

rapid

COPY READY

- 1. Identify Point of View** Is the story told by a first-person narrator or a third-person narrator? How does this affect the story?
- 2. Analyze Characters** Use these questions and the notes on the character chart to help you identify the roles and functions the characters in your book play in its conflict.
 - Who are Pierre Aronnax, Conseil, and Ned Land?
 - Who is Captain Nemo?
 - What is the main problem in the story?
- 3. Ask Questions** What questions did you have about the *Nautilus* that Captain Nemo answered? What other questions do you have about the ship?
- 4. ? BIG Question Generalize** How does Captain Nemo capture the power of the sun in new ways?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Thomas Edison and the Lightbulb
Ben Franklin's Fame, Part 1
Little Blog on the Prairie, Part 1
Twenty Thousand Leagues Under the Sea, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does power affect the characters in each book?
2. What questions did the books answer for you? What questions do you still have?
3. **Big Question** What do you think is more powerful, the power of the imagination or the power of the sun?

Academic Vocabulary

Story Words

COPY READY

The Energy Stars

conservation (con-sur-**vā**-shun) **noun**
 You practice **conservation** when you turn off lights to save electricity. *Energy **conservation** is good for the planet.*

crisis (krī-sēs) **noun**
 A **crisis** is a time of difficulty or trouble. *The town faced a real **crisis** when the river flooded the streets.*

efficiently (i-fi-shunt-lē) **adverb**
 When something is done **efficiently**, it is done with no wasted effort or energy. *Our new car uses fuel more **efficiently** than our old one did.*

oppose (u-pōz) **verb**
 When you **oppose** something, you disagree with it. *I **oppose** the mayor's plan to cut down trees in the park.*

plentiful (plen-ti-ful) **adjective**
 When something is **plentiful**, there is a great deal of it. *The camp has a **plentiful** supply of firewood for the winter.*

Little Blog on the Prairie PART 2

authentic (u-then-tik) **adjective**
 When something is **authentic**, it is real or true. *The museum has an **authentic** Egyptian mummy.*

conclusion (kun-klü-zhun) **noun**
 A **conclusion** is the final decision you make about something after thinking about it. *After reading about careers, I've come to the **conclusion** that I want to be a doctor.*

economic (i-kah-nah-mik) **adjective**
Economic has to do with the money system. *The mayor said his **economic** plan would save the town money.*

progress (prah-gres) **noun**
Progress is movement forward. *Scientists are making a lot of **progress** in finding new ways to run cars.*

reality (rē-a-lu-tē) **noun**
Reality means things as they really are. *It is a **reality** that rain is wet.*

Ben Franklin's Fame PART 2

accomplishment (u-kom-plish-munt) **noun**
 An **accomplishment** is a special skill or ability. *In this book, the writer tells about her many **accomplishments**.*

convince (kun-vins) **verb**
 When you **convince** someone, you get them to do something. *The boy tried to **convince** his dad to buy toys.*

investigate (in-ves-tu-gāt) **verb**
 When you **investigate**, you look closely into something to get information. *The detectives will **investigate** all the clues to find out who robbed the store.*

successful (suk-sēs-ful) **adjective**
 When you are **successful**, you do what you try to do. *The vet performed a **successful** operation and saved the dog.*

witness (wit-nus) **verb**
 When you **witness** something, you see it happen. *Did you **witness** the accident?*

Twenty Thousand Leagues Under the Sea PART 2

consult (cun-sult) **verb**
 To **consult** means to look at something for information. *I decided to **consult** a map because we were lost.*

hypothesis (hī-pāth-u-sus) **verb**
 A **hypothesis** is an explanation for something that still needs to be tested. *We are testing a **hypothesis** that eating a healthy breakfast will result in better test scores.*

incident (in-sed-end) **noun**
 An **incident** is a small, unimportant event. *There was only one **incident** of misbehavior on the field trip.*

pursuit (pur-süt) **noun**
Pursuit is the act of chasing. *The police are in **pursuit** of the criminal.*

rapid (ra-pid) **adjective**
Rapid means very fast. *The teacher spoke at a **rapid** pace.*

Character Development Chart

Character Development

Use the character development chart as you read to take notes about how a character in your book changes. Add to the chart after you finish reading.

Beginning:
Middle:
End:

COPY READY

 Use your character development chart to tell a partner about your book and how its character changes.

Discussion Guide

The Energy Stars

Review the story words with your group. Then discuss these questions together.

Story Words

conservation

crisis

efficiently

oppose

plentiful

COPY READY

1. **Analyze Point of View** Is the story told by a first-person or third-person narrator? How do you know?
2. **Describe Character** Use these questions and the notes on the character development chart to help you identify how a character in your book changes from the beginning to the end of the story.
 - **Beginning** What is Gary like? How does he feel about Jack? Support your answer with story details.
 - **Middle** What happens that makes Gary's feelings about Jack start to change? Explain.
 - **End** How have Gary's feelings about Jack changed during the story? How can you tell?
3. **Compare Characters** Compare two of the characters in the story. How are they alike?
4. **Ask Questions** On page 55, reread the description of the business owners' tour of the Nelsons' house. What questions could you ask about their plans to save energy?
5. **BIG Question** **Generalize** How do Dr. Nelson and his family use the power of the sun in their everyday lives?

Discussion Guide

Ben Franklin's Fame PART 2

Review the story words with your group. Then discuss these questions together.

Story Words


accomplishment

convince

investigate

successful

witness

- 1. Analyze Point of View** How do you think the story would be different if Babs Magee tells it?
- 2. Describe Character** Use these questions and the notes on the character development chart to help you identify how a character in your book changes from the beginning to the end of the story.
 - **Beginning** What is Zack like? How does he get along with his twin, Jacob? Support your answer with story details.
 - **Middle** What happens in the story to change how Zack gets along with Jacob? Explain.
 - **End** How has Zack's relationship with Jacob changed during the story? How can you tell?
- 3. Compare Characters** Compare two of the characters in the story. How are they alike?
- 4. Ask Questions** Reread pages 93–94. What questions do you have about how Jacob stops Babs from time traveling?
- 5.  Question Generalize** How does the History Club use the energy made by electricity to time travel?

Discussion Guide


Little Blog on the Prairie

PART 2

Story Words

authentic
conclusion
economic
progress
reality

Review the story words with your group. Then discuss these questions together.

- 1. Analyze Point of View** How do you think the story would be different if a narrator outside the story told it instead of Gen?
- 2. Describe Character** Use these questions and the notes on the character development chart to help you identify how a character in your book changes from the beginning to the end of the story.
 - **Beginning** What is Gen like? How does she feel about Nora? Support your answer with story details.
 - **Middle** What happens that makes Gen's feelings about Nora start to change? Explain.
 - **End** How have Gen's feelings about Nora changed during the story? How can you tell?
- 3. Compare Characters** How is Ron, the camp director, like another character in the story?
- 4. Ask Questions** Share a part of the story that was difficult for you to understand. What questions could you ask about it?
- 5.  BIG Question Generalize** How does Camp Frontier rely on the power of the sun?

Discussion Guide

Twenty Thousand Leagues Under the Sea PART 2

Review the story words with your group. Then discuss these questions together.

Story Words


consult

hypothesis

incident

pursuit

rapid

- 1. Analyze Point of View** How would the story be different if Captain Nemo told it?
- 2. Describe Character** Use these questions and the notes on the character development chart to help you identify how a character in your book changes from the beginning to the end of the story.
 - **Beginning** What is Dr. Aronnax like in the beginning of the story? What is he curious about and why?
 - **Middle** How does Dr. Aronnax feel about being trapped on the *Nautilus*?
 - **End** What causes Dr. Aronnax to want to escape the *Nautilus*? Why is it hard for him to leave?
- 3. Compare Characters** How are Captain Nemo and Pierre Aronnax alike? How are they different?
- 4. Ask Questions** What questions are you left with at the end of the story?
- 5.  BIG Question Generalize** How can the power of the sun be used for good? How can it be used for bad?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Energy Stars
Ben Franklin's Fame, Part 2
Little Blog on the Prairie, Part 2
Twenty Thousand Leagues Under the Sea, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the characters in each book rely on energy sources, such as the sun?
2. What questions did you have as you read? How did you find the answers?
3. **BIG Question** How does each book show how we rely on the power of the sun?

Academic Vocabulary

Story Words

Electricity at Home

activate (ak-tuh-vāt) *verb*

When you **activate** something, you make it work. *When you press this button, it will **activate** the alarm system.*

device (di-vīs) *noun*

A **device** is a thing made for just one purpose. *I have a special **device** that lets me listen to music wherever I go.*

process (prah-ses) *noun*

A **process** is a series of actions or steps taken to accomplish something. *It is a very long **process** to apply for and get a job.*

resistance (ri-zis-tuns) *noun*

Resistance is the action of something pushing or pulling against something else. *When we put two magnets together, you could see the **resistance** as they moved away from each other.*

source (sōrs) *noun*

A **source** is a thing, person, or place from which you can get something. *The farm and the grocery store are each a **source** of food.*

Electricity at School

gain (gān) *verb*

When you **gain** something, you get more of it. *Our school will **gain** fifty new students next week.*

negative (ne-gu-tiv) *adjective*

In science, **negative** means having a special kind of electric quality. *In an atom, electrons have a **negative** charge, or quality.*

positive (pah-zuh-tiv) *adjective*

In science, **positive** means having a special kind of electric quality. *In an atom, protons have a **positive** charge, or quality.*

produce (pru-dūs) *verb*

When you **produce** something, you make it. *I hope my garden will **produce** good vegetables this year.*

resistance (ri-zis-tuns) *noun*

Resistance is the action of something pushing or pulling against something else. ***Resistance** is taking place when electrons slow down and bump into each other.*

Understanding Electricity

construct (kun-strukt) *verb*

When you **construct** something, you build or make it. *We plan to **construct** a new house next fall.*

device (di-vīs) *noun*

A **device** is a thing made for just one purpose. *Dad has a special **device** that heats water quickly.*

discharge (dis-chärj) *noun*

A **discharge** is the action of letting something flow from one place to another. *The **discharge** from that broken water line smells awful!*

principle (prin-su-pul) *noun*

A **principle** is a guiding rule or belief. *Honesty is the **principle** that guides all our work.*

produce (pru-dūs) *verb*

When you **produce** something, you make it. *The company plans to **produce** many thousands of new cars next year.*

Electricity and Magnetism

expand (ik-spand) *verb*

Expand means to make something larger. *We saw the tire on the car **expand** as Dad pumped air into it.*

fuel (fyü-ul) *noun*

Fuel is a material that produces energy when it is burned. *Mom's new car does not use very much **fuel**.*

method (me-thud) *noun*

A **method** is a particular way of doing something. *Each player has a special **method** for kicking the soccer ball.*

negative (ne-gu-tiv) *adjective*

In science, **negative** means having a special kind of electric quality. *In an atom, electrons have a **negative** charge, or quality.*

positive (pah-zu-tiv) *adjective*

In science, **positive** means having a special kind of electric quality. *In an atom, protons have a **positive** charge, or quality.*

COPY READY

K-W-L-Q Chart

Ask Questions

Use the K-W-L-Q chart to write any questions you have as you read your book. Complete the chart after you finish reading.

COPY READY

What Do I Know?	What Do I Want to Learn?	What Did I Learn?	What Questions Do I Still Have?

 Use your K-W-L-Q chart to review your book with a partner.

Discussion Guide

Electricity at Home

Review the story words with your group. Then discuss these questions together.

Story Words


activate

device

process

resistance

source

- 1. Distinguish Facts and Opinions** Is the following statement from page 10 a fact or an opinion? Tell how you know. "Electricity makes the appliance work. It only works if there is no gap in the loop."
- 2. Ask Questions** As you read, use the questions on your K-W-L-Q chart to help you identify important facts in the book. After reading, complete the chart and use it in your discussion.
- 3. Ask Questions** What do the different kinds of appliances in a home do to make electricity useful? Tell how you found the answer.
- 4.  BIG Question Generalize** How is the energy of electricity like the energy of the sun?

Discussion Guide

Electricity at School

Review the story words with your group. Then discuss these questions together.

Story Words


gain

negative

positive

produce

resistance

- 1. Distinguish Facts and Opinions** Reread page 8.
Find one fact about electrons. How do you know it is a fact?
- 2. Ask Questions** As you read, use the questions on your K-W-L-Q chart to help you identify important facts in the book. After reading, complete the chart and use it in your discussion.
- 3. Ask Questions** What do the different kinds of devices in a school do to make electricity useful? Tell how you found the answer.
- 4.  Question Generalize** How is the energy of electricity like the energy of the sun?

Discussion Guide

Understanding Electricity

Review the story words with your group. Then discuss these questions together.

Story Words


construct

device

discharge

principle

produce

- 1. Distinguish Facts and Opinions** Reread page 7.
Find a statement that is an opinion. Explain what makes it an opinion and not a fact.
- 2. Ask Questions** As you read, use the questions on your K-W-L-Q chart to help you identify important facts in the book. After reading, complete the chart and use it in your discussion.
- 3. Ask Questions** What are Thomas Edison's biggest contributions to electrical systems used everywhere today? Tell how you found the answer.
- 4.  BIG Question Generalize** How can energy from the sun be used to make electricity?

Discussion Guide

Electricity and Magnetism

Review the story words with your group. Then discuss these questions together.

Story Words

expand


fuel

method

negative

positive

COPY READY

- 1. Distinguish Facts and Opinions** Reread page 3. Find one statement of opinion and one statement of fact. Then explain what makes each statement an opinion or a fact.
- 2. Ask Questions** As you read, use the questions on your K-W-L-Q chart to help you identify important facts in the book. After reading, complete the chart and use it in your discussion.
- 3. Ask Questions** What are some common electrical devices that use electromagnetism? Tell how you found the answer.
- 4.  BIG Question Generalize** How can energy from the sun be used to make electricity?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Electricity at Home
Electricity at School
Understanding Electricity
Electricity and Magnetism

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does each book help readers understand the importance of electricity today?
2. How does each author help you think of new questions to ask about energy and how it is made and used?
3. **BIG Question** How would a world without electricity be like a world without the power of the sun?

Academic Vocabulary

Story Words

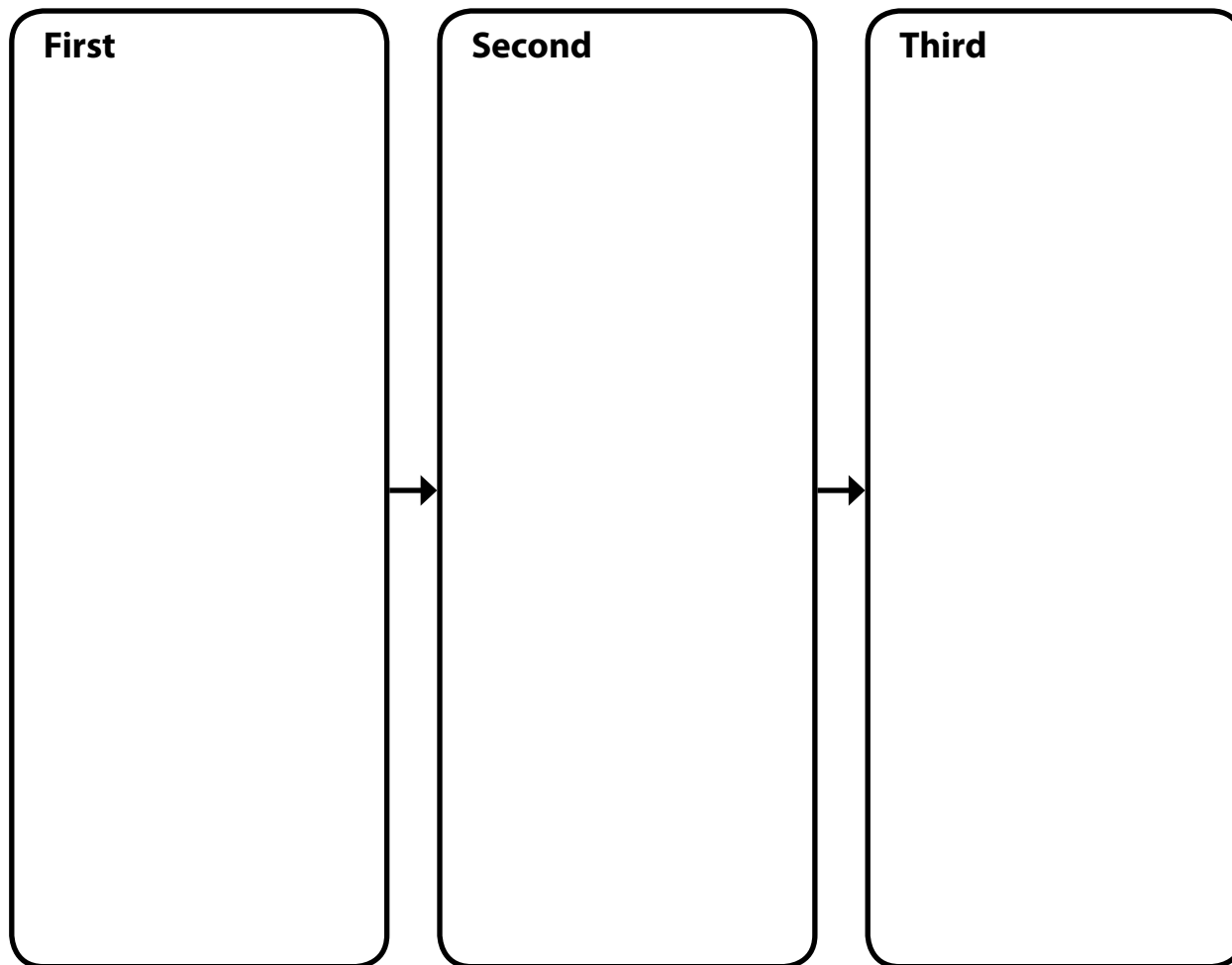
*Potato Clocks and Solar Cars***ability** (u-bi-lu-tê) *noun*An **ability** is a skill. *My uncle has the ability to repair cars.***costly** (kawst-lê) *adjective*When something is **costly**, it has a very high price. *Dad said the computer I wanted was too costly for us to buy.***provide** (pru-vîd) *verb*When you give something or make it available for use, you **provide** it. *The school will provide a bus to take our class to the concert.***renew** (ri-nyü) *verb*If you can **renew** something, you can replace it. *When you get tired, a nap will renew your energy.***reservoir** (rez-ur-vwor) *noun*A **reservoir** is a large lake where water is collected and stored for use. *The city gets its water supply from a big reservoir.**The Kids' Solar Energy Book***active** (ak-tiv) *adjective*Something is **active** when it is working or in action most of the time. *The active volcano puts out tons of ash every year.***dependence** (di-pen-duns) *noun***Dependence** means relying on someone or something. *Our nation's dependence on other countries for oil sometimes causes problems.***import** (im-pört) *verb***Import** means to bring things into one country from another. *The shop will import art from many countries.***method** (me-thud) *noun*A **method** is a particular way of doing something. *The cook showed us his special method for making cakes extra fluffy.***pressure** (pre-shur) *noun***Pressure** is when one thing pushes against another. *The pressure of the ice on the tree broke some of its branches.**Using Energy***advantage** (ud-van-tij) *noun*An **advantage** is something that helps you. *Being tall is an advantage when you play basketball.***efficient** (i-fi-shunt) *adjective*Something is **efficient** when it operates with the least amount of wasted of time, effort, or energy. *The new, efficient washing machines get clothes clean without using a lot of water.***estimate** (es-tu-mât) *verb*To **estimate** something means to make a guess about it. *I estimate that the box of apples weighs five pounds.***pressure** (pre-shur) *noun***Pressure** is when one thing pushes against another. *The pressure of your feet on the pedals makes a bike go faster.***renew** (ri-nyü) *verb*If you can **renew** something, you can replace it. *This rain will fill the lake and renew the town's water supply.**Alternative Energy: Beyond Fossil Fuels***decrease** (di-krês) *verb***Decrease** means to become smaller in amount, size, or number. *If you close the blinds, you can decrease the amount of sunlight coming through the windows.***estimate** (es-tu-mât) *verb*To **estimate** something means to make a guess about it. *Can you estimate how many raffle tickets we will sell?***rely** (ri-lî) *verb*When you **rely** on something, you need or depend on it. *I rely on my alarm clock to wake me up every morning.***reserves** (ri-zurvz) *noun***Reserves** are things stored or kept for future use. *The world's oil reserves are getting smaller.***source** (sôrs) *noun*A **source** is a thing, person, or place from which you can get something. *The library is a source of books.*

Sequence Chain

Steps in a Process

Use the sequence chain to write the steps in the process used to make a kind of alternative energy that you read about in your book. Write the goal of the process above the sequence chain.

Goal of Process _____



COPY READY

 Use your sequence chain to tell a partner about the process used to make a kind of alternative energy.

Discussion Guide

Potato Clocks and Solar Cars

Story Words

ability


costly

provide

renew

reservoir

Review the story words with your group. Then discuss these questions together.

- 1. Summarize** Reread page 8. Summarize the most important information about fossil fuels.
- 2. Analyze Procedural Text** Use these questions and the notes from your sequence chain to explain the steps in the process used to make an alternative kind of energy.
 - **Goal** What is the goal of the process?
 - **Step 1** What happens first in the process?
 - **Step 2** What happens second in the process?
 - **Step 3** What happens last in the process?
- 3. Ask Questions** Reread page 26. What questions could you ask the author about geothermal energy?
- 4.  BIG Question Generalize** How can the power of the sun supply energy for houses and machines?

Discussion Guide

The Kids' Solar Energy Book

Review the story words with your group. Then discuss these questions together.

Story Words


active

dependence

import

method

pressure

- 1. Summarize** Reread pages 52–53. Summarize the most important information about a passive solar energy system.
- 2. Analyze Procedural Text** Use these questions and the notes from your sequence chain to explain the steps in the process used to make an alternative kind of energy.
 - **Goal** What is the goal of the process?
 - **Step 1** What happens first in the process?
 - **Step 2** What happens second in the process?
 - **Step 3** What happens last in the process?
- 3. Ask Questions** Reread page 72. What questions could you ask the author about the solar cells that are used on space satellites?
- 4.  BIG Question Generalize** How have people over time used the power of the sun for energy?

Discussion Guide

Using Electricity

Review the story words with your group. Then discuss these questions together.

Story Words

advantage

efficient

estimate

pressure

renew

COPY READY

- 1. Summarize** Reread pages 18–20. Summarize the key ideas in the argument made for oil drilling in the Arctic National Wildlife Refuge (ANWR). Do you agree or disagree? Give reasons for your opinion.
- 2. Analyze Procedural Text** Use these questions and the notes from your sequence chain to explain the steps in the process used to make an alternative kind of energy.
 - **Goal** What is the goal of the process?
 - **Step 1** What happens first in the process?
 - **Step 2** What happens second in the process?
 - **Step 3** What happens last in the process?
- 3. Ask Questions** Reread page 23. What questions could you ask the author about photovoltaic cells?
- 4. ? BIG Question Generalize** How can the power of the sun help solve the world's energy problems?

Discussion Guide

Alternative Energy: Beyond Fossil Fuels

Review the story words with your group. Then discuss these questions together.

Story Words


decrease

estimate

rely

reserves

source

- 1. Summarize** Reread page 15. Summarize the major problems of fossil fuels as an energy source.
- 2. Analyze Procedural Text** Use these questions and the notes from your sequence chain to explain the steps in the process used to make an alternative kind of energy.
 - **Goal** What is the goal of the process?
 - **Step 1** What happens first in the process?
 - **Step 2** What happens second in the process?
 - **Step 3** What happens last in the process?
- 3. Ask Questions** Review pages 43–47. What questions could you ask the author about biofuel?
- 4.  BIG Question Generalize** How can the power of the sun help solve the world's energy problems?

Discussion Guide**Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

Potato Clocks and Solar Cars

The Kids' Solar Energy Book

Using Energy

Alternative Energy: Beyond Fossil Fuels

Compare and contrast the books you have read. Discuss these questions with your group.

1. What does the author of each book want you to understand about the different sources of energy?
2. How do the authors each help you think of questions you could ask them about different kinds of energy sources?
3. **BIG Question** How do the books each show the importance to modern life of different energy sources, including the power of the sun?

Speaking and Listening Observation Log

Unit 2

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

Speaking and Listening Standards

Student Name																	
Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. CC.5.SL.1	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. CC.5.SL.1.a															
	b.	Follow agreed-upon rules for discussions and carry out assigned roles. CC.5.SL.1.b															
	c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CC.5.SL.1.c															
	d.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CC.5.SL.1.d															
	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.5.SL.2															
	3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CC.5.SL.3															

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 2

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 4 3 2 1	Ask Questions (Unit Focus) 4 3 2 1	Determine Importance 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>What questions did you have when you were reading?</i> • <i>Did you find answers to the questions?</i> • <i>Can you tell me some examples of these kinds of questions and what you learned?</i> 	<ul style="list-style-type: none"> • <i>What is an important idea in the book you chose?</i> • <i>Why do you think that is important?</i> • <i>How would you summarize this book for someone who has not read it?</i>
<p>4 Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.</p>	<p>Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book.</p>	<p>Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.</p>
<p>3 Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.</p>	<p>Asks relevant questions and looks for answers to clarify confusion or understand the text.</p>	<p>Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.</p>
<p>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.</p>	<p>Asks only literal questions.</p>	<p>Attempts to identify and summarize important ideas, but is inaccurate.</p>
<p>1 Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.</p>	<p>Does not ask questions or asks irrelevant questions.</p>	<p>Cannot identify an important idea.</p>

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 2

COPY READY

Reading Strategy Rubrics			
Make Inferences 4 3 2 1	Make Connections 4 3 2 1	Visualize 4 3 2 1	Synthesize 4 3 2 1
<ul style="list-style-type: none"> • 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"> • Did you read anything in the book that connects to your life? What was that, and how does it connect? • Did you read anything that reminded you of something else you read? What was that, and how does it connect? • Did you read anything you already knew about in the world around you? What was that, and how does it connect? 	<ul style="list-style-type: none"> • Was there a part of the book that made you visualize (see pictures in your mind)? • How did this help you understand what you were reading? • Are there particular words that helped you visualize? 	<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 Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.	Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding.	Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.	Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.
3 Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.	Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.	Describes multi-sensory mental images and goes beyond the literal text.	Combines some information from the text to draw basic conclusions or make limited generalizations.
2 Makes inferences that are inaccurate or unsubstantiated.	Attempts to make connections, but the connections are not relevant to understanding the text.	Describes few mental images directly related to text descriptions or pictures.	Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.
1 Does not attempt to make inferences.	Does not make connections with the text.	Does not describe mental images related to the text.	Does not draw a conclusion or make a generalization about the text.

Reader Reflection

Date	Title of Book	Author

Check all that apply.

1. Before I read this book,

- I read the title.
- I looked at the pictures.
- I 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.
- I read it again.
- other (describe): _____

3. If I didn't understand a word while reading,

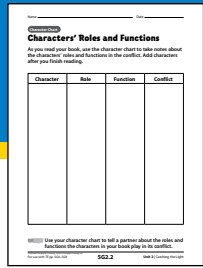
- I stopped to think about its meaning.
- I looked for clues to its meaning.
- I checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

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 SG2.2

Character Chart Practice Master SG2.2

BL Thomas Edison and the Lightbulb

Character	Role	Function	Conflict
Thomas Edison	inventor	tries to invent safe way to light houses and whole cities	finding ways and materials to make his inventions work
Charles Batchelor	Edison's assistant	helps Edison with experiments	finding the right materials

BL Ben Franklin's Fame*

Character	Role	Function	Conflict
Abigail	a leader of the time-traveling History Club	tries to stop Babs Magee from stealing Ben Franklin's fame	getting Ben to take back his place in history
Babs Magee	evil time traveler who wants someone else's fame and glory	taking Ben Franklin's place in history	keeping the History Club from finding Ben

OL Little Blog on the Prairie*

Character	Role	Function	Conflict
Gen Welsh	teenager spending her summer at Camp Frontier with her family	tries to keep in touch with modern world by texting her friends	unhappy living the frontier life
Nora	daughter of the people who own Camp Frontier	Gen's enemy at camp	being angry at Gen and the other camp kids who get to go back to the modern world

* Possible responses for Part 1 and Part 2 of the book are shown.

AL Twenty Thousand Leagues...*

Character	Role	Function	Conflict
Pierre Aronnax	renowned scientist	hired by the U.S. government to investigate who or what has been sinking so many ships at sea	has been taken hostage by Captain Nemo aboard his secret submarine, the <i>Nautilus</i>
Captain Nemo	captain of the secret submarine, the <i>Nautilus</i>	the mysterious and vengeful captain of the <i>Nautilus</i>	has taken Professor Aronnax, Ned Land, and Conseil hostage aboard his secret submarine, the <i>Nautilus</i>

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL Thomas Edison and the Lightbulb

Practice Master SG2.3

- Identify Point of View** The captions use words like *he*, *him*, *them*, and *they*; they narrate, or tell about, the events. The speech balloons use words like *I*, *my*, and *we*; they tell what each character says.
- Analyze Characters** For each main character, students should briefly summarize the role that the character plays, what he or she does (function), and the conflict that the character faces or causes.
 - He wants to create a citywide electrical power system. First, he has to create a better light bulb.
 - He needs the right filament. Swan United Company tries to steal his idea.
 - He is Thomas Edison's assistant. He has to find the material for the filament.
- Ask Questions** Possible responses: Why does Edison want to build a dynamo? How does a dynamo work? Where was the dynamo used?
- Generalize** Before people had electric lights, they had to do most their work and other activities when they had sunlight. Now, people can have light without the sun.

OL Little Blog on the Prairie PART 1

Practice Master SG2.5

- Identify Point of View** Gen tells the story. This affects the story by focusing on Gen's feelings and thoughts about the story events.
- Analyze Characters** For each main character, students should briefly summarize the role that the character plays, what he or she does (function), and the conflict that the character faces or causes.
 - She does not want to live without electricity.
 - She is hiding a secret cell phone and using it to text her friends.
 - Nora is the daughter of the couple who runs Camp Frontier. She is not very nice to Gen.
- Ask Questions** (Encourage students to focus their questions on chores such as milking the cow, feeding the chickens, clearing land, and cooking.)
- Generalize** People at the camp have no electricity, so they have to use the sun for most of their light and for things like drying clothes.

Connect Across Texts Practice Master SG2.7

1. Thomas Edison's invention has the power to light up the night; Abigail has the power to time travel; Gen misses the power of technology; Aronnax and his crew are held captive on a submarine run solely on electricity.
2. (Responses will vary.)

BL Ben Franklin's Fame PART 1

Practice Master SG2.4

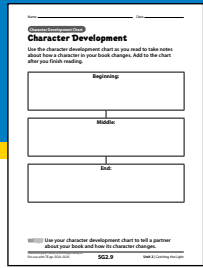
- Identify Point of View** Abigail is telling the story. You can tell that the story is told from the first-person point of view because the narrator (Abigail) uses words like *I*, *me*, and *we*.
- Analyze Characters** For each main character, students should briefly summarize the role that the character plays, what he or she does (function), and the conflict that the character faces or causes.
 - He signed the Declaration of Independence. He discovered electricity.
 - She tries to steal Franklin's ideas by traveling back in time and doing things before he does so that she can change history and be famous.
 - She travels back in time for the History Club to stop Babs Magee and to convince Ben Franklin not to give up on his ideas.
- Ask Questions** (Responses will vary. Encourage students to focus their questions on main events in the story, such as how characters time travel or what happens at the signing of the Declaration of Independence.)
- Generalize** The kite experiment leads to important discoveries about electricity and energy that make the invention of computers and other modern technologies possible.

AL Twenty Thousand Leagues... PART 1

Practice Master SG2.6

- Identify Point of View** The story is told in first person by Pierre Aronnax. This affects the story by focusing on the professor's feelings and thoughts about the story events.
- Analyze Characters** For each main character, students should briefly summarize the role that the character plays, what he or she does (function), and the conflict that the character faces or causes.
 - Pierre Aronnax is a famous scientist hired to find out what has been sinking so many ships. Conseil is his servant. Ned Land is part of his crew. He is the master harpooner.
 - Captain Nemo is the captain of the *Nautilus*.
 - Captain Nemo captures Professor Aronnax and his men and keeps them prisoner on his ship.
- Ask Questions** Answered questions may include how the ship is powered. Additional questions may include why Nemo keeps it secret.
- Generalize** Captain Nemo runs his submarine and other devices on electricity. At the time, electricity was still new. Most things could not yet be powered by electricity.

3. (Responses will vary. In some of the books, the power of the imagination lets readers picture the world in a different way. Some of the books show that in real life, people depend on the sun's power, or energy, every day.)



Practice Master SG2.9

Character Development Chart

Practice Master SG2.9

BL The Energy Stars

Beginning:
Gary's family owns the town's gas stations and supplies the town with heating oil. He doesn't like Jack and is mean to him.
Middle:
Gary gets angry when his class wants to learn about how Jack's family uses hydrogen in their house and car. He is punished by his teacher and coach.
End:
Gary pays attention when the class tours the Nelsons' house. He wants to learn more about different kinds of energy. He and Jack work as a team.

BL Ben Franklin's Fame*

Beginning:
Zack is silly and afraid of danger. He argues a lot with his twin, Jacob, who is serious and bold.
Middle:
Zack tries to tackle Babs Magee to make her tell where Ben Franklin is. He convinces Jacob not to touch the key used in the kite experiment.
End:
Zack helps Jacob stop Babs from getting into their time-travel hole. He pretends to argue with Jacob as a joke.

OL Little Blog on the Prairie*

Beginning:
Gen hates being away from her friends and having to be at Camp Frontier. She doesn't like Nora, who is always angry at her. Gen texts mean things about Nora to her friends.
Middle:
Gen starts to like camp better when she makes friends with Ka and meets Caleb. After a big fire, Gen finds out that Nora is always angry at her because she's been reading her blog and is jealous of the life Gen has outside of camp.
End:
Gen is happy when Rebecca picks Nora to be the star of a reality show. Gen's mom invites Nora to spend a week with them back home.

AL Twenty Thousand Leagues...*

Beginning:
Pierre Aronnax is a man of science. He is interested in finding out if there really is an undiscovered sea monster sinking ships or if it is something manmade.
Middle:
Dr. Aronnax doesn't like being held prisoner by Captain Nemo, but he enjoys being on the <i>Nautilus</i> so that he can study science.
End:
Dr. Aronnax realizes that Captain Nemo is never going to let them escape. Nemo wages war on ships and kills people to avenge the deaths of his family. Dr. Aronnax realizes that what Nemo is doing is wrong and he needs to escape. He is sad to think the <i>Nautilus</i> will end up at the bottom of the sea, and no one will know about its wonders.

* 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 Energy Stars

Practice Master SG2.10

- Identify Point of View** The story is told by a third-person narrator. The narrator uses words such as *he*, *she*, and *they* to tell about the characters.
- Describe Character**
 - Beginning** At the beginning, Gary is mean and angry. He doesn't like Jack and mistreats him. They argue because Gary's dad sells gas and oil, and Jack's dad wants people to use alternative energy.
 - Middle** Gary changes how he feels about Jack because the soccer coach tells him he has to play with Jack to help the team win. Gary wants Jack's dad to teach him about hydrogen engines.
 - End** Gary starts to like Jack. He stops saying mean things to Jack, and he works with him to win a big soccer game.
- Compare Characters** One way Dr. Nelson and Mr. Block are alike is that they are interested in building homes that use alternative energy sources.
- Ask Questions** Possible responses: How much will hydrogen-run appliances cost? Can we make enough hydrogen to run the appliances?
- Generalize** The Nelsons use the sun by building their house to catch and use its power for heat and light. They also use it to make electricity that runs an electrolyzer and makes their hydrogen fuel.

OL Little Blog on the Prairie PART 2

Practice Master SG2.12

- Analyze Point of View** With a third-person narrator, the story would show the thoughts and feelings of other characters besides Gen.
- Describe Character**
 - Beginning** Gen wants to spend her summer with her friends and not go to Camp Frontier. She doesn't like Nora because Nora always seems angry at her and says mean things when Gen can't do something.
 - Middle** Gen's feelings about Nora start to change after the mill fire, when Nora tells Gen that she's been reading her blog all summer and is angry at her because she wants to live in the modern world, the way Gen does.
 - End** Gen's feelings about Nora change because she begins to understand Nora and because she is ashamed of the unkind things she wrote about Nora. Gen is happy for Nora's success.
- Compare Characters** Answers will vary. For example: One way that Gen is like Nora is that both have their feelings hurt.
- Ask Questions** Responses will vary.
- Generalize** Camp Frontier needs the power of the sun to grow its crops and for light.

Connect Across Texts Practice Master SG2.14

- The Nelsons use hydrogen and the sun to run their home and car; the History Club uses electricity to operate its time-travel computer; Gen uses electricity to charge her cell phone, and all the campers use the sun for light and heat; Captain Nemo uses electricity to power the *Nautilus* and many other devices on the ship.
- (Encourage students to ask questions about their books and look for clarification in the text.)
- Characters use energy to give us light, to power homes, to power ships, and to invent technological devices.

BL Ben Franklin's Fame PART 2

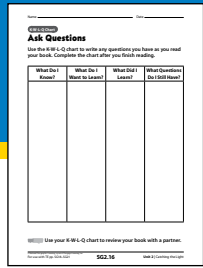
Practice Master SG2.11

- Analyze Point of View** If Babs tells the story, the History Club will not find Ben Franklin and get him to reclaim his fame. Babs will tell how she has made history better by taking Ben Franklin's place.
- Describe Character**
 - Beginning** At the beginning, Zack is silly, but is often afraid. He doesn't always get along with Jacob. They argue about how dangerous Mr. C's mission might be.
 - Middle** Zack gets along better with Jacob when he stops Jacob from touching the key and sees that Jacob is grateful.
 - End** Zack and Jacob start to work as a team. Zack tells Jacob how to fix the computer and faces danger to stop Babs.
- Compare Characters** Possible response: One way that Jacob and Zack are alike is that they both like jokes and want to help Ben Franklin.
- Ask Questions** Possible responses: What does Jacob do to the computer? What causes the explosion?
- Generalize** The History Club uses the energy made by electricity to run its special time-travel computer.

AL Twenty Thousand Leagues... PART 2

Practice Master SG2.13

- Identify Point of View** If told by Captain Nemo, we would know more about Captain Nemo's thoughts and feelings.
- Describe Character**
 - Beginning** Pierre Aronnax is a man of science. He is interested in finding out if a sea monster is sinking ships or something manmade.
 - Middle** Dr. Aronnax doesn't like being held prisoner, but he enjoys begin on the *Nautilus* so that he can study science.
 - End** Aronnax realizes Nemo is wrong for seeking revenge. He knows Nemo will never let them go, and he must escape. He is sad to think of the *Nautilus* at the bottom of the sea. He sacrifices science for people.
- Compare Characters** Nemo and Aronnax are men of science who want to study mysteries. But, revenge is more important to Nemo than science is. Doing the right thing is more important to Aronnax.
- Ask Questions** Possible responses: What happened to Captain Nemo? Was the *Nautilus* destroyed?
- Generalize** Electricity can be used to power many new wonderful inventions. But, those inventions can be used to harm people.



K-W-L-Q Chart Practice Master SG2.16

BL Electricity at Home

What Do I Know?	What Do I Want to Learn?	What Did I Learn?	What Questions Do I Still Have?
Responses will vary.	How does electricity work? Where does electricity come from?	Electricity is energy made by moving electrons. Electrical energy can change to heat, light, sound, and movement energy. Electricity for my home is generated by a power plant and comes to my home through power lines.	Responses will vary.

BL Electricity at School

What Do I Know?	What Do I Want to Learn?	What Did I Learn?	What Questions Do I Still Have?
Responses will vary.	How does electricity work? Where does the electricity we use in school come from?	Electricity is energy made by moving electrons. Electrical energy can change to heat, light, sound, and movement energy. Electricity for our school is generated by a power plant and comes to the school through power lines.	Responses will vary.

OL Understanding Electricity

What Do I Know?	What Do I Want to Learn?	What Did I Learn?	What Questions Do I Still Have?
Responses will vary.	What exactly is electricity? How does electricity get into our houses?	Electricity is energy made by electrons moving in and around atoms. Electricity travels from power plants through wires to our houses. Lots of inventors worked to find ways for us to use electricity.	Responses will vary.

AL Electricity and Magnetism

What Do I Know?	What Do I Want to Learn?	What Did I Learn?	What Questions Do I Still Have?
Responses will vary.	What exactly is electricity? What do magnets have to do with electricity? How does electricity get into our houses?	Electricity is energy made by electrons moving in and around atoms. Magnetism works with electricity to generate energy. Electricity travels from power plants through wires to our houses.	Responses will vary.

Discussion Guides

Analyze Books

BL Electricity at Home

Practice Master SG2.17

1. **Distinguish Facts and Opinions** It is a fact. This is something that can be proven by trying it or by checking other sources.
2. **Ask Questions** (Encourage students to share what they listed on their charts, including what they knew about the topic, what they wondered, what they learned, and any questions they still have.)
3. **Ask Questions** Appliances at home change electric energy to heat energy, light energy, sound energy, or movement to make the appliance work. (Encourage students to explain how they found answers to the question in the text.)
4. **Generalize** Like the energy of the sun, electricity can be used to run appliances and provide heat and light.

BL Electricity at School

Practice Master SG2.18

1. **Distinguish Facts and Opinions** (Students should choose a statement of fact from page 8 and articulate the difference between a fact and an opinion. A fact is information that can be proven by other sources. An opinion is what someone thinks.)
2. **Ask Questions** (Encourage students to share what they listed on their charts, including what they knew about the topic, what they wondered, what they learned, and any questions they still have.)
3. **Ask Questions** Appliances at school change electric energy to heat energy, light energy, sound energy, or movement to make the appliance work. (Encourage students to explain how they found answers to the question in the text.)
4. **Generalize** Like the energy of the sun, electricity can be used to run devices and provide heat and light.

OL Understanding Electricity

Practice Master SG2.19

1. **Distinguish Facts and Opinions** Possible response: "Of all the different types of energy we use in our daily lives, electricity is one of the most important." This is an opinion because it is what the author thinks. Electricity may not be as important to everyone as it is to the author.
2. **Ask Questions** (Encourage students to share what they listed on their charts, including what they knew about the topic, what they wondered, what they learned, and any questions they still have.)
3. **Ask Questions** Thomas Edison's biggest contributions were the invention of the electric light bulb and the first large-scale commercial power plant. (Encourage students to explain how they found answers to the question in the text.)
4. **Generalize** Energy from the sun can be turned into electric power through devices such as solar cells.

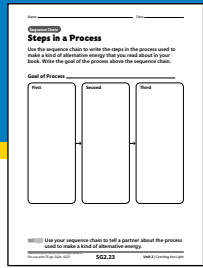
AL Electricity and Magnetism

Practice Master SG2.20

1. **Distinguish Facts and Opinions** (Students should choose a fact and an opinion from page 3 and articulate the difference between them. A fact is information that can be proven by other sources. An opinion is what someone thinks.)
2. **Ask Questions** (Encourage students to share what they listed on their charts, including what they knew about the topic, what they wondered, what they learned, and any questions they still have.)
3. **Ask Questions** Possible response: Electric guitars, high-speed trains, loudspeakers, and cassette tapes use electromagnetism. (Encourage students to explain how they found answers to the question in the text.)
4. **Generalize** Energy from the sun can be turned into electrical power through the use of solar panels.

Connect Across Texts Practice Master SG2.21

1. *Electricity at Home* and *Electricity at School* show the specific ways that people use electricity to live and learn. All four books show how electricity is created and how it has changed the world.
2. The authors use sensory details to describe each setting so that readers experience each place the way a character would.
3. Without electricity, the world would lose a major source of heat and light.

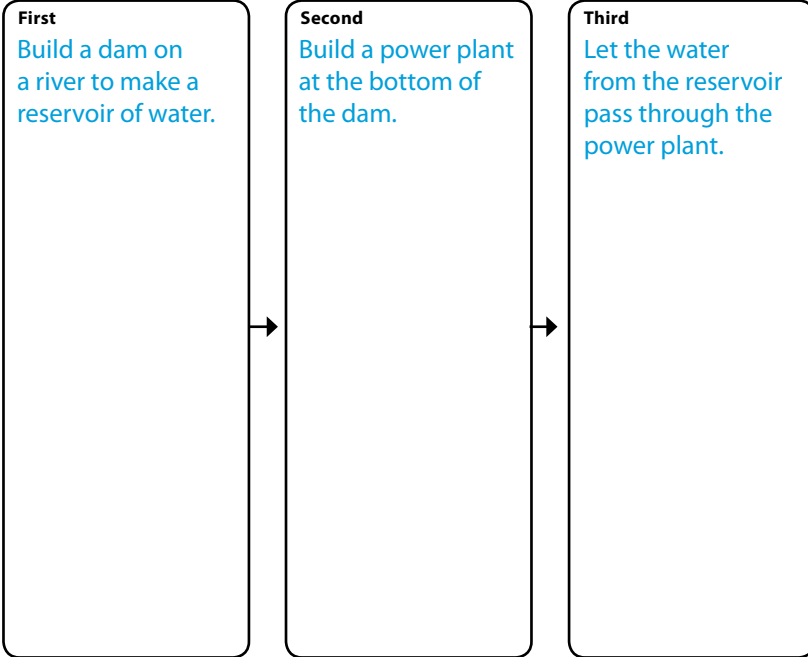


Practice Master SG2.23

Sequence Chain Practice Master SG2.23

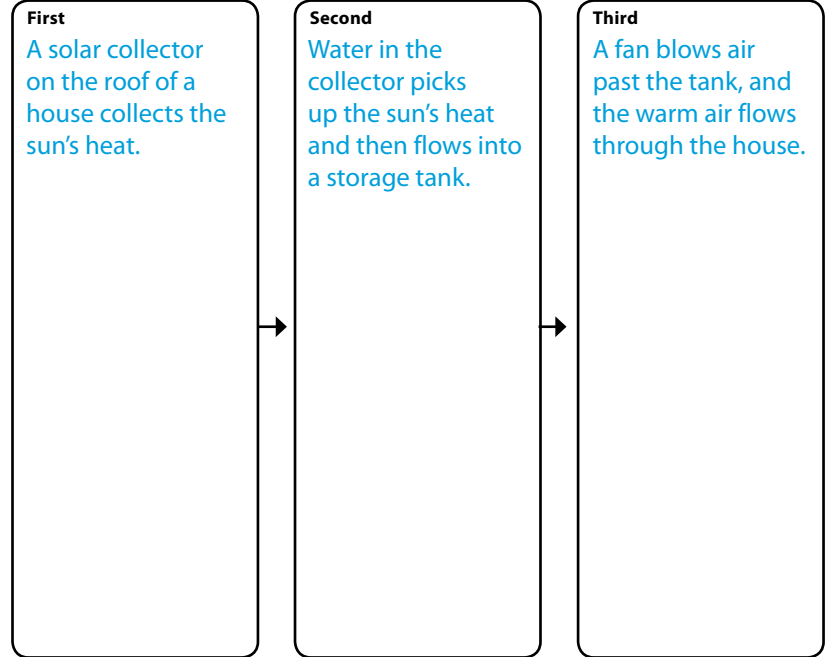
BL Potato Clocks and Solar Cars

Goal of Process _____



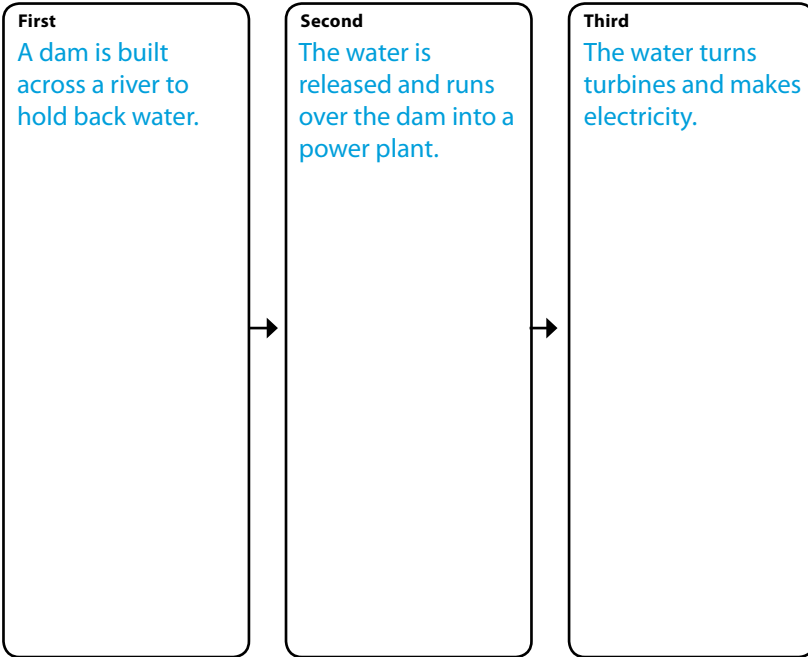
BL The Kids' Solar Energy Book

Goal of Process _____



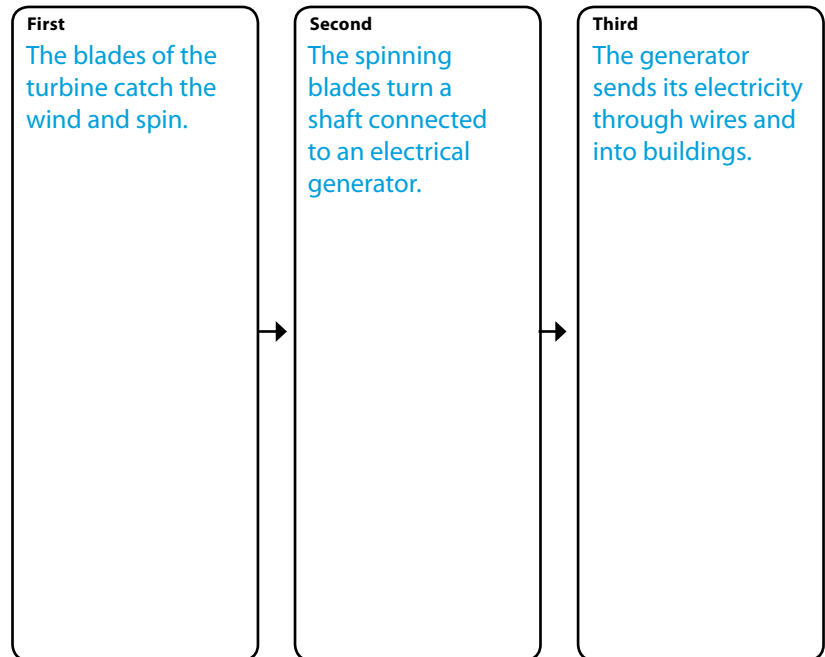
OL Using Energy

Goal of Process _____



AL Alternative Energy

Goal of Process _____



Discussion Guides

Analyze Books

BL Potato Clocks and Solar Cars

Practice Master SG2.24

1. **Summarize** The most important ideas about fossil fuels are that they are nonrenewable energy sources, and they pollute the air.
2. **Analyze Procedural Text**
 - **Goal** The goal is to explain how to use water power to make energy.
 - **Step 1** Build a dam on a river to make a reservoir of water.
 - **Step 2** Build a power plant at the bottom of the dam.
 - **Step 3** Let the water in the reservoir rush over the dam and through the power plant.
3. **Ask Questions** Possible questions: Where is geothermal energy used in the United States? How much does it cost?
4. **Generalize** Solar panels can turn the sun's heat into energy and supply power to run houses and cars.

OL Using Energy

Practice Master SG2.26

1. **Summarize** The key ideas in the argument for oil drilling in ANWR are that the oil there could help solve our energy problem and the drilling can be done without hurting the environment.
2. **Analyze Procedural Text**
 - **Goal** The goal is to explain how hydroelectric power is made.
 - **Step 1** A dam is built across a river to hold back water.
 - **Step 2** The water is released and runs over the dam into a power plant.
 - **Step 3** In the power plant, water turns turbines that make electricity.
3. **Ask Questions** Possible questions: How much do they cost? How many do you need to power a school?
4. **Generalize** The sun's heat is a renewable and clean energy source that can be turned into energy by photovoltaic cells and used to power homes and cars.

BL The Kids' Solar Energy Book

Practice Master SG2.25

1. **Summarize** The most important information about a passive solar energy system is that it has no moving parts, and it uses something to hold the sun's heat, which it releases when it's needed.
2. **Analyze Procedural Text**
 - **Goal** The goal is to explain how active solar energy is made.
 - **Step 1** A solar collector on the roof collects the sun's heat.
 - **Step 2** The water in the collector gets heated by the sun, then flows into a storage tank.
 - **Step 3** A fan blows air over the water, and the air goes in the house and warms it.
3. **Ask Questions** Possible questions: How many solar cells are on a satellite? What are they made of?
4. **Generalize** (Encourage students to support their ideas with details from the book, such as cavemen choosing caves and Pueblo Indians building rooms that faced south to catch the sun and the 1890s inventor who built a sun-powered printing press.)

AL Alternative Energy

Practice Master SG2.27

1. **Summarize** The major problems of fossil fuels are that supplies are low, they cost a lot, and they cause air pollution.
2. **Analyze Procedural Text**
 - **Goal** The goal is to explain how a wind turbine makes energy.
 - **Step 1** Big blades on the turbine spin when the wind hits them.
 - **Step 2** The spinning makes a shaft connected to a generator turn.
 - **Step 3** The generator makes electricity and sends it out over wires.
3. **Ask Questions** Possible questions: Can any car use it? Is it expensive?
4. **Generalize** The sun's heat is a renewable and clean energy source that can be turned into energy by solar cells and used to power homes and cars.

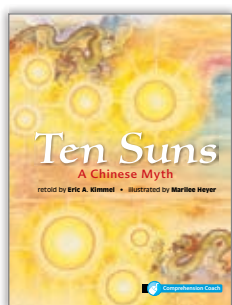
Connect Across Texts Practice Master SG2.28

1. Each book shows how we can get energy from a lot of different sources—not just fossil fuels—but that each source has good and bad points.
2. Each author gives a brief description of each alternative energy source, but does not tell everything we might want to know.
3. Each book describes an unfamiliar setting. The books all show that if we want to continue to live the way we do, we will need to use sources that make lots of renewable energy, such as the sun, to power our homes and machines.



Recommended Books

	Fiction About Catching the Light	Nonfiction About Catching the Light
BL	<p>Cole, Joanna. <i>Magic School Bus and the Electric Fieldtrip</i>. Scholastic, 1997.</p> <p>Gutman, Dan. <i>Back in Time with Thomas Edison</i>. 2001. Reprint: Simon & Schuster, Inc., 2002.</p> <p>Storrie, Paul D. <i>Amaterasu: Return of the Sun</i>. Lerner, 2007.</p> <p>Stutley, Janet. <i>Too Close to the Sun</i>. National Geographic, 2006.</p>	<p>Bearce, Stephanie. <i>How to Harness Solar Power for Your Home</i>. Mitchell Lane Publishers, 2010.</p> <p>Benduhn, Tea. <i>Solar Power</i>. Gareth Stevens, 2008.</p> <p>Jango-Cohen, Judith. <i>Ben Franklin's Big Shock</i>. Lerner Publications, 2006.</p> <p>Sandler, Michael. <i>Electrifying Eco-Race Cars</i>. Bearport Publishing, 2011.</p>
	<p>Bailey, Jacqui. <i>Charged Up: The Story of Electricity</i>. 2003. Reprint: Picture Window Books, 2004.</p> <p>Dixon, Franklin W. <i>Hardy Boys: Hot Wheels</i>. Pocket Books, 1994.</p> <p>MacGregor, Miles. <i>Sunflower</i>. Landmark Editions, 1994.</p> <p>Whitethorne, Baje, Sr. <i>Sunpainters: Eclipse of the Navajo Sun</i>. Salina Bookshelf, 2002.</p>	<p>Ellis, Jan Davey. <i>Summer Solstice</i>. Milbrook Press, 2001.</p> <p>Halpern, Monica. <i>All About Light</i>. National Geographic, 2006.</p> <p>Leavitt, Amie Jane. <i>Who Really Discovered Electricity?</i> Capstone, 2011.</p> <p>Rooney, Anne. <i>Solar Power</i>. Gareth Stevens, 2008.</p>
OL	<p>Baldacci, David. <i>Fries Alive!</i> 2005. Reprint: Little, Brown, & Co., 2006.</p> <p>McElligott, Matthew. <i>Benjamin Franklinshtein Lives!</i> G. P. Putnam's Sons, 2010.</p> <p>Pfeffer, Susan Beth. <i>This World We Live In</i>. Harcourt, 2010.</p> <p>Shelley, Mary & Grant, John. <i>Frankenstein</i>. Usborne Publishing, 2001.</p>	<p>Brasch, Nicolas. <i>Machines of Speed and Flight</i>. Black Rabbit Books, 2011.</p> <p>Law, Felicia. <i>Electricity (Simply Science)</i>. Gareth Stevens Publishing, 2009.</p> <p>Sherman, Josepha. <i>Solar Power</i>. Capstone, 2004.</p> <p>Whiting, Jim. <i>The Science of Lighting a City: Electricity in Action</i>. Capstone, 2010.</p>
AL	<p>Dokey, Cameron. <i>Sunlight and Shadow: A Retelling of "The Magic Flute"</i>. 2004. Reprint: Simon & Schuster, 2008.</p> <p>Johnson, Angela. <i>A Cool Moonlight</i>. 2003. Reprint: Viking, Penguin, 2005.</p> <p>Lawson, Robert. <i>Ben and Me</i>. Little, Brown, and Company, 1939.</p> <p>Marley, Louise. <i>Singer in the Snow</i>. 2005. Reprint: Viking Penguin, 2007.</p>	<p>Kamkwamba, William. <i>The Boy Who Harnessed the Wind</i>. William Morrow, 2009.</p> <p>Oxlade, Chris. <i>Solar Energy</i>. Heinemann, 2008.</p> <p>Parker, Steve. <i>Electricity</i>. Dorling Kindersley, 1992.</p> <p>Walker, Nikki. <i>Harnessing Power from the Sun</i>. Crabtree, 2007.</p>



Author Study: Eric Kimmel

Anansi and the Talking Melon. Holiday House, 1995.

Cactus Soup. Marshall Cavendish, 2011.

Hershel and the Hanukkah Goblins. Holiday House, 1994. CALDECOTT HONOR BOOK

The Three Cabritos. Marshall Cavendish, 2007.





Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests				
	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Spelling	✓			
	Phonics*	✓	✓		
Unit Tests	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Reading Strategy Assessments	✓	✓		
Benchmark Assessments	Benchmark Assessments*	✓	✓	✓	
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
	Test-Taking Strategies		✓		
Reteaching	Reteaching Masters	✓	✓		

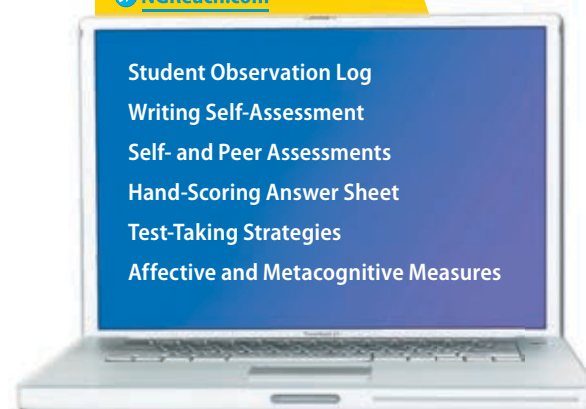
* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A2.4	Comprehension: Analyze Characters	RT2.1
Vocabulary Test	A2.6	Comprehension: Ask Questions	RT2.2
Writing, Revising, and Editing Test	A2.8	Writing Trait: Word Choice	RT2.3
Week 2			
Reading Comprehension Test	A2.10	Comprehension: Compare Characters	RT2.4
Vocabulary Test	A2.12	Comprehension: Compare Story Events	RT2.5
Writing, Revising, and Editing Test	A2.13	Comprehension: Ask Questions	RT2.6
		Writing Trait: Organization	RT2.7
Week 3			
Reading Comprehension Test	A2.15	Comprehension: Goal and Outcome	RT2.8
Vocabulary Test	A2.17	Comprehension: Ask Questions	RT2.9
Writing, Revising, and Editing Test	A2.19		
Week 4			
Reading Comprehension Unit Test	A2.22	Comprehension: Quote to Explain	RT2.10
Vocabulary Unit Test	A2.31	Comprehension: Use Multiple Sources	RT2.11
Writing, Revising, and Editing Unit Test	A2.34	Comprehension: Ask Questions	RT2.12
		Writing Trait: Voice	RT2.13
		(Also see prior weeks.)	
Oral Reading Assessment	A2.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A2.38		
Class Profile: Weekly and Unit Assessments	A2.40		
Student Profile: Strengths and Needs Summary	A2.41		
Writing Rubric	A2.42		
Research Project Rubric	A2.43		
Unit Self-Assessment	A2.44		
Answer Keys and Rubrics	A2.45		
Small Group Reading Assessments			
Speaking and Listening Observation Log	SG2.29		
Reading Strategy Assessment	SG2.30		
Reader Reflection	SG2.32		

Online Assessment Resources

NGReach.com



Oral Reading Assessment

Unit 2

It's the middle of the day. Suddenly, the sun starts to disappear. A dark object begins to block its light. Animals act strangely. The sky slowly becomes dark. An eerie glow surrounds the black circle that now covers the sun. Is the world coming to an end? No, it's just an eclipse of the sun.

A solar eclipse is an unusual and surprising event. In ancient times, people did not know what caused solar eclipses, and they were frightened when they were plunged into darkness in the middle of the day. In ancient China, it was thought that an eclipse happened when a dragon was devouring the sun! Even now, in some parts of the world, some people yell, chant, bang pots, or shoot cannons to frighten away whatever is "eating" the sun.

Today, we know that solar eclipses happen when the sun, moon, and Earth line up in a row. When the moon comes between the sun and Earth, it blocks the sun's light. Then Earth is in the moon's shadow. If the moon blocks all of the sun, it is a total eclipse. If the moon blocks part of the sun, it is a partial eclipse. Total solar eclipses are rare and last only a few minutes.

The most important thing to remember about a solar eclipse is that viewing one can be harmful to your eyes. Never look at a solar eclipse through a telescope or binoculars. It is safest to look at a projected image or to use special goggles.

- 11
- 22
- 32
- 45
- 55
- 66
- 77
- 87
- 100
- 111
- 123
- 133
- 143
- 155
- 168
- 183
- 197
- 209
- 220
- 233
- 245
- 254

COPY READY

Oral Reading Assessment

Unit 2

COPY READY

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
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83

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 2

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 2, Week 1

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

How the Animals Got Light



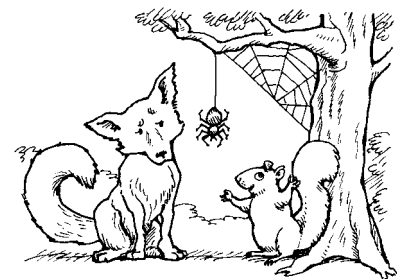
Long ago, many animals lived in darkness because the sun was far away on the other side of the world.

"I will go find the sun and bring back a piece of it," said Fox. Fox traveled to the other side of the world and grabbed a piece of the sun in his mouth. However, the sun was so hot that Fox dropped it. He made the long journey home in the dark and the cold. The other animals were disappointed.

Then Squirrel said, "I think I know how to get some sun for us." She took off in a hurry, flicking her tail as she ran.

Squirrel found the sun and broke off a chunk, which she hid in her bushy tail. However, the sun was so hot that it burned Squirrel's beautiful tail. Like Fox, Squirrel had to drop the sun and return home without it.

Grandmother Spider wondered if her web was strong enough to hold a piece of the sun. There was only one way to find out. Grandmother Spider made the journey to the sun, broke off a piece, and put it in her web. The sun was very hot, but it did not burn through the web. Grandmother Spider brought the sun to the animals.



GO ON

Reading Comprehension Test

Unit 2, Week 1

1 Which of these is **not** a character in the myth?

- (A) the fox
- (B) the sun
- (C) the spider
- (D) the squirrel

2 What is Squirrel's conflict?

- (A) She cannot make a web.
- (B) She cannot bring home the sun.
- (C) She cannot find Grandmother Spider.
- (D) She cannot get to the other side of the world.

3 What is Grandmother Spider's role?

- (A) teacher
- (B) trainer
- (C) follower
- (D) helper

4 Who brings home the sun?

- (A) Fox
- (B) Squirrel
- (C) Grandmother Spider

COPY READY

Score
_____/4

DONE!

Vocabulary Test

Unit 2, Week 1

Directions: Choose the answer that completes the sentence correctly.

COPY READY

1 Plants _____ the sunlight.

- (A) absorb
- (B) warm
- (C) remove
- (D) become



2 The fire is hot. It makes _____.

- (A) metal
- (B) peace
- (C) bread
- (D) heat



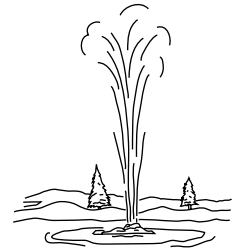
3 The mirror _____ an image.

- (A) paints
- (B) reflects
- (C) breaks
- (D) drips



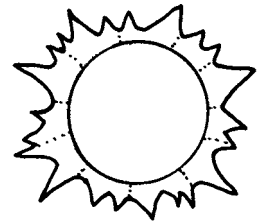
4 _____ means hot.

- (A) Fast
- (B) Escape
- (C) Thermal
- (D) Certain



5 The sun _____ energy.

- (A) transmits
- (B) discovers
- (C) remembers
- (D) understands



GO ON

Vocabulary Test

Unit 2, Week 1

6 When you _____ something, you think it is true without checking the facts.

- (A) assume
- (B) collect
- (C) repair
- (D) finish

7 An _____ gives a reason or makes something easy to understand.

- (A) opportunity
- (B) explanation
- (C) adventure
- (D) afternoon

8 _____ is strength or energy.

- (A) News
- (B) Print
- (C) Power
- (D) Origin

9 An _____ is something that happens.

- (A) uncle
- (B) order
- (C) airport
- (D) event

10 A _____ is an idea that explains something.

- (A) challenge
- (B) theory
- (C) newspaper
- (D) country

COPY READY

Score
_____/10

DONE!

Writing, Revising, and Editing Test

Unit 2, Week 1

Directions: Read the paragraphs. Then answer the questions.

_____ 1 _____ inhabitants did not know much about the sun. Like the moon, _____ 2 _____ across the sky. Seeing the sun rise in the east every morning, _____ 3 _____. We now know Earth revolves around the sun, but that was not the only incorrect idea they had. _____ 4 _____ was a planet. We _____ 5 _____ is a star.

People still have mistaken understandings of the sun. Many people _____ 6 _____ is the biggest and brightest star. Actually, there are bigger and brighter stars, but they are much farther away.

1 Choose the answer that goes in Blank 1.

- (A) Earth long ago in ancient times
- (B) Earth, long ago in ancient times,
- (C) Long ago in ancient times Earth's
- (D) Long ago in ancient times, Earth's

2 Choose the answer that goes in Blank 2.

- (A) the sun moved in a pattern
- (B) people saw the sun move in a pattern
- (C) the pattern of the sun could be seen by people
- (D) they noticed the sun's pattern of movement

3 Choose the answer that goes in Blank 3.

- (A) people thought, it must revolve around Earth
- (B) people thought that it must revolve around Earth
- (C) the sun, people thought, revolves around Earth
- (D) it must revolve around Earth, people thought

4 Choose the answer that goes in Blank 4.

- (A) Looking like a giant bright ball, people believed that the sun
- (B) People believed that the sun, looking like a giant bright ball,
- (C) People, looking like a giant bright ball, believed that the sun
- (D) A giant bright ball, people believed that the sun



Writing, Revising, and Editing Test

Unit 2, Week 1

5 Choose the answer that goes in Blank 5.

- (A) giving off great amounts of light and heat energy know that the sun
- (B) know that the sun giving off great amounts of light and heat energy,
- (C) know that the sun, giving off great amounts of light and heat energy,
- (D) giving off great amounts of light and heat energy, know that the sun

6 Choose the answer that goes in Blank 6.

- (A) as the most visible object in the sky, think the sun
- (B) as the most visible object in the sky think the sun,
- (C) think the most visible object in the sky the sun
- (D) think the sun, as the most visible object in the sky,

7

Write a paragraph about the first sounds you hear in the morning at sunrise or the sounds you hear in the evening at sunset. Be sure to include sensory details and underline them.

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit 2, Week 2

Directions: Read the two myths. Then answer the questions about them.

Daughter of the Sky

Amaterasu is the Japanese goddess of the sun. It is said that her parents are the god and goddess of the sky, and her brother is the storm god named Susanowa. The story goes that Susanowa, the storm god, was making a lot of noise and behaving badly. Amaterasu was frightened by her brother, so she hid in a cave. The world was dark, but Amaterasu would not come out. Finally, Uzume, the goddess of joy, performed a silly dance in front of the cave. Amaterasu came out to laugh at the dancing, and she has been shining in the sky ever since.

A Mexican Myth

In a Mexican myth, the god Nexhequiriac sent Sun God and Moon God to travel around the Earth. They would shine so that the people would no longer be in darkness. Sun God traveled hour after hour without tiring. Moon God, however, got hungry for a meal. When she saw a rabbit scamper past, she chased and caught it. By the time Moon God had eaten the rabbit, Sun God was far off in the distance. From then on, Moon God has always tried to catch up with Sun God. To this day, the sun stays ahead of the moon.

GO ON

Reading Comprehension Test

- 1 In "Daughter of the Sky", the conflict is between Amaterasu and —
- (A) the world.
 - (B) the storm god.
 - (C) the goddess of joy.
 - (D) the god and goddess of the sky.
- 2 What event causes Amaterasu to leave the cave?
- (A) A storm comes up.
 - (B) She sees a silly dance.
 - (C) The sun starts to shine.
 - (D) Her brother behaves badly.
- 3 In "A Mexican Myth," the conflict is between Sun God and —
- (A) the people.
 - (B) the rabbit.
 - (C) Moon God.
 - (D) Nexhequiriac.
- 4 The rabbit causes Moon God to —
- (A) fall far behind Sun God.
 - (B) play a game with Sun God.
 - (C) share a meal with Sun God.
 - (D) shine less brightly than Sun God.
- 5 The main characters in both of these myths are —
- (A) dancers.
 - (B) humans.
 - (C) rabbits.
 - (D) gods.
- 6 In both myths, the story is supposed to —
- (A) explain how something in nature was created.
 - (B) provide scientific facts about where light comes from.
 - (C) help people understand how to take care of the Earth.
 - (D) teach a lesson about how to get along with other people.

Score
_____/6

DONE!

Vocabulary Test

Directions: Read the question. Then choose the best answer.

COPY READY

- 1 The word *calligraphy* comes from the Greek root *graph*. What does *calligraphy* most likely mean in this sentence?

She learns *calligraphy* in class.

- (A) new ideas
- (B) to speak clearly
- (C) to sharpen pencils
- (D) elegant handwriting

- 2 The word *dynasty* comes from the Greek root *dyna*. What does *dynasty* most likely mean in this sentence?

The Tang *dynasty* made many social and artistic advances in China.

- (A) old city
- (B) villagers
- (C) school system
- (D) group in power

- 3 The word *creed* comes from the Latin root *cred*. What does *creed* most likely mean in this sentence?

Because of his *creed*, he never eats meat or fish.

- (A) set of beliefs
- (B) fear of water
- (C) health
- (D) diet

- 4 The word *envision* comes from the Latin root *vis*. What does *envision* most likely mean in this sentence?

I *envision* a career researching new sources of energy.

- (A) study for
- (B) believe in
- (C) see myself in
- (D) want to have

Score
_____/4

DONE!

Writing, Revising, and Editing Test

Unit 2, Week 2

Directions: Read the paragraphs. Then answer the questions.

It is funny how members of the same family can be so 1 While I love the 2 likes the rain. I said to him, " 3 prefer rainy days over sunny 4 "

Manny laughed and said, " 5 should know that by now!" He explained, "It's not that I love 6 but the rain gives me an excuse to do indoor activities. 7 I get to read or work on my model planes." Then he asked, "Don't you ever feel the same way?"

" 8 just feel like I'm stuck indoors. I want all the sun I can get!" I replied.

1 Choose the answer that goes in Blank 1.

- (A) different? Isn't it.
- (B) different, isn't it.
- (C) different isn't it?
- (D) different, isn't it?

2 Choose the answer that goes in Blank 2.

- (A) sun my brother,
- (B) sun, my brother
- (C) sun. My brother
- (D) sun, my brother,

3 Choose the answer that goes in Blank 3.

- (A) Manny, you
- (B) Manny you,
- (C) Manny. You
- (D) Manny you

4 Choose the answer that goes in Blank 4.

- (A) ones don't you?
- (B) ones? Don't you.
- (C) ones, don't you?
- (D) ones, don't you.



Writing, Revising, and Editing Test

Unit 2, Week 2

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) Yes you
- (B) Yes, you
- (C) Yes you,
- (D) Yes? you

6 Choose the answer that goes in Blank 6.

- (A) rain Anna,
- (B) rain. Anna
- (C) rain, Anna,
- (D) rain, Anna

7 Choose the answer that goes in Blank 7.

- (A) When it's raining,
- (B) When it's raining
- (C) When it's raining.
- (D) When it's raining?

8 Choose the answer that goes in Blank 8.

- (A) No I
- (B) No I,
- (C) No? I
- (D) No, I

9 Carol wrote a paragraph to describe several kinds of activities. Read the paragraph and decide which text structure would best improve the paragraph's organization. State which text structure you are going to use. Then rewrite the paragraph using that text structure. You may change the sentences as needed to make the ideas flow well.

Outdoor activities like sports should be done when the weather is good. It could be dangerous to ride your bike in the rain, and you need light as well. You don't need good weather or light for indoor activities. You can do things outside with your friends and enjoy fresh air. You can do arts and crafts, listen to music, or bake indoors. I guess you could listen to music outside, too, while you take a walk.

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit 2, Week 3

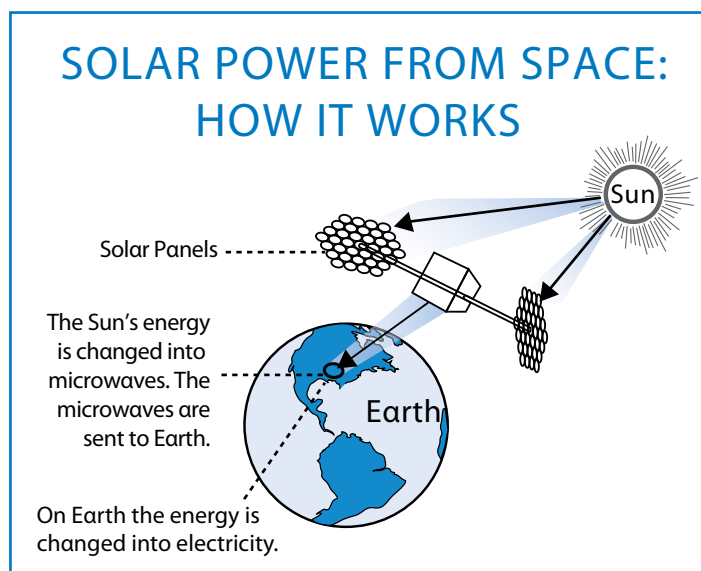
Directions: Read the article. Then answer the questions about the article.

Solar Power from Space

Solar power is clean energy from the sun. However, there is one problem with solar power. People cannot collect it at night or in parts of the world with little sunlight.

Some scientists say there is a way to solve this problem. They think that solar power can be collected from space. In space the sun's energy is stronger and available all the time. While this is still just an idea, some scientists and energy companies are trying to make it happen.

Here is how it would work. A rocket would carry solar panels, or mirrors, to collect the sun's energy in space, thousands of miles above Earth. The solar panels would absorb the sun's energy. The energy would then be sent to Earth, where it would be changed into electricity. Then power companies could send the electricity to towns and cities.



Yet, there are obstacles. Sending solar panels into space is expensive and uses up a lot of energy itself. Another concern is that some energy is lost when the solar power is sent to Earth. It remains to be seen if this approach will someday be put into use.

GO ON

Reading Comprehension Test

COPY READY

- 1 What is the main goal described in the article?
- (A) to build better power companies
 - (B) to turn solar power into electricity
 - (C) to find better ways to use solar power
 - (D) to collect solar energy in a different way
- 2 According to the article, which of these is an obstacle to using solar power?
- (A) Solar power cannot be collected at night.
 - (B) It is difficult to turn solar power into electricity.
 - (C) Scientists are not sure how to produce solar power.
 - (D) The sun's energy is not strong enough to make solar power.
- 3 The goal of putting solar panels into space is to —
- (A) get more power.
 - (B) test some scientific ideas.
 - (C) learn more about the sun.
 - (D) change energy into microwaves.
- 4 According to the article, solar power can be collected —
- (A) only on Earth.
 - (B) only from space.
 - (C) in places without sunlight.
 - (D) from both Earth and space.

Score
_____/4

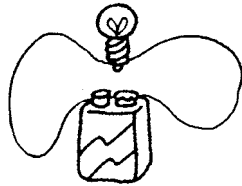
DONE!

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

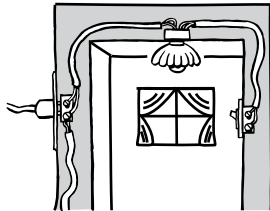
1 Electricity goes through a _____.
The light bulb turns on.

- (A) desert
- (B) circuit
- (C) symbol
- (D) custom



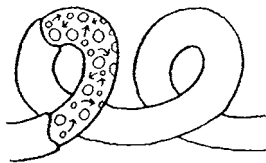
2 A wire _____ electricity.

- (A) invents
- (B) respects
- (C) conducts
- (D) performs



3 _____ is the movement of electricity through a wire.

- (A) Society
- (B) Silence
- (C) Current
- (D) Light



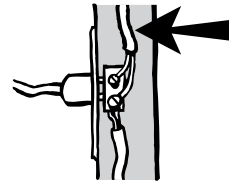
4 He plugs the fan into the _____ outlet.

- (A) comfortable
- (B) electrical
- (C) clever
- (D) foreign



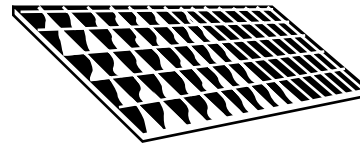
5 These wires are _____, or covered.

- (A) sharp
- (B) warm
- (C) thick
- (D) insulated



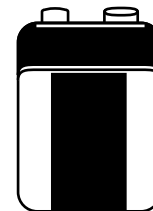
6 _____ power comes from the sun.

- (A) Solar
- (B) Frozen
- (C) Polite
- (D) Water



7 This battery has nine _____ of power.

- (A) volts
- (B) fields
- (C) feet
- (D) clocks



8 The light bulb for this room uses sixty _____.

- (A) coins
- (B) watts
- (C) circuits
- (D) obstacles



GO ON

COPY READY

Vocabulary Test

COPY READY

9 To _____ means to become less or smaller.

- (A) adapt
- (B) repeat
- (C) translate
- (D) decrease

10 _____ is the power to do work.

- (A) Heat
- (B) Silence
- (C) Energy
- (D) Nature

11 If you _____ on something, you need it.

- (A) rely
- (B) sit
- (C) cook
- (D) knock

12 _____ means different.

- (A) Responsible
- (B) Alternate
- (C) Grateful
- (D) Familiar

13 An _____ is something that stops you from succeeding.

- (A) address
- (B) identity
- (C) obstacle
- (D) eyebrow

Score
_____/13

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

At the Science Fair, I excitedly approached the student with the solar-powered radio. I tapped her on the shoulder. “ 1 did you get that radio to work using the sun’s energy?”

“ 2,” she said as she turned around. “It was pretty easy. All I needed was a solar panel, a radio, a few 3 batteries.”

“ 4 see,” I replied. “Did anybody help you?”

“ 5 all helped a little,” she admitted, “but I got the most help from friends online. I was in touch with kids from 6. We all helped each other.”

“ 7 is so cool!” I exclaimed.

After the fair, I went home and looked for a blog on solar-powered projects. I found kids from 8! We are going to make a solar powered-flashlight!

1 Choose the answer that goes in Blank 1.

- (A) Hey how
- (B) Hey; how
- (C) Hey. How
- (D) Hey! How

2 Choose the answer that goes in Blank 2.

- (A) Oh hello
- (B) Oh, hello
- (C) Oh! hello
- (D) Oh? hello

3 Choose the answer that goes in Blank 3.

- (A) wires and, some
- (B) wires; and some
- (C) wires, and some
- (D) wires. And some

4 Choose the answer that goes in Blank 4.

- (A) Ah, I
- (B) Ah; I
- (C) Ah I
- (D) Ah. I

GO ON 

Writing, Revising, and Editing Test**Unit 2, Week 3****COPY READY****5** Choose the answer that goes in Blank 5.

- (A) My mom, dad and, sister
- (B) My mom, dad, and sister
- (C) My mom dad and sister
- (D) My mom dad, and sister

6 Choose the answer that goes in Blank 6.

- (A) Ithaca, New York; Sunnyvale, California and Aberdeen, Scotland
- (B) Ithaca, New York, Sunnyvale, California, and Aberdeen, Scotland
- (C) Ithaca New York, Sunnyvale California, and Aberdeen Scotland
- (D) Ithaca, New York; Sunnyvale, California; and Aberdeen, Scotland

7 Choose the answer that goes in Blank 7.

- (A) Wow that
- (B) Wow, that
- (C) Wow! That
- (D) Wow. That

8 Choose the answer that goes in Blank 8.

- (A) Taos, New Mexico; San Jose, California; and Frankfurt, Germany
- (B) Taos, New Mexico, San Jose, California, and Frankfurt, Germany
- (C) Taos New Mexico, San Jose California, and Frankfurt Germany
- (D) Taos, New Mexico; San Jose, California and Frankfurt, Germany

GO ON 

Writing, Revising, and Editing Test

Unit 2, Week 3

- 9 You are preparing to write a research report about the use of solar panels to provide a home with electricity. You have found the five sources below. Choose three sources that you think will be the best sources for your topic. Write a paragraph that explains why you chose each of these sources.

Nonfiction Book

***Harnessing the Sun: The Use of Solar Energy in Mongolia* by Stacey Ghazarian**

A young scientist’s journey through the Gobi Desert and her account of the Mongolians’ innovative and creative methods for using the sun to give their homes electrical power.

Encyclopedia

***Encyclopedia Britannica* article.** Includes description and history of solar energy.

Science Magazine

***Solar Energy Today*, Volume 5, 2011.** Research on the benefits and pitfalls of using solar power in your home.

Expert

Phillip Kleiner, Solar Conservationist for Solar is the Way to Go, solarsthe way2go.org

Internet

The Solar Panel Store

www.solarpanelsandmore.com › Products and Services

Your number one source for solar panels. Contact one of our trained professionals to help you determine how many and what size panels you need for your home!

COPY READY

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

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

A Solar Saturday

Sonja and her little brother Marcus sat on the couch together. They were watching Saturday morning cartoons. Suddenly the lights flickered, and the TV lost its picture. From the other room, Sonja heard her mom on the phone saying, "Hello? Hello?"

Mom walked into the room with a puzzled look on her face. "This is weird," she said. "My phone call got cut off just as all the lights dimmed. Now I see the TV isn't working either!"

Sonja remembered something from science class. She told Mom that scientists had reported an increase in solar flares recently. When her Mom's face remained puzzled, Sonja explained.

"Solar flares are huge bursts of magnetic energy that shoot off from the surface of the sun. They send waves through space. They can even affect power lines here on Earth!"

"Well," said Mom, "solar flares or not, you've just reminded me that you two promised to help in the greenhouse. Ever since we added those solar panels to run a heater out there, the plants have been growing like crazy!"

As they walked out to the greenhouse with its dark panels on the roof, Sonja smiled up into the clear, bright sky. Marcus squinted toward the sky and said, "Mr. Sun, thanks for all the power you give our solar panels, and thanks for helping our plants grow in this greenhouse. Still, can you keep the solar flares down? I'm missing my favorite cartoon!"

Reading Comprehension Test

- 1 Which character in the story teaches the others?
- (A) Mom
 - (B) Sonja
 - (C) Marcus
- 2 Which of these happened first?
- (A) They all walked outside.
 - (B) Mom decided to work in the greenhouse.
 - (C) Marcus and Sonja were watching cartoons.
 - (D) Sonja remembered something from science class.
- 3 What causes Mom to think about working in the greenhouse?
- (A) hearing Sonja talk about solar flares
 - (B) seeing how dark the solar panels are
 - (C) finding out the TV stopped working
 - (D) losing her phone connection
- 4 Sonja smiles on her way to the greenhouse while Marcus —
- (A) talks to himself.
 - (B) watches more cartoons.
 - (C) asks the sun for a favor.
 - (D) tries to decide what to do.

GO ON 

Reading Comprehension Test

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

Saleem's Science Project

Saleem was getting ready to play a computer game when his dad walked by.

"How's the science project going?" Dad asked.

Saleem explained that the project was not due until Monday. It was Saturday, so he had all the time in the world to finish it.

Dad reminded Saleem about the last time he had put off his homework. Saleem hadn't forgotten. It had caused him to stay up until midnight. Getting started now would be the best way to make sure he did his best work.

"What is this project about, anyway?" Dad asked, trying to be helpful.

Saleem shrugged. His teacher had told the class that their projects should be on a topic of interest, but Saleem had not yet come up with anything that interested him. Dad's eyebrows knit together in a thoughtful frown. How was Saleem going to finish a big project in just two days when he hadn't even chosen a topic?

Saleem sank deeper into his chair. Dad sat down beside him, and he asked Saleem if he had heard anything interesting in science class lately. Saleem thought for a moment and then remembered what he had been learning about solar flares. These bursts on the surface of the sun could affect electronic devices here on Earth. Then he told Dad about how the flares had a cycle, how they got worse every eleven years before settling down again.

Suddenly Saleem paused. "I think I could do my project on solar flares. I already know a little about the topic." Saleem sat up and went straight to work.

GO ON 

Reading Comprehension Test

- 5 At the beginning of the story, Saleem wants to play computer games, but Dad wants to —
- (A) use Saleem’s computer.
 - (B) correct Saleem’s writing.
 - (C) play a game with Saleem.
 - (D) ask Saleem about his project.
- 6 How does Saleem solve the conflict in this story?
- (A) He remembers the last project he did.
 - (B) He finds a topic with the help of his dad.
 - (C) He asks his dad about solar flares.
 - (D) He stays up late to do his project.
- 7 In both “A Solar Saturday” and “Saleem’s Science Project,” the children —
- (A) experience a solar flare.
 - (B) are puzzled by solar flares.
 - (C) are doing solar flare projects.
 - (D) have been studying solar flares.
- 8 In both stories, the parents —
- (A) use solar panels in their home.
 - (B) hear about solar flares from their children.
 - (C) help their children understand solar flares.
 - (D) learn that solar flares get worse every few years.

GO ON 

Reading Comprehension Test

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

Build a Sundial

Have you ever wondered how people told time before clocks were invented? One way was to use a sundial. A sundial tracks where the sun is casting its shadow. The length and position of the shadow can tell you what time of day it is.

The position of the shadow is affected by things such as the time of year and your location. To get an accurate reading of time, people used mathematical formulas to account for these things when making a sundial. For everyday use, it was not necessary to make a perfect sundial. After all, ancient people didn't have to catch a bus! But there is one time of day that is always accurate with a sundial. The shortest shadow of the day is at noon when the sun is overhead. Even after people invented clocks, they would check them against a "noon mark" to see whether the clocks were correct.

Today making a sundial is easy. You can build one of your own. To do so, you will need to get a stick that is seven inches long. You will also need twelve stones of equal size, twelve small pieces of cardboard, and a marker. Finally, you will need a clock or watch. It helps to have one with an alarm.

First, number the pieces of cardboard 1 through 12. Then, push one end of the stick firmly into the ground. A corner of a yard or playground is a good spot. At the start of a new hour, find the shadow cast by the stick. Place one of the twelve stones where the shadow falls. Put the piece of cardboard with the number of the hour on it next to your stone.

Set your alarm to go off in an hour. After your alarm goes off, mark the shadow again with another stone and the piece of cardboard with the next number on it. Repeat this process until you've put all twelve stones around the stick, one for every hour of the day. This may take more than one day to finish. On a sunny day, you can know the approximate time of day by checking which numbered stone the shadow is nearest.



Reading Comprehension Test

Unit Test

- 9 Which quote from the article explains why people used math when making a sundial?
- (A) "For everyday use, it was not necessary to make a perfect sundial."
 - (B) "The shortest shadow of the day is at noon when the sun is overhead."
 - (C) "The position of the shadow is affected by things such as the time of year and your location."
 - (D) "Even after people invented clocks, they would check them against a 'noon mark' to see whether the clocks were correct."
- 10 Which quote helps explain why twelve stones are needed to make a sundial?
- (A) "After your alarm goes off, mark the shadow again with another stone and the piece of cardboard with the next number on it."
 - (B) "Repeat this process until you've put all twelve stones around the stick, one for every hour of the day."
 - (C) "At the start of a new hour, find the shadow cast by the stick."
 - (D) "Place one of the twelve stones where the shadow falls."
- 11 Which quote helps explain why you need a sunny day for a sundial to work?
- (A) "After all, ancient people didn't have to catch a bus!"
 - (B) "Today making a sundial is easy."
 - (C) "The length and position of the shadow can tell you what time of day it is."
 - (D) "But there is one time of day that is always accurate with a sundial."
- 12 The goal of building a sundial is to —
- (A) tell time using the position of the sun.
 - (B) practice using mathematical formulas.
 - (C) use the sun's energy.
 - (D) study shadows.

GO ON 

Reading Comprehension Test

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

The Sundial Bridge

Sundials are ancient devices. They were used to tell time long ago by the Greeks and the Egyptians before clocks were invented. That doesn't mean, though, that sundials have gone away entirely. In fact, a very famous, very modern sundial is attracting people to Redding, California, today.

The Sundial Bridge was designed by builder Santiago Calatrava. It opened in 2004 at Turtle Bay Exploration Park. Calatrava was inspired by ancient sundials. He designed this bridge that runs across the Sacramento River to be one of the biggest sundials in the world. On one bank of the river, the bridge begins with a large angled tower. From the tower, more than 4,300 feet of cable run down and connect to the bridge. The cables and tower hold the bridge up. The bridge runs across the river without ever touching the water. This is important because the Sundial Bridge is over an area that is home to a population of salmon. To protect the fish, Calatrava designed the tower to hold the bridge up instead of having supports in the river.

The angled tower is what gives the bridge its name. It soars over 200 feet into the air. The sun shines on the tower and casts a long shadow. Behind the tower, in a small park, lie markers to tell the time of day.



This huge sundial is most accurate once a year on June 21st. This is the longest day of the year, the summer solstice. People come from all over to see this amazing sundial.

GO ON 

Reading Comprehension Test

- 13 What was Santiago Calatrava’s goal?
- (A) to move to Redding, California
 - (B) to celebrate the summer solstice
 - (C) to design a bridge that is also a sundial
 - (D) to teach the history of Greeks and Egyptians

- 14 If you want to explain how the Sundial Bridge protects salmon, which sentence from the article would be best to quote?
- (A) “The angled tower is what gives the bridge its name.”
 - (B) “Behind the tower, in a small park, lie markers to tell the time of day.”
 - (C) “The bridge runs across the river without ever touching the water.”
 - (D) “The Sundial Bridge was designed by builder Santiago Calatrava.”

- 15 Read this statement.

People used sundials before clocks were invented.

You can find support for this statement —

- (A) in both “Build a Sundial” and “The Sundial Bridge.”
- (B) only in “Build a Sundial.”
- (C) only in “The Sundial Bridge.”

- 16 Which of these facts is in both “Build a Sundial” and “The Sundial Bridge”?
- (A) A stick can be used to make a sundial.
 - (B) The Greeks and Egyptians used sundials.
 - (C) A sundial uses a shadow to show the time.
 - (D) The summer solstice is the longest day of the year.

- 17 Based on both articles, what is true about new sundials?
- (A) They serve two purposes.
 - (B) They are tourist attractions.
 - (C) They function only in the summer.
 - (D) They are inspired by ancient devices.

- 18 Based on both articles, a benefit of sundials is being able to —
- (A) determine the time.
 - (B) cross a body of water.
 - (C) learn about history.
 - (D) protect wildlife.

GO ON 

COPY READY

Reading Comprehension Test

Unit Test

COPY READY

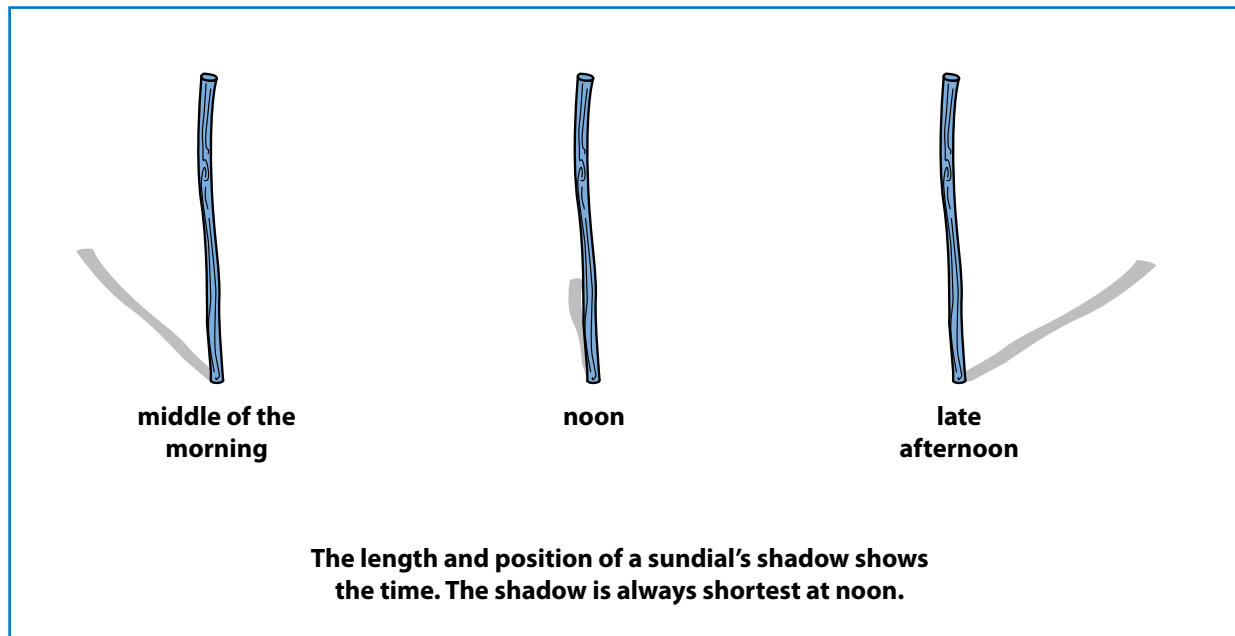
19 Which statement integrates information from both articles?

- (A) Sundials tower high into the air.
- (B) Sundials can still be built today.
- (C) Sundials cost very little to make.
- (D) Sundials can serve more than one purpose.

20 Which statement integrates information from both articles?

- (A) A sundial can be made out of ordinary materials.
- (B) Anyone can build a device to tell time without a clock.
- (C) It is possible to build a bridge that doesn't touch the water.
- (D) Sundials can be different sizes, from small to very large.

21 Look at the diagram below about how sundials cast shadows. Then use information from the diagram and the two articles to write a short paragraph of your own about sundials.



Score
_____/23

DONE!

Vocabulary Test

Directions: Read the question. Then choose the best answer.

- 1 The word *altimeter* comes from the Greek root *meter*. What does *altimeter* most likely mean in this sentence?

The pilot looked at the *altimeter* as she landed the plane.

- (A) device to measure height
 - (B) view out the window
 - (C) lights on the ground
 - (D) wings of the plane
- 2 The word *supports* comes from the Latin root *port*. What does *supports* most likely mean in this sentence?

A special frame *supports* solar panels on the roof.

- (A) carries the weight of
 - (B) keeps track of
 - (C) measures
 - (D) leads
- 3 The word *circulates* comes from the Latin root *circu*. What does *circulates* most likely mean in this sentence?

Today we learned how blood *circulates* in the body.

- (A) turns red
- (B) moves around
- (C) carries oxygen
- (D) becomes warm



Vocabulary Test**Unit Test**

- 4 The word *emit* comes from the Latin root *mit*. What does *emit* most likely mean in this sentence?

The candles *emit* both heat and light.

- (A) absorb
- (B) destroy
- (C) send out
- (D) turn yellow

- 5 The word *vista* comes from the Latin root *vis*. What does *vista* most likely mean in this sentence?

From our campsite, we had a great mountain *vista*.

- (A) snowfall
- (B) climbing rope
- (C) place to hike around
- (D) something to see in the distance

- 6 The word *thermostat* comes from the Greek root *therm*. What does *thermostat* most likely mean in this sentence?

The pool's *thermostat* was set at a comfortable temperature.

- (A) covering
- (B) lounge chair
- (C) a container to keep food
- (D) machine to maintain temperature

GO ON 

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

7 The sunlight _____ off the lake.

- (A) breaks
- (B) reflects
- (C) insulates
- (D) remembers

8 We will install _____ panels to get power from the sun.

- (A) volt
- (B) watt
- (C) solar
- (D) event

9 A blanket can help _____ a water heater.

- (A) insulate
- (B) conduct
- (C) transmit
- (D) absorb

10 _____ forms of energy can help reduce pollution.

- (A) Thick
- (B) Metal
- (C) Ethnic
- (D) Alternate

11 I have a _____ to explain why this machine does not work.

- (A) power
- (B) repair
- (C) theory
- (D) current

12 We can _____ that solar energy will become more popular.

- (A) absorb
- (B) assume
- (C) transmit
- (D) conduct

COPY READY

Score
____/12

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Our teacher showed us how to make a solar ____ 1 ____ we heated some food in it. We brought pizza boxes from home, taped foil on the ____ 2 ____ plastic wrap to hold in the heat. ____ 3 ____ the color black absorbs heat, we put black construction paper on the bottom of the box. ____ 4 ____ oven was ready!

1 Choose the answer that goes in Blank 1.

- (A) oven and
- (B) oven, and
- (C) oven; and
- (D) oven. And

2 Choose the answer that goes in Blank 2.

- (A) lid; and used
- (B) lid and, used
- (C) lid, and used
- (D) lid. And used

3 Choose the answer that goes in Blank 3.

- (A) If
- (B) While
- (C) Before
- (D) Because

4 Choose the answer that goes in Blank 4.

- (A) Hooray! The
- (B) Hooray; the
- (C) Hooray the
- (D) Hooray. The

GO ON 

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

(1) It would be great to walk outside and eat a carrot off your wall, wouldn't it. (2) If scientists succeed with a new project you may be able to do just that. (3) Some scientists are working on a project called WaterShed, which will make even more use of renewable resources. (4) Scientists already build houses that collect and use rainwater. (5) Designed for energy efficiency, scientists have also developed solar-powered houses. (6) While these are great ideas, the scientists' most interesting dream is to grow vegetables on the outside walls. (7) Many houses have no room for a garden so scientists will construct walls with boxes of soil. (8) Just about any vegetable grows on these walls. (9) One wall has already been built and it has 324 plants growing on it!

5 What is the correct way to write sentence 1?

- (A) It would be great to walk outside and eat a carrot off your wall, would it.
- (B) It would be great to walk outside and eat a carrot off your wall, wouldn't it?
- (C) It would be great to either walk outside or eat a carrot off your wall, wouldn't it.
- (D) Correct as is

6 What is the correct way to write sentence 2?

- (A) If scientists succeed with a new project, you may be able to do just that.
- (B) If scientists succeeds with a new project you may be able to do just that.
- (C) Before scientists succeed with a new project you may be able to does just that.
- (D) Correct as is

GO ON 

Writing, Revising, and Editing Test

COPY READY

7 What is the correct way to write sentence 5?

- (A) Designed for energy efficiency, so scientists have also developed solar-powered houses.
- (B) Solar-powered houses, designed for energy efficiency, also developed by scientists.
- (C) Scientists have also developed solar-powered houses designed for energy efficiency.
- (D) Correct as is

8 What is the correct way to write sentence 6?

- (A) Because these are great ideas, the scientists' most interesting dream is to grow vegetables on the outside walls.
- (B) While these are great ideas the scientists' most interesting dream is to grow vegetables on the outside walls.
- (C) Being great ideas, the scientists' most interesting dream is to grow vegetables on the outside walls.
- (D) Correct as is

9 What is the correct way to write sentence 7?

- (A) Many houses have no room for a garden, so scientists will construct walls with boxes of soil.
- (B) Having no room for a garden, scientists will construct walls of many houses with boxes of soil.
- (C) Many houses won't have no room for a garden so scientists will construct walls with boxes of soil.
- (D) Correct as is

10 What is the correct way to write sentence 9?

- (A) One wall has already been built or it has 324 plants growing on it!
- (B) One wall has already been built, and it has 324 plants growing on it!
- (C) While one wall has already been built and it has 324 plants growing on it!
- (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) Last week my uncle told me that someday he hopes to have a home that runs entirely on renewable energy sources. **(2)** He is looking for land in the country and he wants to build the house himself. **(3)** Since he finds land by a river or stream, he could use the running water to make a water mill. **(4)** I wanted to know more and asked, "A water mill is like a big wheel, isn't it. **(5)** Why would you need that?" **(6)** He explained that he could use the mill to help him grind the grains he wants to grow. **(7)** He plans to grow corn wheat, and barley. **(8)** He has seen water mills in Toronto, Canada; Kyoto, Japan, and in many old towns in Europe. **(9)** They even have water mills here in the United States!

Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

12 You are going to write a myth about the weather for a student magazine. Write the myth about any type of weather you like, such as rain, wind, or sunshine. Use different sentence types to make your myth more interesting. Your myth should have at least three paragraphs.

Score
_____/10 multiple-choice
_____/6 editing task
_____/4 weekly writing skill
_____/24 writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

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 A2.47.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.5.Rfou.3.a, Rfou.3, L.2.e	_____/19	_____/17	_____/19	_____/19
End-of-Week Test CC.5.Rfou.3.a, Rfou.3, L.2.e	_____/19 ____%	_____/17 ____%	_____/19 ____%	_____/19 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A2.47.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Characters CC.5.Rlit.10	1 2 3 4			1 6	_____/6
Compare Characters, Settings, or Events in Literature CC.5.Rlit.3		1 2 3 4		2 3 4 5	_____/8
Compare Across Literature CC.5.Rlit.9		5 6		7 8	_____/4
Goal and Outcome CC.5.Rinf.10			1 2 3 4	12 13	_____/6
Quote from Informational Text CC.5.Rinf.1				9 10 11 14	_____/4
Use Multiple Sources to Answer a Question CC.5.Rinf.7				15 16 17 18	_____/4
Integrate Information CC.5.Rinf.9, W.9.b				19 20 21____/3	_____/5
Total	____/4 ____%	____/6 ____%	____/4 ____%	23 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Science Vocabulary CC.5.L.6	1 2 3 4 5		1 2 3 4 5 6 7 8	7 8 9	_____/16
Academic Vocabulary CC.5.L.6	6 7 8 9 10		9 10 11 12 13	10 11 12	_____/13
Word Origins CC.5.L.4.b		1 2 3 4		1 2 3 4 5 6	_____/10
Total	____/10 ____%	____/4 ____%	____/13 ____%	____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 2

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	Sentence Structure CC.5.L.1, L.2, L.3, W.5	1 2 3 4 5 6	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 10 11a 11b 11c 11d 11e 11f	_____/38
		Subtotal		_____/6	_____/8	
Weekly Writing Skills (Writing Prompts)	Use Sensory Details CC.5.W.3.d	_____/4				_____/4
	Organize Writing CC.5.W.2.a		_____/4			_____/4
	Use a Variety of Sources CC.5.W.7			_____/4		_____/4
	Vary Sentences CC.5.L.3.a				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/10 ____%	_____/12 ____%	_____/12 ____%	_____/20 ____%	

Unit Test Writing Prompt— Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.5.W.3.a, L.3.a, 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										
Reading Comprehension	Characters CC.5.Rlit.10											
	Compare Characters, Settings, or Events in Literature CC.5.Rlit.3											
	Compare Across Literature CC.5.Rlit.9											
	Goal and Outcome CC.5.Rinf.10											
	Quote from Informational Text CC.5.Rinf.1											
	Use Multiple Sources to Answer a Question CC.5.Rinf.7											
	Integrate Information CC.5.Rinf.9, W.9.b											
Writing, Revising, and Editing	Sentence Structure CC.5.L.1, L.2, L.3.a, W.5											
	Writing in Response to Prompt CC.5.W.2.a, W.3.a, W.3.d, W.5, W.7, W.10, L.3.a											
Vocabulary	Science Vocabulary CC.5.L.6											
	Academic Vocabulary CC.5.L.6											
	Word Origins CC.5.L.4.b											

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 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 5 Assessment

A2.42

Unit 2 | Catching the Light

Research Rubric

Unit 2, Week 3

Scale	Content	Interaction
4	<ul style="list-style-type: none">• Student consults several sources, print and digital, and presents findings in an effective way.• Diagrams are labeled, and captions convey relevant additional information.	<ul style="list-style-type: none">• Student demonstrates an understanding of how the chosen invention works.• Student responds in detail to questions from peers about the invention.
3	<ul style="list-style-type: none">• Student consults several sources, both print and digital, and presents findings in an effective way, although there may be minor errors of fact.• Diagrams are labeled but do not give additional information.	<ul style="list-style-type: none">• Student demonstrates an understanding of how the chosen invention works.• Student is able to answer basic questions from peers about the invention.
2	<ul style="list-style-type: none">• Student consults several sources but does not assemble the information in a logical way.• Diagrams lack labels or captions.	<ul style="list-style-type: none">• Student demonstrates a limited understanding of how the chosen invention works.• Student cannot answer many questions about the invention.
1	<ul style="list-style-type: none">• Student relies on a single source of information.• Posters duplicate visual and textual information of the source.	<ul style="list-style-type: none">• Student is unable to demonstrate an understanding of how the chosen invention works.• Student cannot answer questions about the invention.

COPY READY

Unit Self-Assessment

Unit 2

COPY READY

Directions: Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
use Greek and Latin roots to understand new words.			
ask questions when I read.			
explain characters' roles and conflicts.			
identify goals and their outcomes.			
compare how authors tell stories.			
use quotes to explain something.			
get information from more than one source and combine the information.			
use introductory and participial phrases correctly.			
use punctuation marks like commas, semicolons, and exclamation points correctly.			
make compound and complex sentences correctly.			

Of all the texts you read for *Catching the Light*, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	B	Analyze Characters	CC.5.Rlit.10
2	B	Analyze Characters	CC.5.Rlit.10
3	D	Analyze Characters	CC.5.Rlit.10
4	C	Analyze Characters	CC.5.Rlit.10
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Compare Characters	CC.5.Rlit.3
2	B	Compare Events	CC.5.Rlit.3
3	C	Compare Characters	CC.5.Rlit.3
4	A	Compare Events	CC.5.Rlit.3
5	D	Compare Approaches to a Topic	CC.5.Rlit.9
6	A	Compare Approaches to a Topic	CC.5.Rlit.9
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	D	Goal and Outcome	CC.5.Rinf.10
2	A	Goal and Outcome	CC.5.Rinf.10
3	A	Goal and Outcome	CC.5.Rinf.10
4	D	Goal and Outcome	CC.5.Rinf.10
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Analyze Characters	CC.5.Rlit.10
2	C	Compare Events	CC.5.Rlit.3
3	A	Compare Events	CC.5.Rlit.3
4	C	Compare Characters	CC.5.Rlit.3
5	D	Compare Characters	CC.5.Rlit.3
6	B	Analyze Characters	CC.5.Rlit.10
7	D	Compare Approaches to a Topic	CC.5.Rlit.9
8	B	Compare Approaches to a Topic	CC.5.Rlit.9
9	C	Use Quotes to Explain Text	CC.5.Rinf.1
10	B	Use Quotes to Explain Text	CC.5.Rinf.1
11	C	Use Quotes to Explain Text	CC.5.Rinf.1
12	A	Goal and Outcome	CC.5.Rinf.10
13	C	Goal and Outcome	CC.5.Rinf.10
14	C	Use Quotes to Explain Text	CC.5.Rinf.1
15	A	Use Multiple Sources to Answer a Question	CC.5.Rinf.7
16	C	Use Multiple Sources to Answer a Question	CC.5.Rinf.7
17	D	Use Multiple Sources to Answer a Question	CC.5.Rinf.7
18	A	Use Multiple Sources to Answer a Question	CC.5.Rinf.7
19	B	Integrate Information	CC.5.Rinf.9
20	D	Integrate Information	CC.5.Rinf.9
21	Skill Rubric	Integrate Information	CC.5.Rinf.9, W.9.b

Vocabulary					
Week 1 CC.5.L.6			Week 3 CC.5.L.6		
Item	Key	Word	Item	Key	Word
1	A	absorb	1	B	circuit
2	D	heat	2	C	conducts
3	B	reflects	3	C	Current
4	C	Thermal	4	B	electrical
5	A	transmits	5	D	insulated
6	A	assume	6	A	Solar
7	B	explanation	7	A	volts
8	C	Power	8	B	watts
9	D	event	9	D	decrease
10	B	theory	10	C	Energy
			11	A	rely
			12	B	Alternate
			13	C	obstacle

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	D	Greek Roots	CC.5.L.4.b
2	D	Greek Roots	CC.5.L.4.b
3	A	Latin Roots	CC.5.L.4.b
4	C	Latin Roots	CC.5.L.4.b
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Greek Roots	CC.5.L.4.b
2	A	Latin Roots	CC.5.L.4.b
3	B	Latin Roots	CC.5.L.4.b
4	C	Latin Roots	CC.5.L.4.b
5	D	Latin Roots	CC.5.L.4.b
6	D	Greek Roots	CC.5.L.4.b
7	B	Science Vocabulary	CC.5.L.6
8	C	Science Vocabulary	CC.5.L.6
9	A	Science Vocabulary	CC.5.L.6
10	D	Academic Vocabulary	CC.5.L.6
11	C	Academic Vocabulary	CC.5.L.6
12	B	Academic Vocabulary	CC.5.L.6

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	D	Introductory Elements	CC.5.L.2.b, L.1	1	B	Compound Sentences (punctuation)	CC.5.L.1.a, L.2, L.3.a
2	A	Introductory Elements	CC.5.L.2.b, L.1	2	C	Punctuation (commas in a series)	CC.5.L.2.a
3	B	Participial Phrases	CC.5.L.1, L.2.b	3	D	Complex Sentences (conjunction)	CC.5.L.1.a, L.2, L.3.a
4	B	Participial Phrases	CC.5.L.1, L.2.b	4	A	Punctuation (interjections)	CC.5.L.1.a, L.2.b
5	C	Participial Phrases	CC.5.L.1, L.2.b	5	B	Editing: Punctuation (tag questions)	CC.5.L.2.c, L.1, L.3
6	D	Introductory Elements	CC.5.L.2.b, L.1	6	A	Editing: Complex Sentences	CC.5.L.1.a, L.2, L.3.a
Prompt (7)	Skill Rubric	Use Sensory Details	CC.5.W.3.d	7	C	Editing: Participial Phrases	CC.5.L.1, L.2.b
Week 2				8	D	Editing: Complex Sentences (Formation)	CC.5.L.1.a, L.2, L.3.a
Item	Key	Item Descriptor	CCSS Code	9	A	Editing: Compound Sentences (punctuation)	CC.5.L.1.a, L.2, L.3.a
1	D	Punctuation (tag questions)	CC.5.L.2.c, L.1, L.3	10	B	Editing: Compound Sentences (punctuation)	CC.5.L.1.a, L.2, L.3.a
2	B	Introductory Elements	CC.5.L.2.b, L.1	11a	Editing Rubric	Editing Task: Introductory Elements	CC.5.L.2.b, L.1, W.5
3	A	Punctuation (direct address)	CC.5.L.2.c, L.1, L.3	11b	Editing Rubric	Editing Task: Compound Sentences (punctuation)	CC.5.L.1.a, L.2, W.5
4	C	Punctuation (tag questions)	CC.5.L.2.c, L.1, L.3	11c	Editing Rubric	Editing Task: Complex Sentences (conjunction)	CC.5.L.1.a, L.2, W.5
5	B	Punctuation (yes/no introduction)	CC.5.L.2.c, L.1, L.3	11d	Editing Rubric	Editing Task: Punctuation (tag questions)	CC.5.L.2.c, L.1, W.5
6	C	Punctuation (direct address)	CC.5.L.2.c, L.1, L.3	11e	Editing Rubric	Editing Task: Punctuation (commas in a series)	CC.5.L.2.a, W.5
7	A	Introductory Elements	CC.5.L.2.b, L.1	11f	Editing Rubric	Editing Task: Punctuation (semicolons in a series)	CC.5.L.2.a, W.5
8	D	Punctuation (yes/no introduction)	CC.5.L.2.c, L.1, L.3	Prompt (12)	Skill Rubric; Writing Rubric	Vary Sentences	CC.5.L.3.a, W.3.a, W.5, W.10
Prompt (9)	Skill Rubric	Organize Writing	CC.5.W.2.a				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	D	Punctuation (interjections)	CC.5.L.1.a, L.2.b				
2	B	Punctuation (interjections)	CC.5.L.1.a, L.2.b				
3	C	Punctuation (commas in a series)	CC.5.L.2.a				
4	A	Punctuation (interjections)	CC.5.L.1.a, L.2.b				
5	B	Punctuation (commas in a series)	CC.5.L.2.a				
6	D	Punctuation (semicolons in a series)	CC.5.L.2.a				
7	C	Punctuation (Interjections)	CC.5.L.1.a, L.2.b				
8	A	Punctuation (semicolons in a series)	CC.5.L.2.a				
Prompt (9)	Skill Rubric	Use a Variety of Sources	CC.5.W.7				

Answer Keys and Rubrics

Unit 2

Writing, Revising, and Editing	
Week 1 Skill Rubric Item 7 (Prompt) Use Sensory Details	
Student describes sounds using	
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 9 (Prompt) Organize Writing	
Student organizes a paragraph to create	
4 points	smooth flow and clear relationship of ideas.
3 points	adequate flow and accurate relationship of most ideas.
2 points	stilted flow and vague relationship of ideas.
1 point	choppy flow and minimal relationship of ideas.
Week 3 Skill Rubric Item 9 (Prompt) Use a Variety of Sources	
Student considers research sources presented and	
4 points	clearly explains the benefits or contributions of three sources.
3 points	adequately explains the benefits or contributions of three sources.
2 points	superficially explains the benefits or contributions of one or more sources.
1 point	minimally explains the benefits or contributions of a source.

Writing, Revising, and Editing	
Unit Test Week 4 Skill Rubric Item 12 (Prompt) Vary Sentences	
Student writes a myth using	
4 points	an effective variety of sentence types.
3 points	an adequate variety of sentence types.
2 points	a limited variety of sentence types.
1 point	minimal or no variety of sentence types.
Use the Writing Rubric on page A2.42 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
Unit Test Week 4 Task Rubric Item 11 1 point correct per response	
11a	In sentence 1, change "week" to "week,"
11b	In sentence 2, change "country" to "country,"
11c	In sentence 3, change "Since" to "If"
11d	In sentence 4, change "it." to "it?"
11e	In sentence 7, change "corn" to "corn,"
11f	In sentence 8, change "Japan," to "Japan,"
Reading Comprehension	
Unit Test Rubric Item 21 Integrate Information	
3 points	Integrates information from multiple sources 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						6 points						
Points	1	2	3	4		Points	1	2	3	4	5	6
%	25	50	75	100		17	33	50	64	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

12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

13 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13
%	8	15	23	31	38	46	54	62	69	77	85	92	100

17 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
%	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100

19 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
%	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

20 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

23 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	4	9	13	17	22	26	30	35	39	43	48	52	57	61	65	70	74	78	83	87

Points	21	22	23
%	91	96	100

Analyze Characters

Review the Rules

When two characters in a story want different things, there is often a conflict, or a problem.

- Each character plays a different role, or part, in the conflict.
- Each character has a function, or way of dealing with the problem.

Practice

Read "The Winning Score." Then complete the sentences.

The Winning Score

Maria takes a deep breath. The soccer game is tied, and it is her turn to kick the ball. But, she has to kick it right at her friend Barb, the goalie for the Wildcats. "If I make it, will Barb ever talk to me again? I know how much she wants her team to win this game."

Maria carefully lines up her leg with the ball and then kicks with all her strength. Whomp! The ball glides by the goalie into the net. She pumps her arm and smiles. She has scored the winning point in the last moments of the game! The crowd shouts with excitement.

Maria nervously joins her teammates to shake hands with the Wildcats at the end of the game. "Will Barb ignore me?" she thought. When Maria reaches her, Barb takes Maria's hand and quickly whispers, "Nice shot!"

1. The friends have a problem because _____
2. Maria has to kick because her function is to _____
Barb's function is to _____
3. In the end, Maria still worries that Barb _____
But Barb _____

Apply

With a partner, review some of your Small Group Reading books. Discuss the characters' roles and functions, and any conflicts they have.

Ask Questions

Review the Rules

If the text you are reading doesn't make sense, ask yourself a question to help clarify what isn't clear. Then reread the text or read on to find the answer.

Read the first paragraph of "Earth from Beyond" and the example question and answer.

Earth from Beyond

Boyo came in the door holding his brand new history digiText, copyright 2454. "Pop, what is this thing?" He pointed to a photo in his electronic textbook. The photo showed a bright red vehicle. The caption said it was built in 1967.

"Well, that's an interesting device," his father said. He thought of himself as an expert on ancient Earth history. "Not many people know about these nowadays. It's called a tractor," he answered confidently. "People on Earth were hardworking but slow. So humans drove these around cities. Passengers paid a fare and were taken to work."

Boyo frowned, trying to picture Earthlings packed into a tractor moving through a city street. "I may need to do some further research," he thought.

What is a "history digiText"? I'll read on to find the answer.

Later in the paragraph it says "electronic textbook." That must be what a digiText is.

COPY READY

Practice

As you read the rest of the story, write at least two questions to help clarify what isn't clear. Then write the answer to each question.

Apply

Tell a partner questions you had about one of your Small Group Reading books. Be sure to share how you found the answer.

Writing Trait: Word Choice

Review the Rules

To make your writing say exactly what you mean, use specific and colorful words.

Practice

Read each sentence. Circle the clearest and most interesting words. Then read the sentences aloud.

1. Suddenly, the bright day turned dark/gloomy.

2. Lightning streaked/went across the sky.

3. A loud sound/boom made me jump.

4. The heavy/pounding rain surprised everyone.

Apply

Rewrite the paragraph. Choose your words carefully to make the sentences more interesting.

Rain came down from the clouds. People on the sidewalks moved for cover. I ran inside the building. By the time I got there, I was already wet.

Compare Characters

Review the Rules

In stories, characters play different roles, or parts. They also have different reasons, or motives, for doing what they do. And, characters usually respond in different ways to a problem, or conflict.

Practice

Read "Zeus and Prometheus." Complete the sentences to compare the characters.

Zeus and Prometheus

Zeus, the Greek god of the sky, had given the people of Earth many gifts. But during the winter months, the people had to huddle together in their dark caves to stay warm. Prometheus, a young Titan, challenged Zeus. "Why don't you give the people fire to heat and light their caves, to cook their food, and to scare off the wild beasts?"

Zeus thundered, "If I give them fire, they will become too needy and will forget the obedience they owe me. Never mention fire to me again."

But Prometheus felt pity for the miserable humans. He held out a reed to the fiery sun, and then carried the burning reed down to Earth. He taught the people how to heat their homes, cook, and protect themselves.

When Zeus looked down, he was furious that Prometheus had disobeyed him. He ordered his guards to chain Prometheus to a mountain. And there Prometheus remained for many centuries until another hero was brave enough to release him.

1. Zeus is _____, but Prometheus is _____. Prometheus challenges Zeus because _____.

2. Zeus wants to _____, but Prometheus wants to _____, so he _____.

3. _____ creates the conflict in the story, but _____ is the hero.

Apply

With a partner, compare two of the characters in one of your Small Group Reading books.

Compare Story Events

Review the Rules

When you compare story events, you tell how the events are related or how they are connected.

Practice

Read "The Share-a-Ride Club." Write the answers to the questions.

The Share-a-Ride Club

Lily wanted to stay after school to help her classmates decorate the gym for the Fall Fling concert. "Okay," her mom said, "but make sure you ask Becca for a ride home. You'll miss your regular bus, and I won't be able to pick you up. I'm taking your brother to his dental appointment."

After school, Lily was having so much fun that she forgot to ask Becca for a ride. When she looked up at four o'clock, Becca was gone. Then she was worried. Becca was her only real friend at this new school. She didn't know where the other kids lived, and she didn't know them well enough to ask.

Her teacher, Miss Gonzalez, noticed she was worried and asked what was wrong. "Don't worry," she said. "I'll take you home today. Tomorrow, we'll all share our addresses. Then we'll start a Share-a-Ride Club for after-school activities."

1. Why does Lily need a ride home from school?

2. Why is Lily worried when she discovers that Becca has left?

3. Why does Miss Gonzalez suggest that the students share their addresses tomorrow?

4. Explain the relationship between Lily's problem and the teacher's decision to start the Share-a-Ride Club.

Apply

Choose one of your Small Group Reading books. Explain to your partner how the events in the story are related.

Ask Questions

Review the Rules

To make sure you understand text, ask yourself questions.

- Ask a question about the information you do not understand.
- Reread or read on to figure out the answer.

Read the first paragraph of "It's Worth It" and the example question and answer.

It's Worth It

Each time a space shuttle lifts off, people object. Some people think space exploration is too expensive. Is space exploration worth the price tag?

Many amazingly useful products and technologies were first developed for space. For example, scratch-resistant lenses were first developed for NASA and are now commonly used in sunglasses. Also, companies now use the technology for freeze-dried meals, which were first developed as healthy space meals, to make products for the public. NASA technology has also been used to help follow and figure out the humpback whale's migration patterns. Without exploration, we wouldn't have these technologies advancements. The price tag is worth it.

Why do people object?

I read on to find out that they think space exploration is too expensive.

Practice

As you read the rest of the article, write at least two questions about information you don't understand. Write the answers to your questions, too.

Apply

Tell a partner about questions you had about one of your Small Group Reading books. Be sure to share how you found the answer.

COPY READY

Writing Trait: Organization

Review the Rules

When you write, organize your ideas so your readers understand the message.

- Clearly state your topic.
- Make sure you group related ideas in the correct order.

Practice

Read "Homeless Animals." Circle two sentences that should move to improve the organization of this story. Draw an arrow to show where they belong.

Homeless Animals

But there are too many homeless dogs and cats in our community. Many animal shelters do not have enough workers to take care of the animals they have. Many people want to buy a puppy from the pet store or from a breeder. Shelters are crowded because not enough people are willing to adopt stray or unwanted animals.

We can volunteer at animal shelters and help take care of the dogs and cats. As students, we can do many things to help. We can also have fundraisers to raise money to buy the animals the food and medicine they need. Finally, we can make flyers to remind people to adopt animals rather than buy dogs or cats from a pet store or from breeders.

Apply

Write about how you can help homeless animals in your community. Organize your ideas in a logical way.

Goal and Outcome

Review the Rules

A goal is something a person wants to do. Obstacles are the things that get in the way of reaching that goal. The outcome is what finally happens.

Practice

Read "The Car Wash." Then complete the sentences.

The Car Wash

Our class wanted to have a car wash to help raise money for new computers. So, we planned a car wash for early on Saturday morning. When we first arrived, we had hoses, buckets, and soap. But where were the rags and sponges? Bob had forgotten them! In a panic, Bob called his dad and asked him to bring some. Right after Bob's dad arrived with the supplies, there was a thunderstorm! We scrambled into Bob's van, frustrated and disappointed. "What will we do now?" we thought. We knew that thunderstorms didn't always last forever, so we waited patiently. Luckily, the sun did return thirty minutes later. And, plenty of people were lining up for a good car wash!.

1. What was the students' goal?

2. What was the first thing that went wrong? How was it solved?

3. What was the second thing that went wrong? How was it solved?

4. What finally happened? What was the outcome?

Apply

With a partner, review some of your Small Group Reading books. Find and discuss the books that tell about goals and outcomes.

Ask Questions

Review the Rules

Asking yourself questions as you read can help you better understand the topic. The answers to some questions are in your head.

- Use *who, what, where, where, why, or how* to form a question.
- Think about what you know already.
- Think about the answer and read on to ask more questions.

Read the first paragraph of “Stepping into the Future” and the example question and answer.

Stepping into the Future

“If I’m walking next to a wall or if I walk by a pole, the air will suddenly change. I can feel it on my skin.” That’s how Lucia Florez, who is blind, describes her ability to sense where things are. The blind, she says, are always thinking about moving around without bumping into things.

For years, the blind have relied on canes and guide dogs to move about freely. But new technology is changing that. By using software that uses the GPS system on mobile phones, people can listen to precise directions to their destinations. The program even warns them if they go off track or if there is an obstacle in the way.

Why does this person use her skin to tell her what she’s walking next to?

I know that blind people have a strong sense of touch.

Practice

As you read the rest of the article, write at least two questions you would ask yourself. Write the answers to your questions, too.

Apply

Tell a partner about some of the questions you asked yourself about the topic of one of your Small Group Reading books. How did you find the answers?

Quote to Explain

Review the Rules

Sometimes when you explain information in a text, it's clearer to quote the author's exact words. Using the exact words will help you clarify information.

Practice

Read "How to Make a Candy Stick Vase." As you read, underline the words or phrases you could quote to clarify important details.

How to Make a Candy Stick Vase

In just a few minutes, you can make a colorful candy stick vase to decorate your home. First, remove the label from an empty 15-ounce can. Make sure that the can is clean and dry. Then wrap three or four rings of double-sided foam mounting tape around the can so that they fit snugly. When the strips are in place, peel off the covering to expose the second sticky side. Next, attach 26 individually wrapped candy sticks, one at a time, to the tape. Put them as close together as possible, and make sure to press them firmly in place. That's it! Your festive centerpiece is ready to use!

Now use your own words and quotes from the text to explain how to make the vase.

1. _____
2. _____
3. _____
4. _____

Apply

With a partner, talk about a topic in one of your Small Group Reading books. Point to some exact words you could quote from the book to clarify or support an idea.

Use Multiple Sources

Review the Rules

When you research, use a variety of resources to answer your questions. Then integrate the information by combining ideas and details from your sources.

Practice

Read the questions in the chart. List the sources you would use to find the answers.

Information Source		
encyclopedias	magazine articles	interviews
government web sites	blogs	newspaper articles

Topic: Saving Energy

Questions	Information Source
1. How do my neighbors save energy?	
2. Which is the most energy-efficient car?	
3. How serious is the energy crisis?	
4. What are some different sources of energy?	

Now read the text in the two sources below. Write a paragraph that combines the information in the two texts.

from a government Web site:

You can help your family save energy by turning off lights, computers, and game systems when they are not in use. You should also encourage your parents to use "smart" power strips and energy-saving light bulbs.

from a magazine interview with a scientist:

"If every American home replaced just one regular light bulb with an energy-saving bulb, we would save enough energy to light a million homes for a year and prevent 9 billion pounds of greenhouse gas emissions."

Apply

With a partner, share a question you have about a topic from a Small Group Reading book. Name three sources you could use to answer the question.

Ask Questions

Review the Rules

If you read something that doesn't make sense to you

- ask a question about what's unclear
- think about what you know already
- think about the answer and read on to ask more questions.

Read the first paragraph of "Roadside Attraction" and the example question and answer.

Roadside Attraction

"I'm lost and out of gas," Damien mumbled, as his car rolled to a stop. He hated using a car that ran on gas. Most cars used fusion technology.

Suddenly, a hologram of a huge red eye appeared on the windshield. Damien smiled and waved. A metallic voice asked, "Do you require fuel?"

"Man, do I!" he replied. His car was instantly scanned and refueled. Within minutes, Damien was on his way again. He had heard about aliens who provided roadside assistance. Unlike last time, this time he was lucky to find some helpful residents.

Cars that run on fusion technology instead of gas! When does this story take place?

I think about new hi-tech cars. Cars that run on fusion technology must refer to cars in the future. The story is set somewhere in the future.

Practice

As you read the rest of the story, write at least two questions about parts of the text that don't make sense to you. Write the answers, too.

Apply

Tell a partner about a confusing part in one of your Small Group Reading books. Share your question and how you found the answer.

Writing Trait: Voice

Review the Rules

Each writer has a unique voice, or personality. The writer’s personality is reflected in the way the writer uses words. The writing sounds like him or her.

Practice

Read “The Annoying Neighbor.” Then write “true” or “false” to describe the writer’s voice.

The Annoying Neighbor

Carl’s neighbor Henry was very annoying. Whenever Carl went outside, Henry was there to ask him a question.

“Hey, Carl,” Henry would say. “Do you like that new stop sign? The old stop sign was a little too red. This one is better, right?” Carl didn’t care about the stop sign. He was tired from a long day at work.

One day, Carl snapped.

“Hey, Carl,” Henry said. “What do you think about that dotted line in the street? It looks much brighter that it did before. It’s so white! It’s much better, right?”

“I don’t care!” yelled Carl. “It doesn’t matter!” Henry was shocked and didn’t say a word. Carl felt embarrassed, so he ran inside his house and slammed the door.

1. The characters don’t seem real. _____
2. The characters speak using informal language. _____
3. The writer probably knew a neighbor like Carl. _____
4. The writer does not use strong action verbs. _____
5. The writer varies the sentences. _____

Apply

Add two sentences to “The Annoying Neighbor.” Be sure to use words that match the author’s voice. Share your writing with a partner.

Reteaching Masters Answer Key

RT2.1 Analyze Characters

Answers will vary slightly, but should reflect the following.

1. The friends have a problem because they both want to win the soccer game.
2. Maria has to kick because her function is to score goals for her team. Barb's function is to stop the opposing team from scoring.
3. In the end, Maria still worries that Barb won't like her anymore. But Barb still likes Maria and thinks she did a good job.

RT2.2 Ask Questions

Possible responses:

Question: Why don't people know about tractors? Answer: Oh, yes. The previous sentences talk about the future, so people wouldn't know.

Question: Is Boyo's dad right about tractors? I think they are farm machines. Answer: I see that in the last paragraph Boyo is going to do some research, so he'll probably find out.

RT2.3 Writing Trait: Word Choice

Practice

1. Suddenly, the bright day turned dark/gloomy.
2. Lightning streaked/went across the sky.
3. A loud sound/boom made me jump.
4. The heavy, pounding rain surprised everyone.

Apply

Possible response:

Torrents of rain fell from the gray, swollen clouds. People on the sidewalks scrambled for cover. I raced inside the brick office building on the corner. By the time I got there, I was already soaked.

RT2.4 Compare Characters

Possible responses:

1. Zeus is mean and selfish, but Prometheus is caring and concerned. Prometheus challenges Zeus because he feels sorry for the humans.
2. Zeus wants to keep the humans needy and obedient, but Prometheus wants to help the humans, so he finds them fire.
3. Zeus creates the conflict in the story, but Prometheus is the hero.

RT2.5 Compare Story Events

1. Lily needs a ride because she missed her bus and her mother cannot pick her up.
2. Becca lives close to her and is the only one Lily knows well enough to ask.
3. Miss Gonzalez realizes that if students shared addresses, they could ask each other for rides.
4. When Lily is stuck at school without a ride home, Miss Gonzalez realizes it would be a good idea to have a share-a-ride plan in place for students who stay after school.

RT2.6 Ask Questions

Possible responses:

Which products were first developed for use in space? (I read on and find out that scratch-resistant lenses and freeze-dried meals were first developed for space travel.) What is NASA? (The answer is not in the text, but as I read I think it must have something to do with space travel.)

RT2.7 Writing Trait: Organization

Homeless Animals

But there are too many homeless dogs and cats in our community. Many animal shelters do not have enough workers to take care of the animals they have. Many people want to buy a puppy from the pet store or from a breeder. Shelters are crowded because not enough people are willing to adopt stray or unwanted animals.

We can volunteer at animal shelters and help take care of the dogs and cats. As students, we can do many things to help. We can also have fundraisers to raise money to buy the animals the food and medicine they need. Finally, we can make flyers to remind people to adopt animals rather than buy dogs or cats from a pet store or from breeders.

RT2.8 Goal and Outcome

1. The students wanted to have a car wash to raise money for new computers.
2. Bob forgot the rags and the sponges, but his dad brought them.
3. There was a thunderstorm, but the students waited until it stopped.
4. The sun came back out and the students were able to have the car wash.

Reteaching Masters Answer Key, continued

RT2.9 Ask Questions

Possible responses:

- Question: What kind of technology will help the blind? Answer: I know there's always something new. Maybe there's a robot who can help.
- Question: What is a GPS system? Answer: It sounds familiar. I think my sister has one on her phone. It looks like a street map.

RT2.10 Quote to Explain

Possible responses:

1. Remove label from "clean, dry" 15-ounce can.
2. Wrap strips of mounting tape around can so that they "fit snugly."
3. Peel covering off tape.
4. Attach 26 wrapped candy sticks to tape and press "firmly" onto can.

RT2.11 Use Multiple Sources to Answer Questions

Possible answers:

Questions	Information Source
1. How do my neighbors save energy?	blogs, interviews
2. Which is the best energy-efficient car?	magazine articles, blogs, newspaper articles
3. How serious is the energy crisis?	interviews, newspaper articles, government web sites
4. What are some different sources of energy?	encyclopedias, newspaper articles, government web sites

According to the government, we can all save energy at home by turning off lights and machines when we are not using them. We should also use special power strips and light bulbs that save energy. One scientist says we could decrease the release of greenhouse gases by 9 billion pounds if every family replaced just one of their regular light bulbs with the energy-saving kind.

RT2.12 Ask Questions

Possible responses:

I read that a red eye hologram suddenly appeared on Damien's car. Is Damien in danger, and what's a hologram? (I read on and found out that Damien smiled and waved, so he's not in danger. The hologram spoke with a metallic voice, so I think it's some type of robot.) I read that the car was scanned and refueled. Why was the car scanned? (I think about how people scan credit cards to pay for things to understand that maybe the hologram scanned the car as payment for the gas.)

RT2.13 Writing Trait: Voice

Practice

1. The characters don't seem real. **false**
2. The characters speak using informal language. **true**
3. The writer probably knew a neighbor like Carl. **true**
4. The writer does not use strong action verbs. **false**
5. The writer varies the sentences. **true**

Apply

Check that students' writing includes informal dialogue, strong action verbs, and varied sentences.

Contents

Teaching Resources	Pages
Reading Level Translation Key	R2
Cumulative Key Word List	R3
Anthology Handbook	R4
Interactive Picture Dictionary	R17
Anthology Index	R23
Professional Resources	Pages
Research Base and Bibliography	R25
Scope and Sequence	S&S1
Common Core Standards Correlation	CC1
Additional Resources	Pages
Program Features and Resources Index	Index1
Skills Index	Index5
Acknowledgements	Ack1

Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				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 5 Unit 2 Cumulative Key Word List

abolish (v)	course (n)	generate (v)	propose (v)
absorb (n)	credit (n)	ghost town	protest (v)
access (n)	culture (n)	gold rush	ranching (n)
acquire (v)	current (n)	goods (n)	recycle (v)
adapt (v)	custom (n)	gourd (n)	reduce (v)
advantage (n)	debate (v)	heat (n)	reflect (v)
affect (v)	debt (n)	herbivore (n)	refuge (n)
alternative (adj)	decrease (v)	identity (n)	region (n)
analyze (v)	demands (n)	immigration (n)	rely (v)
apply (v)	demonstrate (v)	important (adj)	remind (v)
aquifer (n)	deplete (v)	income (n)	renewable (adj)
argument (n)	determine (v)	individual (n)	require (v)
assume (v)	develop (v)	inference (n)	reservation (n)
atmosphere (n)	development (n)	influence (v)	resolution (n)
availability (n)	diagram (n)	insulate (v)	response (n)
balance (n)	discovery (n)	investigate (v)	responsibility (n)
barrier (n)	dispose (v)	investor (n)	reuse (v)
behavior (n)	distinguish (v)	labor (n)	risk (v)
benefit (n)	distribution (n)	landfill (n)	route (n)
biodegradable (adj)	diversity (n)	law (n)	runoff (n)
boomtown (n)	earnings (n)	limited resources	scarcity (n)
borrow (v)	economy (n)	loan (n)	services (n)
business (n)	education (n)	magnify (v)	settler (n)
canal (n)	effect (n)	microscope (n)	shortage (n)
capacity (n)	electrical (adj)	mining (n)	slavery (adj)
carnivore (n)	emancipation (n)	monitor (v)	society (n)
cause (n)	employment (n)	mood (n)	solar (adj)
challenge (n)	energy (n)	nonviolence (n)	solution (n)
channel (n)	entrepreneur (n)	nutrients (n)	specialize (v)
chlorophyll (n)	equality (n)	observe (v)	speculate (v)
circuit (n)	escape (v)	obstacle (n)	store (v)
citizenship (n)	essential (adj)	omnivore (n)	strike (n)
claim (n)	establish (v)	opportunity (n)	summarize (v)
classify (v)	ethnic (adj)	oppose (v)	supply (n)
climate (n)	evaluate (v)	organization (n)	symbol (n)
conclusion (n)	evaporation (n)	origin (n)	theme (n)
condensation (n)	event (n)	outcome (n)	theory (n)
conditions (n)	evidence (n)	partnership (n)	thermal (adj)
conduct (v)	expansion (n)	persuade (v)	topic (n)
conflict (n)	expenses (n)	photosynthesis (n)	transfer (v)
connection (n)	explanation (n)	plantation (n)	transform (v)
consequence (n)	explore (v)	plastic (n)	transition (n)
conservation (n)	favorable (adj)	pollution (n)	translate (v)
construction (n)	food chain	population (n)	transmit (v)
consumer (n)	foreign (adj)	power (n)	value (n)
contrast (v)	freedom (n)	precipitation (n)	visualize (v)
conversation (n)	fresh water	preview (v)	volt (n)
cooperate (v)	frontier (n)	procedure (n)	water cycle
cost (n)	function (n)	producer (n)	watershed (n)
country (n)	generalize (v)	profit (n)	watt (n)

Words from Unit 2 appear in red type. For additional content words and story words, please see the Small Group Reading section.

Handbook Contents



- Strategies for Learning Language** 612
- Vocabulary Strategies** 614-619
 - Use What You Know 614
 - Use Context Clues 615
 - Use Word Parts 616
 - Beyond the Literal Meaning 618
- Reading Strategies** 620
- Writing and Research** 622-631
 - Prewrite 622-627
 - Use Information Resources
 - Books 623
 - Encyclopedias 624
 - Magazines and Experts 625
 - Internet 626
 - Draft 626
 - Revise 629
 - Edit and Proofread 630
 - Publish 631
- Writing Traits and Rubrics** 632-635
 - Focus and Coherence 632
 - Development of Ideas 633
 - Organization 634
 - Voice 635
 - Written Conventions 635
- Grammar, Usage, Mechanics, and Spelling** 636-659
 - Sentences 636
 - Nouns 639
 - Pronouns 644
 - Adjectives 646
 - Verbs 648
 - Adverbs 653
 - Prepositions 654
 - Capital Letters 655
 - Punctuation Marks 657

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: Way to go, Joe! Fantastic catch!</p> <p>You say: Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i> Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p>You hear: "When did you know that something was missing?"</p> <p>You say: "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: "Wait! Could you say that again more slowly, please?"</p> <p>Other options: "Does 'violet' mean 'purple'?" "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."

614

Page 614

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.

615

Page 615

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

616

Page 616

Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er
verb
The word *teach* means "to give lessons." The suffix *-er* means "one who."
A **teacher** is "a person who gives lessons."
noun
2. Put the meanings of the word parts together.

Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**
inter + rupt + ion
prefix **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**
inter + rupt + ion = interruption
break **a break in activity**

617

Page 617

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

618

Page 618

Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:

If the topic is Mars, I'm **all ears**.



What you mean:

If the topic is Mars, I'll **listen very carefully**.

Break a leg!

Rachel had to **eat her words**.

Good luck!

Rachel had to **say she was wrong**.

Give me a break!

Hang on.

That's ridiculous!

Wait.

I'm **in a jam**.

The joke was so funny, Lisa **laughed her head off**.



I'm **in trouble**.

The joke was so funny, Lisa **laughed very hard**.

Juan was **steamed** when I lost his video game.

Juan was **very angry** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **veg out**.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **24-seven**.

Rob and Zak are together **all the time**.

You can say that again.

I totally agree with you.

Zip your lips!



Be quiet!

619

Page 619

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.

620

Page 620

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.

621

Page 621

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 623–627 to find information that answers your questions. Take notes.



622

Page 622

Use Information Resources

Books

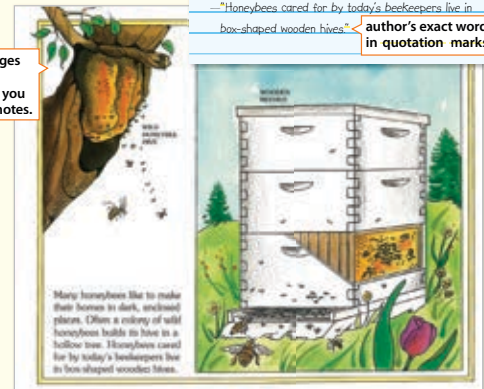


A book is a good source of information.

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 the information you need. Take notes.



623

Page 623

Writing and Research, *continued*

Encyclopedias

Each encyclopedia volume has facts about different topics.



guide words



1. Look up your topic in the correct encyclopedia **volume** or on the **CD-ROM**.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

article

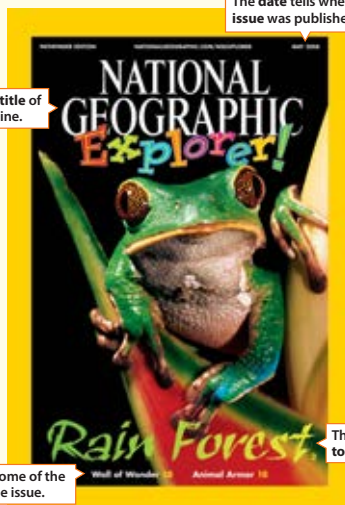
624

Page 624

Magazines

The date tells when the issue was published.

This is the title of the magazine.



This is the main topic of the issue.

These are some of the topics in the issue.

... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person's answers.
- Choose the notes you'll use for your writing



625

Page 625

Writing and Research, *continued*

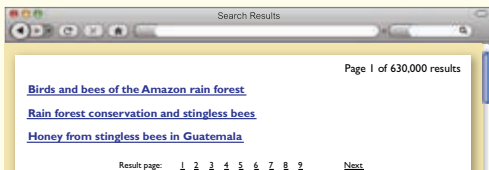
Internet

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.

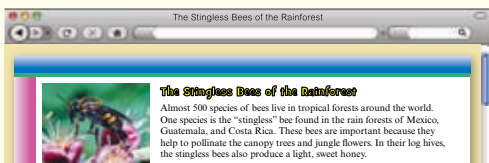
1. Go to a search page. Type in your key words. Click Search.



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.

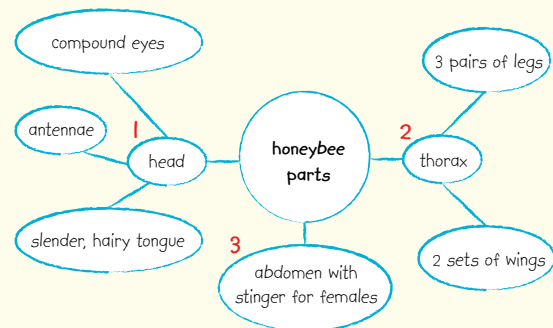


626

Page 626

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



627

Page 627

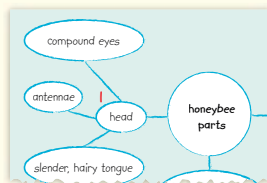
Writing and Research, *continued*

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.

628

Page 628

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.

629

Page 629

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.

630

Page 630

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.



631

Page 631

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.

632

Page 632

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.

633

Page 633

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



634

Page 634

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.

635

Page 635

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!



636

Page 636

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.

637

Page 637

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.

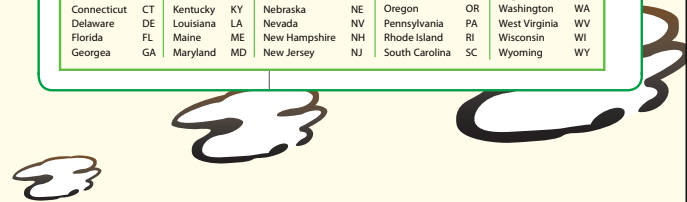
Common Nouns and Proper Nouns

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.

Some jokes are funny.
Do you have a **favorite joke**?
I have **an uncle** who knows a lot of jokes.
It is **an event** when my uncle comes to visit.
He lives about **an hour** away from us.

He drives in **a** snow, **a** fog, or **a** ice to get here.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

Uncle Raul is **the** uncle I told you about.
The jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.
He used to live in **Brazil**.

He speaks **English** and **Spanish**.

Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.

Sometimes he'll play **soccer** with me.

Then we go to **Sal's Café** to eat.

He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

This book has a lot of photographs.

Those books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

642

Page 642

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.



643

Page 643

Grammar, Usage, Mechanics, and Spelling *continued*

Pronouns

A pronoun takes the place of a noun or refers to a noun.

Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.

Are you interested in Mars, too?



Use **you** to speak to another person.

Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.
She will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.
He added the pictures to the report.

Use **it** for a thing.

The report is almost done.
It will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?

Yes. Sam and I are ready. We give a report tomorrow.



Use **we** for yourself and one or more other people.

Use **they** for other people or things.

Scott and Tyrone set up the video camera.
They will record each presentation.

644

Page 644

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.

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

645

Page 645

Adjectives

An adjective describes, or tells about, a noun.

How Adjectives Work

Usually, an **adjective** comes before the noun it tells about. But, an **adjective** can also appear after verbs such as *is, are, look, feel, smell, and taste*.

You can buy **delicious** fruits at the market.

All the fruit looks **fresh**.
The shoppers are **happy**.

Adjectives describe

- what something is like
- the size, color, and shape of something
- what something looks, feels, sounds, or smells like

The market is a **busy** place.

The **round, brown** baskets are filled with fruits and vegetables.

The **shiny** peppers are in one basket. Another basket **has crunchy** cucumbers. The pineapples are **sweet** and **juicy**.



Some **adjectives** tell "how many" or "in what order."

The sellers have **two** baskets of beans.

The **first** basket is near the limes.

If you can count what you see, use:

many	several	only a few	not any
a lot of	only a few	not any	no
few	some		

If you can't count what you see, use:

much	not much
a lot of	only a little
a little	not any
some	no

When you don't know the exact number of things, use the adjectives in the chart.

When there's a **lot** of sun, the sellers sit in the shade.

Possessive adjectives tell who owns something.

I pick out some oranges. **My** oranges are in the bag. That basket is **Ryan's**. **His** basket is full of apples. **The sellers'** chairs are in the shade. **Their** chairs are under umbrellas.

Adjectives That Compare

Adjectives can help you make a comparison, or show how things are alike or different.

To compare two things, add **-er** to the adjective. You will often use the word **than** in your sentence, too.

This is a **small** pineapple. The guava is **smaller than** the pineapple.



To compare three or more things, add **-est** to the adjective. Always use **the** before the adjective.

The lime is **the smallest** fruit of them all.

For some adjectives, change the spelling before you add **-er** or **-est**.

- If the adjective ends in silent **e**, drop the final **e** and add **-er** or **-est**.

large	nice
larger	nicer
largest	nicest

- If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty	crazy
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	sad
bigger	sadder
biggest	saddest

A few adjectives have special forms for comparing things.

good	bad	little
better	worse	less
best	worst	least

For adjectives with three or more syllables, do not use **-er** or **-est** to compare. Use **more**, **most**, **less**, or **least**.

YES: Of all the fruit, the guavas are the **most colorful**.
NO: Of all the fruit, the guavas are the colorfulst.
YES: The oranges are **more delicious** than the pears.
NO: The oranges are deliciouster 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 *have*

have
has
had

The verb **to be** does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).

I **am** a fan of bicycle races. Pedro **is** excited about our next race.

Forms of the Verb *be*

am	was
are	were
is	

Linking Verbs

A few other verbs work like the verb **to be**. They do not show action. They just connect, or link, the subject of 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're riding fast. **They're** riding fast. **They're** riding fast.

You can make a contraction with the verbs **am, are, and is**.

Contractions with *Be*

I + am = I'm	she + is = she's
you + are = you're	where + is = where's
we + are = we're	what + is = what's

You can make a contraction with the helping verbs **have, has, and will**.

Contractions with *Have* and *Will*

I + have = I've	he + has = he's
you + have = you've	I + will = I'll
they + have = they've	it + will = it'll

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with *Not*

do + not = don't	have + not = haven't
did + not = didn't	has + not = hasn't
are + not = aren't	could + not = couldn't
was + not = wasn't	should + not = shouldn't

The contraction of the verb **can** plus **not** has a special spelling.

can + not = can't

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.													
Some prepositions show direction .													
Some prepositions tell when something happens .	<table border="0"> <tr> <td>before lunch</td> <td>in 2003</td> <td>on September 16</td> </tr> <tr> <td>during lunch</td> <td>in September</td> <td>at four o'clock</td> </tr> <tr> <td>after lunch</td> <td>in the afternoon</td> <td>from noon to 3:30</td> </tr> </table>	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			
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.	<table border="0"> <tr> <td>about</td> <td>among</td> <td>for</td> <td>to</td> </tr> <tr> <td>against</td> <td>at</td> <td>from</td> <td>with</td> </tr> <tr> <td>along</td> <td>except</td> <td>of</td> <td>without</td> </tr> </table>	about	among	for	to	against	at	from	with	along	except	of	without
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.	<p>At our school, we did many activities for Earth Day.</p> <p>We picked up the trash along the fence.</p> <p>Then we planted some flowers next to it.</p>



Capital Letters

A word that begins with a capital letter is special in some way.

How to Use Capital Letters																																									
A word that begins with a capital letter is special in some way.																																									
Use a capital letter at the beginning of a sentence.	O ur class is taking an exciting field trip. We 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • the days of the week and their abbreviations • the twelve months of the year and their abbreviations 	<p>We're going the first Saturday in January.</p> <table border="0"> <tr> <td>Days of the Week</td> <td>Months of the Year</td> </tr> <tr> <td>Sunday</td> <td>Sun.</td> </tr> <tr> <td>Monday</td> <td>Mon.</td> </tr> <tr> <td>Tuesday</td> <td>Tue.</td> </tr> <tr> <td>Wednesday</td> <td>Wed.</td> </tr> <tr> <td>Thursday</td> <td>Thurs.</td> </tr> <tr> <td>Friday</td> <td>Fri.</td> </tr> <tr> <td>Saturday</td> <td>Sat.</td> </tr> <tr> <td></td> <td>January</td> </tr> <tr> <td></td> <td>Feb.</td> </tr> <tr> <td></td> <td>March</td> </tr> <tr> <td></td> <td>April</td> </tr> <tr> <td></td> <td>May</td> </tr> <tr> <td></td> <td>June</td> </tr> <tr> <td></td> <td>July</td> </tr> <tr> <td></td> <td>August</td> </tr> <tr> <td></td> <td>September</td> </tr> <tr> <td></td> <td>October</td> </tr> <tr> <td></td> <td>November</td> </tr> <tr> <td></td> <td>December</td> </tr> </table> <p>These months are not abbreviated.</p>	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 eb.		M arch		A pril		M ay		J une		J uly		A ugust		S eptember		O ctober		N ovember		D ecember
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	O ctober																																								
	N ovember																																								
	D ecember																																								
Use a capital letter for each important word in the names of special days and holidays.	That will be after C hristmas, K wanzaa, and N ew Y ear's D ay. E arth D ay F ourth of J uly H anukkah T hanksgiving																																								

Capital Letters, (continued)

More Ways to Use Capital Letters																									
Use a capital letter for each important word in the names of <ul style="list-style-type: none"> • public places, buildings, and organizations • streets, cities, and states • landforms and bodies of water, continents, and planets and stars 	<p>The Wilson Airplane Museum is in the Veterans Memorial Hall. It's in the middle of Veterans Park, right next to the Piney Woods Zoo.</p> <p>The museum is on Flight Avenue. It is the biggest airplane museum in Florida. It's the biggest in the whole United States!</p> <table border="0"> <tr> <td>Landforms and Bodies of Water</td> <td>Continents</td> <td>Planets and Stars</td> </tr> <tr> <td>Rocky Mountains</td> <td>Africa</td> <td>Earth</td> </tr> <tr> <td>Sahara Desert</td> <td>Antarctica</td> <td>Mars</td> </tr> <tr> <td>Grand Canyon</td> <td>Asia</td> <td>the Big Dipper</td> </tr> <tr> <td>Pacific Ocean</td> <td>Australia</td> <td>the Milky Way</td> </tr> <tr> <td>Colorado River</td> <td>Europe</td> <td></td> </tr> <tr> <td>Lake Erie</td> <td>South America</td> <td></td> </tr> <tr> <td></td> <td>North America</td> <td></td> </tr> </table>	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	S outh A merica			N orth A merica	
Landforms and Bodies of Water	Continents	Planets and Stars																							
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L ake E rie	S outh A merica																								
	N orth 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	
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: <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Kitty B. Perry Downtown Pet Sales 2456 N. Yale Ave. Houston, TX 77074</p> </div> <p>TX is the abbreviation for the state of Texas.</p>
Question Mark	
Use a question mark <ul style="list-style-type: none"> • 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

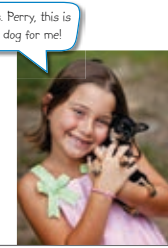
Punctuation, (continued)

Commas

<p>Use a comma</p> <ul style="list-style-type: none"> 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. 	<p>There are more than 1,300 pets at this store.</p> <p>Should I get a dog, a cat, or a parrot?</p> <p>I came to the store last week, and the salesperson showed me some dogs.</p> <p>She was very helpful, but I couldn't make a decision.</p>
<p>Use a comma to set off</p> <ul style="list-style-type: none"> short words like Oh, Yes, and Well that begin a sentence someone's exact words 	<p>Oh, what a hard decision!</p> <p>Well, I'd better choose something.</p> <p>The salesperson said, "This little dog wants to go with you."</p> <p>I said, "I like it, but I like those cats, too!"</p>
<p>Use a comma between two or more adjectives that tell about the same noun.</p>	<p>Do I get a big, furry puppy? Or do I get a cute, tiny kitten?</p>
<p>Use a comma in letters</p> <ul style="list-style-type: none"> between the city and state between the date and the year after the greeting in a friendly letter after the closing 	<div style="border: 1px solid gray; padding: 10px;"> <p style="text-align: center;">177 North Avenue New York, NY 10033 October 3, 2010</p> <p>Dear Aunt Mia,</p> <p>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.</p> <p style="text-align: right;">Your niece, Becca</p> </div>

Quotation Marks

<p>Use quotation marks</p> <ul style="list-style-type: none"> 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. 	<p>"Ms. Perry, this is the dog for me!" Becca said.</p> <p>The ad said "friendly puppies" for sale.</p> <p>I saw the idea in the article "Keeping Your Pet Happy."</p> <p>Now I'm on the chapter "Working Dogs" in my book.</p>
<p>Use periods and commas inside quotation marks.</p>	<p>"Many dogs are good with people," Ms. Perry said. "You just have to decide if you want to big dog or a little one."</p>



Apostrophes

<p>Use an apostrophe when you write a possessive noun.</p>	<p>My neighbor's dog is huge.</p> <p>The Smiths' yard is just big enough for him.</p>
<p>Use an apostrophe to replace the letter or letters left out in a contraction.</p>	<p>Let's go back to the pet store.</p> <p>I'll look some more for the best pet for me.</p>

Anthology Picture Dictionary

Picture Dictionary

The definitions are for the words as they are introduced in the selections of this book.

Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds	Symbols for Short Vowel Sounds	Symbols for R-controlled Sounds	Symbols for Variant Vowel Sounds
b box	a hat	ar barn	ah father
ch chick	e bell	air chair	aw ball
d dog	i chick	ear ear	oi boy
f fish	o box	ir fire	oo book
g girl	u bus	or corn	ow cow
h hat	th Earth	ur girl	ü fruit
j jar	th father		
k cake	v vase		
ks box	w window		
kw queen	hw whale		
l bell	y yarn		
m mouse	z zipper		
n pan	zh treasure		
ng ring			

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.

magnify

(mag-nu-fi) **verb**

When you **magnify** something you make it appear larger.



The butterfly wings are easier to see when you **magnify** them.

part of speech

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

Page 660

abolish ▶ analyze

abolish

(u-bah-lish) **verb**

When you officially end something, you **abolish** it.



The scientist works to **abolish** disease.

absorb

(ub-zorb) **noun**

When you take something in and hold it, you **absorb** it.



The sponge **absorbs** the water.

access

(ak-ses) **noun**

When you have **access** to something, you can get or use it.



At a library you have **access** to many books.

acquire

(u-kwir) **verb**

When you **acquire** something, it becomes yours.



She **acquired** a shirt from her mom.

adapt

(u-dapt) **verb**

If you **adapt**, you change.



Visitors to Japan must **adapt** to a new way of eating.

advantage

(ud-van-tij) **noun**

An **advantage** is something that helps you.



Being fast is an **advantage** in tennis.

affect

(u-fekt) **verb**

If something **affects** you, it changes you or your situation.



The snow can **affect** your plans.

alternate

(awl-tur-nut) **adjective**

Alternate means different.



They must find an **alternate** location.

analyze

(a-nu-liz) **verb**

To **analyze** means to examine in detail.



She **analyzed** the cell under a microscope.

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661

Page 661

apply ▶ barriers

apply

(u-pli) **verb**

To **apply** means to ask for or to request something, usually in writing.



The boy will **apply** for a job.

aquifer

(a-kwu-fur) **noun**

An **aquifer** is an area of water under the ground.



This **aquifer** holds a lot of water.

argument

(ar-gyü-munt) **noun**

An **argument** is a reason for a viewpoint.



There are **arguments** for keeping our streets clean.

assume

(u-süm) **verb**

When you **assume** something, you think it is true without checking the facts.



Don't **assume** you know the way. Check your map!

atmosphere

(at-mu-sfeur) **noun**

The **atmosphere** is a mixture of gasses that are all around a planet.



The sky divers made a circle in the **atmosphere**.

availability

(ü-vä-lü-bi-lü-tè) **noun**

Availability means having access.



The **availability** of books inspired him to read.

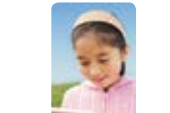
balance

(ba-luns) **noun**

You create **balance** by giving the right amount of importance to different things.



It is good to have a **balance** of work and play time.



barrier

(ber-è-ur) **noun**

A **barrier** prevents you from getting to something.



The wall was a **barrier** to freedom.

662

Page 662

behavior ▶ capacity

behavior

(bi-hä-vyur) **noun**

Behavior is the way a person acts.



Their bad **behavior** got them in trouble.

benefit

(be-nü-fit) **noun**

A **benefit** is something that helps.



Fresh air and exercise are **benefits** of playing soccer.

biodegradable

(bi-ö-di-gräd-du-bul) **adjective**

When things are **biodegradable**, they break down.



Banana peels are **biodegradable**.

boomtown

(büm-town) **noun**

A **boomtown** is an area that gets a large increase in money or people.



When people find gold in an area, a small village can turn into a **boomtown**.

borrow

(be-nü-fit) **verb**

When you **borrow** something, you get to use it because someone gives you permission.



It is fun to **borrow** books from the library.

business

(biz-nüs) **noun**

A **business** is a place that makes, buys, or sells things.



She sells lotion in her makeup **business**.

canal

(ku-nal) **noun**

A **canal** is a narrow ditch that is used so water can travel from one area to another.



Boats use **canals** to travel to the ocean.

capacity

(kü-pä-su-tè) **noun**

Capacity is how much something can hold.



This bucket has a **capacity** for one gallon of water.


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663

Page 663


carnivore ➤ **classify**

carnivore
(kar-nu-vor) *noun*
A **carnivore** is an animal that eats other animals.




A lion is a **carnivore**.

chlorophyll
(klor-u-fil) *noun*
Chlorophyll is the green part of plants that lets them use sunlight to help make their food.




Chlorophyll is what makes plants look green.

claim
(klām) *noun*
A **claim** is something that a person has a legal right to. An area of land was often called a claim.




Many prospectors found gold on their **claims**.

challenge
(cha-lun) *noun*
A **challenge** is a difficult task or situation.



Carrying all the books at once is a **challenge**.

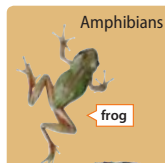
channel
(cha-nul) *verb*
When you **channel** something, you move it from one area to another.




Farmers use pipes to **channel** water to the field.

classify
(kla-su-fi) *verb*
When you **classify** things, you put them into groups based on their similarities.


Amphibians



frog



toad




salamander

You can **classify** frogs, toads, and salamanders as **amphibians**.

challenge
(cha-lun) *noun*
A **challenge** is a difficult task or situation.

channel
(cha-nul) *verb*
When you **channel** something, you move it from one area to another.

citizenship
(si-tu-zun-ship) *noun*
Citizenship is belonging to a country. Citizenship also gives you the rights and duties of that country.




Her **citizenship** makes her proud and happy.

claim
(klām) *noun*
A **claim** is something that a person has a legal right to. An area of land was often called a claim.

classify
(kla-su-fi) *verb*
When you **classify** things, you put them into groups based on their similarities.


climate ➤ **consumer**

climate
(kli-mut) *noun*
Climate is the type of weather that usually happens in an area.




Penguins live in a cold **climate**.

conduct
(kon-duk) *verb*
An object **conducts** sound, heat, or electricity if it lets any of them pass through it.




Copper wire is used to **conduct** electricity.

conservation
(kon-sur-vā-shun) *noun*
When you turn off lights, you are practicing **conservation**. You are using energy carefully.




Conservation is good for the planet.

condensation
(kon-dun-sā-shun) *noun*
When water in the air cools down and forms drops, it is called **condensation**.




Condensation will form on windows when it is cold outside.

conflict
(kon-flikt) *noun*
A **conflict** is a disagreement between people or groups.




They had a **conflict** about responsibilities at home.

construction
(kun-struk-shun) *noun*
Construction is the process of building something.




The house is under **construction**.

conditions
(kun-di-shuns) *noun*
All of the details of a situation are its **conditions**.



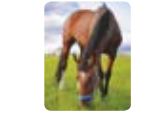
Some people want better working **conditions**.

consequence
(kon-su-kwens) *noun*
A **consequence** is the result of an action.



A flood is a **consequence** of heavy rain.


consumer
(kun-sū-mur) *noun*
A **consumer** eats plants or animals. All animals are consumers.



A horse is a **consumer** of grass.


cooperate ➤ **custom**

cooperate
(kō-ah-pu-rāt) *verb*
When you **cooperate**, you work together.




We **cooperated** to clean up the messy room.

course
(kōrs) *noun*
A **course** is the direction or route something goes in.




The river's **course** takes it all the way to the ocean.

current
(kur-unt) *noun*
The **current** is the movement of electricity through a wire.




If the electric **current** does not reach my TV, I can't turn it on.

cost
(kawst) *noun*
The **cost** of something is how much you pay to buy it.




The **cost** of gas changes all the time.

country
(kun-trē) *noun*
A **country** is an area that has its own laws and government.




People can travel from one **country** to another.

credit
(kred-it) *noun*
If someone uses **credit** to pay for something, it means they will pay for it later.




She buys the flowers on **credit**.

culture
(kul-chur) *noun*
Culture is the way a group of people live: their ideas, their customs, and their traditions.



It's part of their culture to **celebrate** Cinco de Mayo.

custom
(kus-tum) *noun*
A **custom** is a tradition in a culture or a society.



It is their **custom** to go see the parade on the 4th of July.

debate ➤ **development**

debate
(di-bāt) *verb*
When you **debate** an idea, you talk about it with someone who has a different opinion.



The boys **debated** which sport is best.

demands
(di-mānds) *noun*
Demands are things people ask for strongly.



Respect for one and all are her **demands**.

deplete
(di-plēt) *verb*
When you **deplete** something, you use it up.



They **depleted** the forest of trees.

determine
(di-tur-mun) *verb*
To **determine** is to decide something.




The doctor **determined** that her patient had the flu.

debt
(det) *noun*
A **debt** is something you have to pay back.



She borrowed a dollar, and will pay back the **debt** next week.

decrease
(di-krēs) *verb*
To **decrease** means to become less or smaller.




When I spend money, my savings **decrease**.

demonstrate
(de-mun-strāt) *verb*
When you **demonstrate** something, you show or express your feelings or knowledge about it.



He **demonstrates** his science fair project to the judges.

development
(di-ve-lup-munt) *noun*
Development is growth and progress.



This is a new **development** in technology.

discovery > **effect**

discovery
(dis-ku-vu-rē) *noun*
A **discovery** is something new that someone finds.



This leopard is a new **discovery**.

distribution
(dis-tru-byū-shun) *noun*
Distribution is the way something is divided.



This shows an equal **distribution** of pizza.

economy
(i-kah-nu-mē) *noun*
A country's **economy** is its system of business.



In a good **economy**, people spend more.

dispose
(di-spōz) *verb*
When you **dispose** of something, you are throwing it away.



His chore is to **dispose** of the trash.

distinguish
(di-sting-gwish) *verb*
Distinguish means to tell the difference between two things.



It's hard to **distinguish** Chris from his twin Joe.

diversity
(du-vur-su-tē) *noun*
The **diversity** of a group is how different the members of the group are.



There is a **diversity** of students in my class.

earnings
(ur-nings) *noun*
Earnings are the payment someone receives for work.



She put all her **earnings** into her piggy bank.

education
(e-ju-kā-shun) *noun*
An **education** is all the knowledge and skills someone has learned.



She is proud of her college **education**.

effect
(i-fekt) *noun*
An **effect** is the result of something else.



A runny nose is an **effect** of a cold.

668

electrical > **escape**

electrical
(i-lek-tri-ku) *adjective*
Electrical power comes from an electricity source, such as a wall outlet or a battery.



The toaster will not work if it's not plugged into an **electrical** outlet.

energy
(e-nur-jē) *noun*
Energy is the power to do work.



It takes a lot of **energy** to run a marathon.

equality
(i-kwah-lu-tē) *noun*
When people have **equality**, they all have the same rights.



Equality in sports makes it possible for both men and women to play.

emancipation
(i-mant-su-pā-shun) *noun*
Emancipation is the act of setting a group of people free.



After their **emancipation**, many enslaved people started new lives.

entrepreneur
(on-tru-pru-nur) *noun*
An **entrepreneur** is someone who starts new businesses and is good at making money.



These **entrepreneurs** started a car-washing service.

employment
(im-ploi-munt) *noun*
Employment is work someone does to earn money.



His **employment** brings in extra money.

escape
(is-kāp) *verb*
To **escape** means to get away from a bad situation.




This dog **escapes** from his bath!

669


essential > **explanation**

essential
(i-sent-shul) *adjective*
Essential means important or necessary.




Water is **essential** for our survival.

evaporation
(i-vā-pu-rū-shun) *noun*
Evaporation is when a liquid changes into a gas or steam.




Evaporation happens when mom makes tea.

expansion
(ik-span-shun) *noun*
Expansion is when something gets bigger.




Blowing into a balloon causes its **expansion**.

establish
(i-sta-blish) *verb*
Establish means to put a person or thing in a successful position.




The win **established** him as captain.

event
(i-vent) *noun*
An **event** is something that happens.




The street fair is a big **event**.

ethnic
(eth-nik) *adjective*
An **ethnic** group is people who share the same culture or race, or are from the same country.




The United States is made up of many **ethnic** groups.

evidence
(e-vu-duns) *noun*
You use **evidence** to prove an idea.




The ball was **evidence** of how the window was broken.

expenses
(ik-spens-ez) *noun*
Expenses are the money spent on something.



Her medical **expenses** cost less than she expected.

explanation
(ek-splū-nā-shun) *noun*
An **explanation** gives a reason or makes something easy to understand.




The teacher's **explanation** of DNA was helpful.

670


explore > **ghost town**

explore
(ik-splor) *verb*
To **explore** means to look around a new place.




They found a new river to **explore**.

favorable
(fā-vu-ru-bul) *adjective*
Something that is **favorable** is good.




They had **favorable** weather for the party.

food chain
(fūd-chān) *noun*
A **food chain** is a sequence of plants and animals in which each feeds on the one below it.




Cats and mice are part of a **food chain**.

foreign
(for-en) *adjective*
If something is **foreign** to you, it is something you have not seen before or is from another country.




You can identify some **foreign** money by the images on it.

freedom
(frē-dum) *noun*
Freedom is being able to say, think, and do what you want.




A bird has the **freedom** to fly.

frontier
(frun-tear) *noun*
A **frontier** is a new place where few, or no, people live.




Space is a **frontier** for us to explore.

generate
(je-nu-rāt) *verb*
When you **generate** something, you make it.




This family **generates** a lot of trash.

fresh water
(fresh wah-tur) *noun*
Fresh water is found in lakes and rivers. It contains almost no salt.



The Great Lakes, which border the U.S. and Canada, are full of **fresh water**.

ghost town
(gōst town) *noun*
A **ghost town** is a place no one lives anymore.




Many places in the West became **ghost towns** after all the gold and silver was gone.

671


gold rush > **income**

gold rush (göld rush) *noun*
A **gold rush** is when many people hurry to a place that has gold in the soil.




In 1849 California had a **gold rush**. People came from all over the world to find gold.

gourd (gord) *noun*
A **gourd** is a fruit with a hard shell that you can use as a container after the fruit is gone.




He drinks water from a **gourd**.

heat (hēt) *noun*
Heat is warmth from something that is hot.




Our cat likes the **heat** from the fireplace.

goods (goods) *noun*
Goods are things that are bought and sold.




This market sells many types of **goods**.

herbivore (hur-bu-vor) *noun*
An **herbivore** is an animal that only eats plants.




A rabbit is an **herbivore**.

immigration (i-mu-grä-shun) *noun*
Immigration is when you come to live in a country that is not where you were born.




The early 1900s was a time of great **immigration** from Europe to the U.S.

identity (i-den-ti-tē) *noun*
Your **identity** makes you who you are.



Playing music is part of this boy's **identity**.

income (in-kum) *noun*
Income is money that someone receives on a regular basis.




Her paycheck shows her weekly **income**.

672


individual > **law**

individual (in-du-vi-ju-wul) *noun*
An **individual** is a person.




Each **individual** at school is important.

investigate (in-ves-tu-gät) *verb*
When you **investigate** something, you try to find out more about it.




She **investigates** the insects on the leaf.

investor (in-ves-tur) *noun*
An **investor** buys something hoping it will make money.




She helps people become **investors** in start-up businesses.

insulate (in-su-lät) *verb*
To **insulate** something is to wrap or cover it so that heat, cold, or electricity will not get in or out.




If you **insulate** your pipes, they won't freeze when it gets cold.

influence (in-flü-uns) *verb*
If something **influences** you, it affects you.




Her kindness **influenced** me to be kind.

labor (lä-bur) *noun*
Labor is the hard work someone does.




A lot of time and **labor** goes into making a chair.

landfill (land-fil) *noun*
A **landfill** is a large area where garbage is stacked and then covered over with soil.



Bulldozers are used to move the garbage around in **landfills**.

law (law) *noun*
A **law** is a government's official rule.




The police remind people to follow the **law**.

673


limited resources > **nutrients**

limited resources (li-mu-tud rē-sors-ez) *noun*
Limited resources are things people need and use that are in very short supply.




Clean drinking water is a **limited resource**.

loan (lōn) *noun*
A **loan** is money that you borrow from someone else, or from a bank, and that you must repay.




Because of his good credit score, he got a **loan**.

magnify (mag-nu-fi) *verb*
When you **magnify** something you make it appear larger.




The butterfly wings are easier to see when you **magnify** them.

microscope (mi-kru-sköp) *noun*
A **microscope** is something that lets you see very small things by magnifying them, or making them look larger.




You can see red blood cells with a **microscope**.

mining (mi-ning) *noun*
Mining is digging for coal, or other precious things such as diamonds, silver, or gold.




Coal **mining** is hard and dangerous work.

nonviolence (non-vi-u-luns) *noun*
Nonviolence is to not use force.



These people believe in **nonviolence**. Their protest is peaceful.

nutrients (nü-trē-untz) *noun*
Nutrients are things found in food that help plants, animals, and people to survive.




The **nutrients** in fruit and vegetables help people stay healthy.

674


observe > **origin**

observe (üb-zurv) *verb*
Observe means to watch someone or something closely.




He **observes** birds in the trees.

obstacle (öb-sti-kul) *noun*
An **obstacle** is something that stops you from succeeding.




A broken leg is an **obstacle** to playing soccer.

omnivore (om-ni-vor) *noun*
An **omnivore** is an animal that eats both plants and meat.




Bears are **omnivores**.

oppose (ü-pöz) *verb*
Oppose means to disagree with an idea or action.




They protested to **oppose** the government's decision.

organization (ör-gu-nu-zä-shun) *noun*
An **organization** is a business or other official group.




This **organization** helps lost pets.

opportunity (ah-pur-tü-nu-tē) *noun*
An **opportunity** is a good chance to do something.



There is a job **opportunity** here.

origin (ör-u-jün) *noun*
An **origin** is the beginning of something or where something came from.



The **origin** of chocolate is the cacao bean.

675

partnership > **power**

partnership (part-nur-ship) *noun*
Individuals in a **partnership** work together and share the results of their work.



*The kids formed a **partnership** to sell cookies and lemonade.*

plantation (plan-tā-shun) *noun*
A **plantation** is a large farm, usually in a hot place, which grows crops such as coffee, cotton, or sugar.



*This tea **plantation** is in Japan.*

plastic (plas-tik) *noun*
Plastic is a synthetic, or human-made material, which is light weight. It is used for making many things.



*The toy duck is made of **plastic**.*

photosynthesis (fō-tō-sin-thu-sus) *noun*
Photosynthesis is the process that plants use to make their food.



*A scientist grows plants to study **photosynthesis**.*

pollution (pu-lū-shun) *noun*
Pollution is harmful substances that hurt the air, water, and soil.



*Car exhaust causes air **pollution**.*

population (pah-pyū-lā-shun) *noun*
A **population** is the number of people living in an area.



*This city's **population** is large.*

power (pow-ur) *noun*
Power is strength and energy.



*This machine has the **power** to lift heavy things.*

676

precipitation > **reduce**

precipitation (pri-si-pu-tā-shun) *noun*
Precipitation is rain, sleet, snow, or hail.



*When there is **precipitation**, it's good to take an umbrella.*

propose (pri-pōz) *verb*
Propose means to suggest something, such as an action.



*He **proposes** that his mom buy the blue shirt.*

producer (pru-dū-sur) *noun*
A **producer** makes things.



*This bush is a **producer** of blueberries.*

profit (prah-fut) *noun*
Profit is when someone sells something for more than it cost to buy or make.



*Our house sold for a large **profit**.*

protest (prō-test) *verb*
When you **protest**, you show that you do not like or agree with something.



*She **protests** that the paper was due the day before.*

ranching (ranch-ing) *noun*
Ranching is the business of raising animals on a ranch to be sold for their meat.



***Ranching** is hard work.*

recycle (rē-si-kuil) *verb*
When something is **recycled** it goes through a process that breaks it down into parts that can be used again.



*These cans were made from **recycled** aluminum.*

reduce (ri-dūs) *verb*
Reduce means to make something smaller or to use less of something.



*Our family tries to **reduce** the amount of trash we make.*

677

reflect > **require**

reflect (ri-flekt) *verb*
When light hits a mirror, it **reflects** the image, so you can see it.



*When a mirror **reflects** an image, the image is reversed.*

region (rē-jun) *noun*
A **region** is a large area or part of a place.



*Oregon is in the Northwest **region** of the United States.*

renewable (ri-nū-u-bul) *adjective*
Something is **renewable** when you can't use up all of it.



*Wind is a **renewable** resource.*

refuge (re-fyūj) *noun*
A **refuge** is a place where people go to be safe or to find shelter.



*These people found **refuge** from the rain.*

rely (ri-li) *verb*
If you **rely** on something, you need it.



*We **rely** on electricity in our home.*

require (ri-kwir) *verb*
Require means to need.




*A plant **requires** sunlight to survive.*

678


reservation > **services**

reservation (re-zur-vā-shun) *noun*
Reservations are places Native Americans were moved to in the 1800s.




*These Minionjou Sioux Native Americans are camping in tipis on a **reservation** in South Dakota.*

reuse (rē-yūz) *verb*
When you **reuse** something you use it again instead of throwing it into the trash.




*We **reused** this egg carton to sprout seeds.*

responsibility (ri-spon-su-bi-lu-tē) *noun*
A **responsibility** is something you should do.



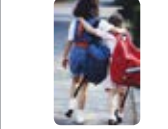
*It is my **responsibility** to walk the dog.*

risk (risk) *verb*
When you **risk** something, you are in danger of losing or harming it.




*If she does not wear a helmet, she **risks** hurting herself.*

route (rūt) *noun*
A **route** is a path to go someplace.




*Do you take the shortest **route** to school?*

runoff (run-of) *noun*
Runoff is water that starts as rain or snow on land, and ends up going into the ocean.




*When ice melts, the **runoff** flows into the sea.*

scarcity (skair-su-tē) *noun*
If there is a **scarcity** of something, there is not enough of it.



*There's a **scarcity** of water here.*

services (sur-vū-sez) *noun*
A **service** is work someone does for money, such as delivering mail.




*Delivering the mail is a **service**.*

679


settler > **specialize**

settler
(set-lur) *noun*
A **settler** is someone who moves to a new area to live.




These pioneers were **settlers** in the western United States.

shortage
(shor-tij) *noun*
Shortage is when you don't have enough.




In a water **shortage**, the grass turns dry and brown.

slavery
(slā-vu-rē) *noun*
Slavery is when one person owns another person.




Slavery was abolished in the United States by an amendment to our Constitution.

society
(sū-sī-u-rē) *noun*
A **society** is a group of people who share rules and customs.




Our **society** has safety rules.

solar
(sō-lur) *adjective*
Solar is something that comes from the sun.




Solar power heats and cools this home.

solution
(sū-lī-shun) *noun*
A **solution** is something that solves a problem.



Reading is a good **solution** for boredom.

specialize
(spe-shu-liz) *verb*
To **specialize** is to learn or know a lot about one thing.




He **specializes** in fixing bicycles.

680


speculate > **thermal**

speculate
(spe-kyu-lā) *verb*
When you **speculate**, you make a guess.




They **speculate** that people will buy lemonade.

store
(stor) *verb*
When you **store** something, you keep it somewhere until it is needed.




They **store** their stuffed bunny with the towels.

strike
(strik) *noun*
When people **strike**, they don't work because they do not agree with the boss or the company they work for.




These people are on **strike**.

supply
(su-plī) *verb*
To **supply** means to provide things people need.




Farms **supply** us with vegetables, such as lettuce.

symbol
(sim-bul) *noun*
A **symbol** is something that stands for something else.




A heart shape is a **symbol** for love.

theory
(thear-ē) *noun*
A **theory** is an idea that explains something.



Her **theory** is that the dog did it.

thermal
(thur-mul) *adjective*
Something is called **thermal** when it is hot.



The water sprays out of this geyser because of the **thermal** energy in Earth. The water is very hot!

681

transfer > **value**

transfer
(trans-fur) *verb*
Transfer means to move from one place to another.



She **transfers** the food to the plate.

transition
(tran-sī-shun) *noun*
A **transition** is a change from one situation to another.




Moving to a new home is a big **transition**.

transmit
(tranz-mit) *verb*
To **transmit** something means to move it from one place or person to another.



When we use the phone, my voice **transmits** to my friend's ear.

transform
(trans-form) *verb*
To **transform** something means to change it.



The old cans were **transformed** into new cans.

translate
(trans-lāt) *verb*
When you **translate**, you change words and ideas from one language to another.



Do you speak sign language, or do you need someone to **translate** for you?

value
(val-yī) *noun*
The **value** of something is its cost or how important it is.



This jewelry has a high **value**.

682

volt > **watt**

volt
(vōlt) *noun*
Volts are used to measure the force of electrical currents, and the amount of power stored in a battery.



This battery stores 9 **volts** of power.

watershed
(waw-tur shed) *noun*
A **watershed** is a region of land where the precipitation drains into a lake or river.



This beautiful waterfall is part of a **watershed** that will drain into a larger river.

water cycle
(waw-tur si-kul) *noun*
The **water cycle** is the process by which Earth's water changes form and is reused again and again.



You can study one part of the **water cycle**, by watching a puddle dry up on a sunny day.

watt
(wot) *noun*
A **watt** is a unit for measuring electrical power.



A light bulb with more **watts** has more power, so it shines brighter.

683

Anthology Index

Index

A
Adages and other sayings 594
Adjectives
see *Conventions, Grammar*
Adverbs
see *Conventions, Grammar*
Analogies 326, 360
Antonyms 62, 248, 326, 360
Ask questions 38, 538, 572, 573
of author 60, 127, 131, 543, 620
of text 82, 89, 93, 98, 103, 109, 116, 125
see also *Speaking*
Audience, writing for a particular 144, 450, 526
Author's purpose
evaluating 331, 405, 411, 412, 492
Author's style 25, 49, 99, 173, 245, 267, 271, 277, 323, 437, 517, 591
Author's viewpoint 460, 467, 471, 475, 483, 485, 487, 489

C
Cause and effect 380, 387, 389, 391, 403, 405, 407, 416, 433, 439, 445, 597
Characters, story analyzing 17, 21, 24, 93, 101, 226, 349, 353, 363, 524
changes in 6, 24, 27
development of 6, 27, 349
functions of 80, 89, 101, 105, 336, 357, 359, 367
identifying 230, 570
roles of characters 80, 89, 101, 105, 107, 144, 336, 359
conflicts 89, 101, 105, 144
relationships 336, 359, 365
Clarify 21, 33, 35, 42, 53, 57, 59, 63, 65, 67, 123, 334, 389

684

Page 684

Index, continued

371, 627
plot diagram 154, 175
sequence chain 258, 279, 536, 559, 605
story map 570, 593
t-chart 71
theme chart 226, 247
Venn diagram 36, 40, 61, 524
vocabulary example chart 155, 303, 571
web 182
word map 337, 461
word web 41, 360

Graphics, using
to gain an overview 477, 543
to locate information 125, 129, 181, 201, 211, 213, 311, 313, 471, 540, 551

H
Homographs 404
Human rights
equality 229
farm workers 263–277
freedom 249–253
justice for women 281–287
labor organizations 263–277
protesting 261
underground railroad 249–253

I
Idioms 171, 327, 485, 560, 619
Inferences, making 63, 107, 139, 163, 228, 229, 235, 249, 253, 260, 261, 281, 283, 285, 441, 481, 521, 538, 572, 590, 595, 597, 599, 621
Imagery 254
description 109, 275, 288, 325, 329, 349, 353, 377, 403, 447, 485
similes 57, 68, 281, 288, 367, 517, 618
metaphors 33, 53, 68, 288, 309, 491, 618

686

Page 686

Clauses 143
Compare
and contrast 40, 61, 142, 214, 368, 448, 524, 602
author's purpose 412, 492
content 182, 287, 445
characters 518, 524
figurative language 254, 288
genre 36, 214, 448
ideas 602
literary language 68
see also *figurative language*
online documents 142
procedures 566
texts 110, 142, 254, 288, 332, 368, 412, 448, 492, 523
themes 368
Comparisons, making 17, 21, 24, 49, 59, 155, 211, 287, 303, 445, 461, 494, 518, 523
Compound words 440, 616
Conclusions, drawing
see *Synthesize*
Confirm predictions 8, 244, 271, 436, 509, 513
Connections, making
text to self 137, 228, 304, 311, 315, 327, 338, 339, 405, 473, 521, 538, 549, 572, 621
text to text 29, 63, 103, 338, 345, 361, 363, 441, 485, 538, 561, 572, 579, 621
text to world 29, 177, 209, 249, 281, 287, 313, 321, 327, 329, 357, 485, 524, 538, 565, 572, 621
Context clues, using to determine meanings
multiple meaning words 484, 520
unfamiliar words 404, 440, 520, 615
Conventions, in writing
capitalization 37, 219, 302, 323, 333, 630

parts of speech
adjectives 333, 369, 373, 453, 529
adverbs 453, 493, 529
conjunctions 69, 147, 369, 373
nouns 183, 215, 219, 369, 373
prepositions 525, 529
pronouns 413, 449, 630
verbs 69, 255, 289, 567, 603, 630
punctuation
apostrophes 289, 369, 373, 630
commas 147
of quotations 291, 295, 630
of sentences 37, 147, 219
sentences 37, 143, 146, 147, 630
Roman numerals 302, 325
subject-verb agreement 69, 73, 255, 289, 630

D
Define and explain
see *Speaking*
Determine importance
identify main idea and details 100, 116, 179, 181, 186, 188, 189, 195, 197, 201, 209, 213, 228, 302, 315, 317, 319, 321, 322, 325, 331, 332, 361, 397, 409, 482, 498, 538, 563, 620
summarize 156, 157, 167, 177, 199, 203, 235, 249, 325, 433, 452, 479, 519, 538, 620
Dictionary 28
Drama, elements of 420, 421, 423, 429, 436, 437
Dramatic adaptations of texts 421, 437

E
Earth science
saving energy 463
waste 465–491
recycling 465–491, 485–491
Economics
entrepreneurs 561–565, 595–601
starting a business 541–557
Ecosystems and their food chains
desert 177–181
ocean 191–205, 209–213
Explain 17, 29, 133, 171, 251, 529, 345, 393, 395, 489, 599
see also *Speaking*

F
Facts
Identifying 324
interpreting from graphics 125, 129, 181, 201, 211, 213, 311, 313
verifying 112, 134
Fiction, elements of 570, 593
Figurative language
see *Imagery*
Fluency 27, 61, 101, 135, 175, 207, 247, 279, 325, 359, 403, 439, 483, 519, 559, 593
Foreshadowing 288

G
Generalizations
see *Synthesize*
Genres
advertisement 482, 558
article 137, 249, 281, 327, 370, 384, 402, 464, 482, 492, 561, 566
autobiography 44, 60
blog 9, 116, 117, 118, 134
biography 262, 278, 279
cartoon 260, 498
description 99, 517

diary 25, 26, 36
documentary 63, 75
editorial 261, 530
e-mail 499
essay 148, 405, 485, 492, 592
friendly letter 402
history article 249, 384, 402
how-to article 137
interview 43, 189, 190, 206, 214, 216
journal 25, 26, 74, 374
legend 361
magazine article 370, 595
myth 70, 84, 98, 100, 102, 103, 110, 144
narrative poem 441, 448, 450
newspaper article 561, 566
oral history 29, 36
personal narrative 70, 157, 229, 305, 419
persuasive article 464, 482
persuasive essay 463, 526
play 420, 437, 438, 448
poetry 358, 441, 443, 521, 523
procedural text 540, 558, 566, 604
realistic fiction 158, 174, 340, 358
report 323, 339
research report 290
science article 209, 214, 327
science feature 306, 324
science fiction 83, 383
short story 500, 518
story 10, 152, 245, 573
social studies article 281
speech 539
tale 230, 246
thank-you letter 246
Glossary (*picture dictionary*) 660–691
Goal and outcome 114, 121, 131, 133, 135, 496, 503, 513, 519, 604

Grammar
adjectives 333, 369, 646, 647
adverbs 493, 653
articles 642
capitalization 655, 656
compound subject 69
conjunctions 73, 143, 638
nouns 37, 69, 73, 183, 215, 369, 639, 640, 641, 643
prepositions 525, 654
pronouns 413, 449, 644, 645
punctuation
apostrophes 369, 643, 659
commas 147, 638, 658
end-of-sentence marks 37
exclamation point 657
periods 657
question marks 657
quotation marks 659
sentences 37, 111, 143, 636, 637, 638
verbs 69, 255, 289, 567, 603, 648, 649, 650, 651, 652
Graphic organizers
author's purpose chart 412, 492
author's viewpoint chart 460, 483, 527
cause-and-effect chain 416, 439
cause-and-effect organizer 380, 403, 451
character chart 6, 27, 80, 101, 145, 366, 359
cluster 627
comparison chart 68, 110, 142, 214, 254, 288, 332, 368, 448, 566, 602
concept map 74, 220, 296, 374, 454, 530, 608
diagram 113, 153, 185, 301
expanded meaning map 115, 259, 381
goal and outcome chart 114, 135, 496, 519
mind map 148
outline 294, 302, 325,

685

Page 685

P
Paraphrasing
paraphrase 27, 101, 123, 141, 175, 205, 239, 247, 253, 285, 319, 322, 325, 399, 403, 452, 481, 483, 568
vs. plagiarism 294
Personification 618
see also *Imagery*
Plan and monitor
preview and predict 8, 538, 572, 620
monitor and clarify 42, 334, 538, 547, 561, 572, 620
Plot
events 114, 154, 171, 175, 226, 570, 579, 585
problem or conflict 89, 93, 154, 163, 167, 171, 175
resolution 154, 167, 175
turning point 154, 175
Poetry 358, 441, 450, 451, 521
rhyme 443, 450, 451
rhythm 450, 451, 521
sound effects 521, 523
Point of view
first person 44, 500, 516
third person, forms of 84, 262, 267, 574, 585
Predictions
make 8, 18, 22, 29, 50, 54, 58, 90, 94, 164, 168, 236, 240, 268, 272, 276, 346, 350, 354, 364, 365, 366, 424, 430, 434, 504, 510, 514, 580, 586
confirm 8, 244
see also *Plan and Monitor*
Prefixes 176, 616
Prepositional phrases
see *Conventions, Grammar*
Preview 8
see also *Plan and Monitor*
Problem and solution 469, 475

Process
steps in 139, 536, 547, 559, 606
see also *Paraphrasing*
Pronouns
see *Conventions, Grammar*
Purpose for reading
enjoyment 12, 86, 160, 232, 342, 362, 422, 502, 576
get information 46, 120, 192, 264, 308, 386, 466, 542
R
Reading aloud 37, 72, 73, 146, 218, 295, 373, 375, 377, 450, 452, 453, 528, 531, 559, 606
expression 27, 61, 207, 247, 359, 439, 593
intonation 101, 175, 403, 483, 519
phrasing 135, 279, 325, 559
Reading strategies see *Ask questions, Determine importance, Make connections, Make inferences, Plan and monitor, Synthesize, Visualize*
Relationships
explicit 179, 182, 189, 195, 201, 209, 213, 302, 319, 322, 325, 331, 361, 397, 409, 563
implicit 24, 63, 107, 139, 163, 199, 205, 209, 228, 229, 235, 249, 253, 260, 261, 281, 283, 285, 441, 481, 498, 499, 509, 516, 521, 545, 551, 563, 590
Research report 290–291
documenting sources 293, 623
generating topics 292, 294
research plan 292
generating 292, 293, 622
following 622
improving focus 632
sources 292, 293
skimming and scanning

taking notes 293, 622, 624
see also *Paraphrasing*
Roots 102, 136, 617

S
Settling the West
Alaska 419
vaqueros 405–411
westward expansion 385–401
Sequence 258, 275, 279, 283, 403, 412
Setting 70, 158, 226, 230, 340, 570
Similes 68, 618
see also *Imagery*
Solar energy 119–133
solar cooker 137–141
Sound effects, in poetry 521, 523
Speaking
ask and answer questions 7, 26, 38, 39, 60, 83, 100, 117, 149, 153, 187, 217, 225, 257, 297, 301, 335, 455, 497, 524, 537
ask for and give information 4, 5, 26, 75, 149, 151
clarify 334, 358
compare 3, 37, 40, 110, 142, 155, 517, 518
debate 297, 482
define 300, 324, 375
describe 79, 100, 101, 135, 174, 175, 377, 378, 380, 383, 402, 403, 413, 419, 517
engage in conversation 184, 206
explain 6, 17, 26, 27, 29, 43, 100, 133, 135, 246, 247, 251, 278, 300, 301, 324, 329, 334, 345, 375, 380, 393, 395, 416, 455, 489, 536, 539, 599

687

Page 687

Index, continued

express
 ideas 36, 68, 83, 182, 214, 254, 288, 302, 332, 373, 375, 412, 448, 457, 459, 463, 492, 533, 534, 535, 558, 559, 566, 569, 602
 opinions 3, 6, 224, 299, 300, 414, 438, 457, 460
 feelings 419, 439

give
 commands 78, 100
 presentations 73, 147, 219, 295, 373, 375, 453, 455, 529, 531, 607, 609

justify 224, 225, 246
 make predictions 9
 narrate 75, 152, 174, 453
 negotiate 256, 258, 278
 perform 27, 147, 149, 221, 299, 359, 437, 455, 531, 609
 persuade 3, 458, 459, 482, 529, 531
 provide suggestions 72, 146, 218, 295, 372, 452, 528, 606
 recite 61, 207, 325, 359, 450, 453, 531
 restate 78, 568, 592
 retell 27, 61, 72, 73, 101, 135, 146, 154, 175, 247, 279, 325, 359, 372, 403, 439, 483, 496, 519, 528, 570, 591, 593, 606
 role-play 75, 149, 227, 297, 299
 tell
 a story 152, 174, 453
 about a story/article 7, 81, 155, 227, 303, 381, 461, 537

Spelling
 base words with inflectual endings 183, 255, 333, 373, 567
 contractions 289
 homographs 404
 plural nouns 183, 219

vowel changes 607
 using resources to check 630

Strategies for reading comprehension
see Ask questions, Determine importance, Make connections, Make inferences, Plan and monitor, Synthesize, Visualize

Suffixes 208, 616, 617

Summarize
see Determine importance

Synonyms 62, 280, 326, 360

Synthesize
 Draw conclusions 24, 199, 205, 209, 498, 499, 509, 516, 521, 538, 545, 551, 563, 572, 621
 Form generalizations 67, 105, 462, 463, 467, 473, 487, 491, 538, 565, 572, 621

T

Test-taking strategies 26, 60, 100, 134, 174, 206, 246, 278, 324, 358, 402, 438, 482, 518, 592

Text features
 bar graph 464, 469, 551
 by-line 561
 caption 35, 65, 193, 260, 279, 519
 diagram 118, 125, 129, 181, 201, 211, 213, 311, 313
 chart 141, 190, 195, 197, 545, 549, 555, 557
 graphics 477
 guide words 624
 headings 193, 543
 illustration 540, 543, 553, 569
 labels 135, 439
 map 203, 251, 384, 395, 397, 401
 photograph 137, 141, 195, 257, 335, 418

pie chart 471
 table 190, 203, 306, 309, 317
 time line 384, 391, 557
 title 8, 188, 226, 625

Textual evidence
 using, to support
 comprehension 462, 463, 499, 551, 563

Text structure 137, 540

Theme 226, 247, 570
 as affected by historical events 239, 277
 compare and contrast, across cultures 368, 590
 related to personal experience 244

Thesaurus 62

Topic 71, 145, 156, 217, 228, 260, 290, 292, 332, 371, 451, 527, 605

V

Verbs
see Conventions, Grammar

Visualize 193, 382, 383, 387, 393, 399, 401, 407, 411, 418, 423, 429, 447, 503, 538, 572, 595, 601, 621

Vocabulary
 academic 6, 7, 41, 81, 115, 155, 187, 227, 259, 303, 337, 381, 417, 461, 497, 537, 571
 science 79, 113, 153, 185, 301, 335, 459, 495
 social studies 5, 39, 225, 257, 379, 415, 535, 569
 strategies
 ask questions 7, 81, 497, 537
 expanded meaning
 map 115, 259, 381
 role-play 227
 study cards 417
 use what you know 614
 vocabulary example
 chart 153, 303, 571

word families 614
 word map 337, 461
 word webs 41, 360

W

Water

Earth's water supply 307–322
 water shortages 305, 339
 wetlands 327–331

Word origins

see Roots

Writing

paragraphs 60, 75, 100, 174, 206, 220, 247, 518
 sentences 6, 26, 37, 69, 81, 83, 111, 116, 134, 143, 146, 147, 183, 215, 255, 278, 279, 289, 323, 324, 333, 356, 369, 377, 413, 449, 455, 482, 493, 497, 519, 525, 558, 567, 591, 602
see also Writing forms

Writing forms

advertisement 482, 558
 autobiography 60
 biography 278
 blog 134
 caption 75, 221, 279, 519
 chant 27, 149
 description 99, 403, 454, 517
 dialogue 437, 438
 diary entry 25, 74
 e-mail 75
 editorial 530
 essay 148, 592
 friendly letter 75, 149, 402
 interview 216
 introduction 297
 jokes 455
 journal 374
 labels 439
 legend 375
 letter 75, 149, 246, 402
 list 75, 77, 455, 457, 533

magazine article 370, 608

myth 100, 144

narrative poem 450

ode 221

personal narrative 70, 419

persuasive article 482

persuasive essay 526

play 437, 438

poem 61, 207, 221, 325, 358, 531

poster 296, 375, 483

procedural text 558, 604, 609

realistic fiction 174

report 323

research report 290–291

science feature 324

song 27, 149, 359

story 245

thank-you letter 246

tip 324

see also Research Reports

Writing process

drafting 71, 145, 217, 294, 371, 451, 527, 605, 628
 editing 73, 147, 219, 295, 373, 453, 529, 607, 630
 revising 72, 146, 217, 295, 372, 452, 528, 606, 629
 prewrite
 planning 71, 145, 217, 292, 294, 371, 451, 527, 605, 622
 organizing 71, 145, 217, 294, 371, 451, 527, 605, 622
 publishing 73, 147, 219, 295, 373, 453, 529, 607, 631

Author

Arellano, Juan Estevan 361
 Berti, Lisa 327
 Block, Cheryl 191
 Cerullo, Mary M. 209
 Costigan, Shirleyann 421
 Culhane, Thomas Taha
 Rassam 119

Dau, John Bul 45

Delacre, Lulu 103

de Rothschild, David 485

Edwards, Phyllis 405

Erlbach, Arlene 541

Gilbert, Greta 595

Hereford, Nancy-Jo 281

Hiscock, Bruce 159, 173

Kessler, Cristina 341

Kimmel, Eric A. 85, 99

Krull, Kathleen 263

Lamadrid, Enrique R. 361

Lawlor, Veronica 29

Lorbiecki, Marybeth 465

Milway, Katie Smith 575, 591

Noble, Michael 385

Pérez, Amada Irma 11, 25

Rider, Jane 561

Salisian, Diane 177

Siebert, Diane 437, 441

Silverstein, Shel 521

Soto, Gary 501, 517

Strauss, Rochelle 307, 323

Tingle, Tim 231, 245

Winkler, Peter 249

Illustrator

Bridges, Jeanne Rorex 231
 Canga, C. B. 421
 D'Andrade, Hugh 441
 Fernandes, Eugenie 575
 Gonzales, Chuck 501
 Gonzalez, Maya Christina 11
 Heyer, Marilee 85
 Hiscock, Bruce 159, 173
 Krudop, Walter Lyon 341
 Lawlor, Veronica 29
 Morales, Yuyi 263
 Silverstein, Shel 521

Photographer

Allard, William Albert 405

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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 5 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	CC.5.Rlit.1	(1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1: T19, T20, T26, T37a, SG15; Unit 3: SG8, SG9, SG14, SG15; Unit 4: T228, T229; Unit 5: SG26, SG27; Unit 6: SG20, SG21; Unit 7: T519j, T522, SG20, SG21, SG26, SG27
	CC.5.Rlit.2	(2) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Unit 1: T18, SG8, SG9, SG15; Unit 2: T94, T101j, SG8, SG9, SG14, SG15; Unit 3: T156, T157, T168, T172, T173, T175j, SG8, SG9, SG14, SG15; Unit 4: T225a, T226, T234–235, T237, T238, T240, T241, T244, T246a, SG8, SG9, SG14, SG15, SG20, SG21; Unit 5: T301a, T359j, T367a, T369a, T369b, SG20, SG21, SG26, SG27; Unit 6: T394, T449a, T449b, T449d, T449f, T449g, SG20, SG21, SG26, SG27; Unit 7: T472, T520a, T520b, T522, T525f, T525g, SG20, SG21, SG26, SG27; Unit 8: SG20, SG21, SG24, SG25
	CC.5.Rlit.3	(3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Unit 2: T79a, T88–89, T91, T92, T95, T98, T100a, T101j, T102a, T102b, T103, T104–105, T108, T111a, T111b, SG8, SG9, SG14, SG15; Unit 3: T242–243, T245a, SG8, SG9, SG14, SG15; Unit 4: SG20, SG21; Unit 5: T335a, T342–343, T344–345, T346–347, T348–349, T358a, T360a, T360b, SG20, SG21; Unit 6: T434–435, SG20, SG21; Unit 7: T523a; Unit 8: SG20, SG21, SG24, SG25
Craft and Structure	CC.5.Rlit.4	(4) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Unit 4: T234–235, T236, T248a, T249, T250, T252, T253a, T254, T255, T287a
	CC.5.Rlit.5	(5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Unit 6: T421, T426–427, T428–429, T434–435, T436, T440a, T440b, T441, T442–443, T444–445, T446, T447a, T448; Unit 7: T520c, T521, T522, T523, T525a, T525b
	CC.5.Rlit.6	(6) Describe how a narrator’s or speaker’s point of view influences how events are described.	Unit 1: T37a, T37f, T37g, SG8, SG9; Unit 2: SG8, SG9, SG14, SG15; Unit 4: T255f; Unit 5: SG20, SG21; Unit 7: T521
Integration of Knowledge and Ideas	CC.5.Rlit.7	(7) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Unit 2: T90, T93, T99a
	CC.5.Rlit.9	(9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Unit 2: T111f, T111g; Unit 5: T369f, T369g; Unit 6: SG26, SG27
Range of Text Complexity	CC.5.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 independently and proficiently.	Unit 1: T1i, T5a, T8, T9, T12–13, T14–15, T16, T19, T20, T21, T22–23, T24, T25, T26, T26a, T27j, T35a, T36, T42, T60a, T61h, SG8, SG9, SG15; Unit 2: T75j, T79a, T82, T85, T86–87, T88–89, T90, T91, T92, T95, T96–97, T98, T99, T101j, T103, T104–105, T106–107, T108, T109a, SG8, SG9, SG14, SG15; Unit 3: T149j, T152, T153a, T154, T160–161, T162–163, T164–165, T168, T169, T170–171, T172, T173, T174, T174a, T175j, T181a, SG8, SG9, SG14, SG15; Unit 4: T221j, T228, T229, T231, T232–233, T234–235, T236, T237, T238, T239, T240, T241, T242–243, T244, T245, SG8, SG9, SG14, SG15, SG20, SG21; Unit 5: T297j, T304, T341, T342–343, T344–345, T346–347, T359j, T360a, T360b, T361, T362–363, T364–365, T366, SG20, SG21, SG26, SG27; Unit 6: T375j, T382, T383, T413r, T421, T422–423, T424–425, T426–427, T428–429, T431, T432, T433, T434–435, T436, T437, T437a, T439j, T441, T442–443, T444–445, T446, T447, T447a, T448, T449, T449f, T449g, SG20, SG21, SG26, SG27; Unit 7: T493r, T502–503, T504–505, T506–507, T511, T512, T513, T514–515, T516, T517, T518a, T520c, T521, T522, T523, T525a, T525b, SG20, SG21, SG26, SG27; Unit 8: T567r, T569a, T570, T572, T575, T576–577, T578–579, T580–581, T582–583, T584, T587, T588–589, T590, T601a, T602, SG20, SG21, SG24, SG25



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Common Core Standard. [NGReach.com](https://www.ngreach.com)

Reading, continued

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Informational Text			
Key Ideas and Details	CC.5.Rinf.1	(1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1: T28b, T32–33, T35, T48–49, T57, SG10, SG11, SG14, SG20, SG21, SG26, SG27; Unit 2: T136a, T136b, T137, T138, T139, T140, T141, SG20, SG21, SG22, SG23, SG26, SG27; Unit 3: SG16, SG17, SG20, SG21, SG26, SG27; Unit 4: T258a, T260, T261, SG4, SG5, SG14, SG15, SG22, SG23; Unit 5: T315, T316–317; Unit 6: T390, T392, SG8, SG9, SG14, SG15; Unit 7: T468–469, T470, T473, T474–475, T478–479, T483h, T485, T488–489, T490; Unit 8: T549, T550–551, T552–553, T555, T567r, SG16, SG17
	CC.5.Rinf.2	(2) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Unit 1: T54, SG14, SG20, SG21, SG26, SG27; Unit 2: T124, T125, T134a, T143f, T143g, SG20, SG21, SG26, SG27; Unit 3: T175j, T185a, T186, T188, T189, T192–193, T194–195, T196, T197, T198, T199, T200–201, T204, T206, T206a, T207h, T208a, T208b, T209, T210, T211, T212, T215a, T215b, T215f, T215g, SG10, SG11, SG20, SG21, SG22, SG23, SG26, SG27; Unit 4: T247j, T268, T279g, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T308–309, T312, T314, T315, T320–321, T322, T323b, T324a, T333f, SG8, SG9, SG10, SG11, SG14, SG15, SG16, SG17, SG22, SG23; Unit 6: SG8, SG9, SG14, SG15; Unit 7: SG8, SG9, SG14, SG15; Unit 8: T548, T554, T556, SG8, SG9, SG14, SG15, SG22, SG23
	CC.5.Rinf.3	(3) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Unit 1: T60a, T69a, T69b, T69d, T69f, T69g, SG4, SG5, SG16, SG17; Unit 2: T126–127, SG10, SG11, SG16, SG17; Unit 3: T176a, T176b, T183f, T183g, T183h; Unit 4: T280a, T280b, T281, T286; T289g, SG20, SG21, SG26, SG27; Unit 5: T326a, T326b, T327, T328, T329, T330, T333a, T333b; Unit 6: T403h, T413a, T413b, SG4, SG5, SG10, SG11; Unit 7: T486–487, T490, SG10, SG11; Unit 8: T560a, T560b, T562–563, T593j, T594a, T594b, T595, T596–597, T598–599, T600, T603a, T603b, T603f, T603g, SG14, SG15
Craft and Structure	CC.5.Rinf.4	(4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Unit 1: T4, T5, T27q, T28, T28c, T30–31, T37a, T37c, T38, T39, SG22, SG23
	CC.5.Rinf.5	(5) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Unit 3: T183a, T183b, SG4, SG5; Unit 4: T289a, SG10, SG11; Unit 6: SG16, SG17, SG22, SG23; Unit 7: SG14, SG15, SG22, SG23; Unit 8: T567a, T567b, SG4, SG5, SG10, SG11
	CC.5.Rinf.6	(6) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Unit 1: T28a, T28b, T30–31, T32–33, T34, T35, T37d, SG14; Unit 4: T255a, T255b, T255f, T255g, SG16, SG17
Integration of Knowledge and Ideas	CC.5.Rinf.7	(7) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Unit 2: T143a, T143b, SG4, SG5; Unit 7: T493a, T493b, SG16, SG17
	CC.5.Rinf.8	(8) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Unit 5: SG4, SG5; Unit 6: T395; Unit 7: T458, T459a, T473, T474–475, T476–477, T478–479, T482, T482a, T484a, T484b, T486–487, T488–489, T491a, T493f, T493g, SG4, SG5, SG14, SG15
	CC.5.Rinf.9	(9) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Unit 2: T143g, T143h; Unit 8: T567g
Range and Level of Text Complexity	CC.5.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 independently and proficiently.	Unit 1: T1i, T27j, T29, T30–31, T32–33, T34, T35a, T36, T37r, T39a, T45, T48–49, T50–51, T55, T56, T57, T58, T60a, T61h, T62a, T62b, T63, T64–65, T68, T69f, T69g, T75, SG5, SG11, SG14, SG17, SG20, SG21, SG23, SG26, SG27; Unit 2: T101j, T111r, T113a, T116, T119, T120–121, T125, T126–127, T128–129, T130–131, T135h, T137, T138, T139, T140, T141a, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; Unit 3: T175j, T177, T178, T179, T180, T181a, T183r, T191, T192–193, T194–195, T198, T199, T200–201, T202–203, T204, T209, T210, T211, T212, T213, T213a, T214, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; Unit 4: T247j, T248c, T249, T250, T251, T252, T255q, T255r, T257, T257a, T263, T264–265, T266–267, T268, T269, T270–271, T272–273, T274–275, T276–277, T278, T278a, T279, T279g, T279h, T281, T282–283, T284–285, T286, T287, SG5, SG11, SG14, SG15, SG17, SG20, SG21, SG23, SG26, SG27; Unit 5: T297j, T307, T308–309, T310–311, T312, T314, T315, T316–317, T318–319, T320–321, T322, T323, T325h, T326a, T326b, T327, T328, T329, T330, T331a, T332, T333r, T338, SG5, SG8, SG9, SG11, SG14, SG15, SG17, SG23; Unit 6: T375j, T379a, T380, T385, T386–387, T388–389, T390, T391, T392, T393, T402a, T404a, T404b, T405, T406–407, T408–409, T410, T411a, T412, T412a, T413f, T413g, T413h, T413r, T415a, T416, T418, T419, T438a, T439j, SG5, SG8, SG9, SG11, SG14, SG15, SG17, SG23; Unit 7: T455j, T459a, T462, T466–467, T468–469, T470, T473, T474–475, T478–479, T482a, T484a, T484b, T486–487, T488–489, T490, T491a, T495a, T498, T519j, SG5, SG8, SG9, SG11, SG14, SG15, SG17, SG23; Unit 8: T531j, T535a, T538, T541, T542–543, T544–545, T546, T548, T549, T550–551, T552–553, T554, T555, T556, T558a, T559h, T561, T562–563, T565a, T566, T593j, T595, T596–597, T598–599, T600, T601, T601a, T602, SG5, SG8, SG9, SG11, SG14, SG15, SG17, SG23

Grade 5 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Foundational Skills			
Phonics and Word Recognition	CC.5.Rfou.3	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T27j, T27k, T27q, T28, T28c, T37r, T37s, T61h, T61i, T61j; Unit 2: T75j, T75k, T101j, T101k, T111r, T111s, T135h, T135i; Unit 3: T149j, T149k, T149l, T175j, T175k, T183r, T183s, T183t, T207i; Unit 4: T221k, T221l, T247j, T247k, T247l, T255r, T255s, T279i; Unit 5: T297j, T297k, T325h, T325i, T325j, T333r, T333s, T333t, T359j, T359k, T359l; Unit 6: T375j, T375k, T403h, T403i, T413s, T413t, T439j, T439k, T439l, T439q, T440, T440c, T449c; Unit 7: T455j, T455k, T455l, T483h, T483i, T493r, T493s, T493t, T519j, T519k, T519l; Unit 8: T531j, T531k, T559h, T559j, T567r, T567s, T593j, T593k
	CC.5.Rfou.3.a	(a) Use combined knowledge of all letter-sound 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, T1k, T27j, T27k, T27q, T28, T28c, T37r, T37s, T37t, T61h, T61i, T61j; Unit 2: T75j, T75k, T101j, T101k, T111r, T111s, T111t, T135h, T135i; Unit 3: T149j, T149k, T149l, T175j, T175k, T183r, T183s, T183t, T207i; Unit 4: T221k, T221l, T247j, T247k, T247l, T255r, T255s, T279j; Unit 5: T297j, T297k, T297l, T325h, T325i, T333r, T333s, T333t, T359j, T359k, T359l; Unit 6: T375j, T375k, T403h, T413s, T439j, T439k, T439l; Unit 7: T455j, T455k, T455l, T483h, T483i, T493r, T493s, T519j, T519k, T519l; Unit 8: T531j, T531k, T559h, T559i, T567r, T593j, T593k
Foundational Skills: Fluency	CC.5.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T1i, T28a, T29, T36, T37b, T37r, T39a, T42, T46–47, T55, T61, T62a, T63, T68, T69b; Unit 2: T75j, T79a, T82, T86–87, T95, T101, T111r, T113a, T116, T120–121, T130–131, T135, T136a, T137, T142, T143b; Unit 3: T149j, T153a, T156, T160–161, T169, T175, T176a, T177, T182, T183b, T183r, T208a, T209, T214, T215b; Unit 4: T221j, T225a, T228, T232–233, T241, T247, T249, T254, T255b, T255r; Unit 5: T297j, T301a, T304, T308–309, T315, T325, T326a, T327, T332, T333a, T333r; Unit 6: T379a, T382, T386–387, T395, T403, T404a, T405, T411a, T413b, T413r; Unit 7: T455j, T455k, T459a, T462, T466–467, T474–475, T483, T484a, T485, T492, T493b, T493r, T495a, T498, T502–503, T511, T519, T535a, T538, T542–543, T559, T560a, T561, T565a, T567b, T587, T594a, T595, T601a, T603b
	CC.5.Rfou.4.a	(a) Read grade-level text with purpose and understanding.	Unit 1: T12–13, T19, T48–49, T55; Unit 7: T455k
	CC.5.Rfou.4.b	(b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1: T5a, T8, T12–13, T19, T27; Unit 2: T102a, T103, T110, T111b; Unit 3: T185a, T188, T192–193, T199, T206a; Unit 4: T257a, T260, T264–265, T269, T278a, T280a, T281, T288, T289b; Unit 5: T335a, T338, T342–343, T359, T360a, T361, T368, T369b; Unit 6: T375j, T403g, T413q, T415a, T418, T422–423, T431, T439, T440a, T441, T447b, T449b; Unit 7: T519i, T520a, T521, T524, T525b; Unit 8: T569a, T572, T576–577
	CC.5.Rfou.4.c	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 1: T27j, T37r, T61h; Unit 2: T75j, T101j, T111r, T135h; Unit 3: T149j, T175j, T207h; Unit 4: T221j, T255r, T279h; Unit 5: T297j, T325h, T333r, T359j; Unit 6: T375j, T403h, T413r, T439j; Unit 7: T455j, T483h, T493r, T519j; Unit 8: T531j, T559h, T567r, T593j

Writing

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Text Types and Purposes	CC.5.W.1	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Unit 1: T35, T60, T66–67, T74; Unit 2: T100, T109, T135g, T141; Unit 3: T174, T183q, T206, T213; Unit 4: T221i, T239, T247i, T253, T278, T279g, T279h, T280b, T287, T297; Unit 5: T333g; Unit 6: T403g; Unit 7: T455i, T460, T480–481, T482, T483h, T484b, T491, T493d, T493q, T518, T519j, T523, T526, T527, T528, T529, T530, T531; Unit 8: T558, T559g, T564–565, T567g, T567q, T601
	CC.5.W.1.a	(a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	Unit 1: T37q, T62b; Unit 3: T207m, T207n; Unit 4: T247o, T247p; Unit 7: T483g, T483h, T493q; Unit 8: T567j, T567k
	CC.5.W.1.b	(b) Provide logically ordered reasons that are supported by facts and details.	Unit 1: T66–67; Unit 2: T135g, T141; Unit 4: T221i, T255j, T255k, T255l, T297; Unit 5: T333j; Unit 6: T403m, T403n, T413j, T413k, T413l; Unit 7: T455i, T480–481, T483g, T484b, T493d, T493i, T493j, T493k, T493l, T526, T527, T528, T529; Unit 8: T558, T559g, T567g
	CC.5.W.1.c	(c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Unit 4: T255j, T255k, T255l; Unit 7: T519o, T519p, T526, T527, T528, T529
	CC.5.W.1.d	(d) Provide a concluding statement or section related to the opinion presented.	Unit 7: T518, T526, T527, T528, T529; Unit 8: T567j, T567k
	CC.5.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Unit 1: T6, T8, T9, T17, T28b, T37g, T37j, T37k, T37r, T42, T43, T62b, T69d, T69g; Unit 2: T75j, T102b, T111g, T111j, T111k, T111q, T114, T116, T117, T122–123, T132–133, T135g, T135h, T136b, T143d, T143g; Unit 3: T149i, T175i, T176b, T181, T183d, T183g, T183i, T183j, T183k, T183q, T186, T188, T189, T197, T207m, T207n, T208b, T215d, T216, T217, T218, T219; Unit 4: T247n, T255q, T276–277, T289d, T289g, T297; Unit 5: T302, T313, T325b, T331, T333d, T338, T339, T348–349; Unit 6: T380, T382, T383, T393, T404b, T413g, T413q, T416, T428–429, T440b, T447; Unit 7: T455j, T462, T463, T471, T498, T499, T525g; Unit 8: T536, T538, T539, T547, T557, T559g, T560b, T567q, T570, T572, T573, T591a, T603g
	CC.5.W.2.a	(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Unit 1: T27o, T27p, T37j, T37k, T37r, T61a, T61b; Unit 2: T101o, T101p, T111j, T111k, T143a, T143b; Unit 3: T183j, T183l, T205, T207a, T207b, T216, T217, T218, T219; Unit 5: T323a, T333d; Unit 6: T403b; Unit 7: T484b, T536, T559g; Unit 8: T567q, T572, T573, T593o, T593p, T604, T605, T606, T607
	CC.5.W.2.b	(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Unit 1: T37w, T37x; Unit 3: T175o, T175p, T183j; Unit 5: T359o, T359p, T370, T371; Unit 7: T483g; Unit 8: T609
	CC.5.W.2.c	(c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Unit 8: T593p, T605, T606
	CC.5.W.2.d	(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	Unit 3: T175o, T175p, T183i, T183k; Unit 4: T279m, T279n; Unit 5: T325b; Unit 8: T567q
	CC.5.W.2.e	(e) Provide a concluding statement or section related to the information or explanation presented.	Unit 8: T559n
	CC.5.W.3	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Unit 1: T1h, T1n, T27b, T27c, T37d, T52–53, T59, T61g, T61m, T61n, T70, T71, T72; Unit 2: T75i, T99a, T101a, T101b, T101c, T101i, T144, T145, T146, T149; Unit 3: T149o, T149p; Unit 4: T221o, T221p, T247b, T247c, T247d, T255d, T258; Unit 5: T333q, T359b, T359c, T359i, T369d, T375; Unit 6: T375i, T402, T413d, T413q, T418, T419, T439a, T439b, T439c, T439d; Unit 7: T496, T519a, T519b, T519c, T519d; Unit 8: T567w, T567x, T593b, T593c, T593d
	CC.5.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: T1o, T27a, T27b, T27c; Unit 3: T149o, T149p, T152, T153a, T154, T175a, T175b, T175c; Unit 6: T413q; Unit 7: T508–509; Unit 8: T585, T591a
	CC.5.W.3.b	(b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Unit 1: T27i, T37q, T59, T61g; Unit 2: T101i, T111d; Unit 3: T166–167, T175b, T175c, T221; Unit 4: T245a, T255q; Unit 5: T333w, T333x, T359a, T359b, T359c; Unit 6: T375i, T437a, T438, T449b, T449g; Unit 7: T483g, T493q, T508–509, T517a; Unit 8: T585, T591a
	CC.5.W.3.c	(c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Unit 3: T175a, T175b, T175c; Unit 4: T247a, T247b, T247c; Unit 8: T605, T606
	CC.5.W.3.d	(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.	Unit 1: T25a, T27i; Unit 2: T75o, T75p, T101a, T101b, T101c; Unit 3: T149i, T173a; Unit 4: T245a; Unit 6: T413w, T413x, T439a, T439b, T439c, T450, T451, T452; Unit 7: T519i
	CC.5.W.3.e	(e) Provide a conclusion that follows from the narrated experiences or events.	Unit 2: T101a, T101b, T101c; Unit 7: T493w, T493x, T519a, T519b, T519c, T519d

Grade 5 Common Core Standards

Writing, continued

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Production and Distribution of Writing	CC.5.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 1: T37w, T37x; Unit 2: T111j, T111k; Unit 3: T175a, T175b, T175c, T183j, T183k, T207a, T207b, T216, T217, T218, T219; Unit 4: T247a, T247b, T247c, T255j, T255k, T255l, T279a, T279b; Unit 5: T333j, T333k, T359b, T370, T371, T372; Unit 6: T403b, T413j, T413k, T413l, T439a, T439b, T439c, T439d, T450, T451, T452, T453; Unit 7: T483a, T483b, T493i, T493j, T493k, T493l, T519a, T519b, T519c, T519d, T526, T527, T528, T529; Unit 8: T559a, T559b, T567j, T567k, T593a, T593b, T593c, T593d, T604, T605, T606, T607, T609
	CC.5.W.5	(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Unit 1: T1l, T1m, T27n, T37j, T37k, T37l, T37v, T61g, T61l, T70, T71, T72; Unit 2: T75n, T101b, T101c, T101d, T101n, T111j, T111k, T111l, T111v, T135l, T144, T145, T146; Unit 3: T183j, T183k, T183l, T207a, T207b, T216, T217, T218, T219; Unit 4: T221n, T247a, T247b, T247c, T247d, T255i, T255j, T255k, T255l, T255v, T279a, T279b, T279l; Unit 5: T297n, T325l, T333j, T333k, T333l, T333v, T359b, T359c, T359d, T359n, T370, T371, T372; Unit 6: T403a, T403b, T413i, T413j, T413k, T413l, T439a, T439b, T439c, T439d, T450, T451, T452, T453; Unit 7: T455m, T455n, T483a, T483b, T483k, T483l, T493i, T493j, T493k, T493l, T493u, T493v, T519a, T519b, T519c, T519d, T519m, T519n, T526, T527, T528, T529; Unit 8: T531n, T559a, T559b, T559l, T567j, T567k, T567l, T567v, T593a, T593b, T593c, T593d, T593n
	CC.5.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 two pages in a single sitting.	Unit 1: T27i, T61g, T75; Unit 3: T175j, T207a, T207b; Unit 4: T221j; Unit 5: T333k, T333l, T359c, T359d, T373; Unit 6: T453; Unit 7: T483g, T493q
Research to Build and Present Knowledge	CC.5.W.7	(7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Unit 1: T1h, T27i, T27j, T37r, T61a, T61b, T61h, T75; Unit 2: T101j, T111r, T111w, T111x, T135a, T135b; Unit 3: T149j, T175j, T183r, T183w, T183x, T207g, T207h, T221; Unit 4: T221j, T247j, T255r, T279h, T297; Unit 5: T325g, T333q, T375; Unit 6: T375j, T403g, T413r, T439j; Unit 8: T593j, T609
	CC.5.W.8	(8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Unit 1: T1i, T27j, T37r, T61h, T75; Unit 2: T111q, T135a, T135b, T135h; Unit 3: T156, T157, T175j, T183w, T183x, T207a, T221; Unit 4: T279a; Unit 5: T297o, T325a, T325b; Unit 6: T375j, T376o, T375p, T403a, T403g, T403h, T413r, T439j; Unit 7: T455i, T455j, T455o, T455p, T493r, T519j; Unit 8: T531j, T531o, T531p, T559a, T559b, T559h, T567r, T593i, T593j
	CC.5.W.9	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	Unit 4: T255w, T255x; Unit 5: T297o, T297p; Unit 7: T455o, T455p, T483a, T483b, T519j; Unit 8: T531i,
	CC.5.W.9.a	(a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Unit 1: T17, T28b, T42, T43; Unit 2: T102b, T111g; Unit 4: T226; Unit 5: T336, T369g; Unit 6: T440a, T440b
	CC.5.W.9.b	(b) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	Unit 1: T35, T75; Unit 2: T136b, T143g; Unit 3: T215f, T215g, T215h; Unit 4: T228, T229, T255g, T260, T261; Unit 7: T462, T463, T483a, T483b; Unit 8: T557
Range of Writing	CC.5.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: T6, T8, T9, T17, T25a, T26, T27a, T27b, T27c, T28b, T37d, T37g, T37i, T37j, T37k, T40, T42, T43, T52–53, T59, T60, T61g, T61h, T62b, T69d, T69g, T75, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T80, T82, T83, T93, T99a, T100, T101a, T101b, T101c, T102b, T109, T111d, T111g, T111j, T111k, T114, T116, T117, T122–123, T132–133, T134, T136b, T143d, T143g, T144, T145, T146, T148, T149, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T154, T156, T157, T166–167, T173a, T174, T175a, T175b, T175c, T175d, T175i, T175q, T176b, T176c, T181, T183a, T183d, T183e, T183g, T183i, T183j, T183k, T184, T186, T186a, T188, T189, T190, T197, T198, T205, T206, T207a, T207b, T208b, T215, T215d, T215g, T216, T217, T218, T219, T220, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T226, T228, T229, T239, T245a, T246, T247a, T247b, T247c, T247d, T248b, T253, T255d, T255g, T255i, T255j, T255k, T255l, T258, T260, T261, T266–267, T276–277, T278, T279a, T279b, T280b, T287, T289, T289d, T289g, T296, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T297i, T302, T304, T305, T313, T323a, T324, T325a, T325b, T325g, T326b, T331, T333d, T333g, T333j, T333k, T333l, T333q, T333r, T336, T338, T339, T348–349, T358, T359b, T359c, T359i, T360b, T367, T369, T369d, T369g, T370, T371, T372, T373, T374, T375, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T375i, T380, T382, T383, T393, T400, T401, T402, T403a, T403b, T404b, T411, T413, T413d, T413g, T413i, T413j, T413k, T413l, T416, T418, T419, T428–429, T437a, T438, T439a, T439b, T439c, T439d, T439i, T440b, T447, T449, T449b, T449g, T450, T451, T452, T453, T454, T455, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T460, T462, T463, T471, T480–481, T482, T483a, T483b, T484b, T491, T493, T493d, T493g, T493i, T493j, T493k, T493l, T496, T498, T499, T508–509, T517a, T518, T519a, T519b, T519c, T519d, T520b, T523, T525, T525d, T525g, T526, T527, T528, T529, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T531i, T531j, T536, T538, T539, T547, T557, T558, T559a, T559b, T560b, T564–565, T567, T567d, T567g, T567j, T567k, T570, T572, T573, T585, T591a, T593a, T593b, T593c, T593d, T593i, T594b, T601, T603, T603d, T603g, T608, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27

Speaking and Listening

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Comprehension and Collaboration	CC.5.SL.1	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Unit 1: T1h, T37q, T61g, T61h; Unit 2: T134, T135o, T143d, T143h; Unit 3: T175q, T184, T185, T185a, T198, T205, T206, T207, T213a, T214; Unit 4: T268, T288; Unit 5: T374, T375; Unit 6: T376, T377, T378, T379, T379a, T380a, T381, T382, T402, T403o, T410, T428–429, T430, T440c, T447, T454, T455; Unit 7: T455i, T455j, T483g, T484c, T492a, T493, T493q, T493r, T517; Unit 8: T534, T558, T559, T559o, T567q, T586, T608
	CC.5.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, T10, T26, T27q, T28c, T37d, T37h, T44, T69d, T69h, T74, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T84, T100, T101, T102c, T109a, T110, T111h, T118, T134, T135o, T143h, T148, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T150, T151, T152, T153, T153a, T154, T158, T160–161, T174, T175, T176c, T182, T183d, T183h, T190, T192–193, T207o, T215d, T215f, T215h, T220, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T222, T230, T245b, T246, T247, T248c, T253, T254, T255f, T258a, T259, T260, T262, T279, T279o, T289d, T289h, T296, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T298, T299, T306, T324, T325, T326c, T331a, T332, T333d, T333g, T333h, T336a, T340, T358, T368, T369d, T369h, T374, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T384, T393, T404c, T411a, T412, T413a, T413d, T413h, T413q, T448, T449h, T454, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T464, T465, T492, T493h, T494, T495, T495a, T501, T502–503, T504–505, T506–507, T520c, T524, T525h, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T536a, T540, T560c, T565a, T566, T567d, T567h, T574, T594c, T602, T603h, T608, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27
	CC.5.SL.1.b	(b) Follow agreed-upon rules for discussions and carry out assigned roles	Unit 1: T18, T27q; Unit 2: T78, T80, T94, T111d; Unit 4: T255q; Unit 6: T413q
	CC.5.SL.1.c	(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Unit 1: T1h, T4, T5, T37q, T38, T39, T40a, T43, T60, T61o, T75; Unit 2: T80a, T81, T82, T100, T101q, T111f, T111h, T112, T113, T114a, T117, T134, T143d, T149; Unit 3: T174, T175, T183d, T183h, T206, T215f, T215g; Unit 4: T247b, T247c, T247d, T255f, T289h, T297; Unit 5: T333g, T333h, T334, T336c, T358, T359i, T359q, T369d; Unit 6: T375i, T413a, T413h, T416a, T430; Unit 7: T455i, T493h, T510, T511, T512, T513, T514–515, T516, T517, T519j, T525h; Unit 8: T532, T533, T586, T603h
	CC.5.SL.1.d	(d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Unit 3: T186a, T206, T207o, T213a, T214, T215d, T215f, T215g; Unit 4: T289d, T289h; Unit 5: T302a, T314, T324, T325, T325o, T333d, T333g, T333h; Unit 6: T400, T401, T413h, T416a, T438, T439q; Unit 7: T493h, T493q, T496a, T498, T518, T519q, T525h; Unit 8: T567h, T568, T603d, T603h
	CC.5.SL.2	(2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 1: T1i, T2, T3, T18, T27j, T54; Unit 2: T75j, T76, T77, T84, T94, T111q, T124, T135g, T143h; Unit 3: T149i, T154a, T175i, T175q, T183d, T183h, T186a, T188, T192–193, T194–195, T196, T198, T207g, T211; Unit 4: T221j, T247i, T255q, T268, T279g; Unit 5: T297i, T298, T314, T325b, T325g, T325h, T333q, T359i, T359j; Unit 6: T375i, T403g, T430, T439i; Unit 7: T455i, T468–469, T470, T493q, T493r, T510; Unit 8: T531j, T548, T554, T559g, T586, T593i, T593j, T607
	CC.5.SL.3	(3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Unit 3: T154a; Unit 4: T224, T225, T279, T297; Unit 7: T456, T457, T458, T459a, T460a, T473, T476–477, T480–481, T482, T482a, T483a, T483b, T483o, T492a, T493r, T526, T527, T528, T529, T559o, T567q, T570a, T593q, T607
Presentation of Knowledge and Ideas	CC.5.SL.4	(4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Unit 1: T36, T37q, T37r, T61b, T75; Unit 2: T109a, T110, T135b, T135g, T135h, T141a, T142, T149; Unit 3: T181a, T182, T183q; Unit 4: T221i, T224, T225; Unit 4: T226a, T246, T247i, T247j, T247q, T254, T255d, T256, T288; Unit 5: T297i, T300, T324, T325, T325g, T331a, T332, T333q, T359d, T374; Unit 6: T375j, T403h, T411a, T412, T413q, T413r, T414, T415, T439j, T439q, T453; Unit 7: T455i, T482, T483g, T483o, T492, T493d, T502–503, T504–505, T506–507, T519, T530, T531; Unit 8: T531i, T531j, T558, T559, T559g, T565a, T566, T567q, T574, T593i, T602, T609
	CC.5.SL.5	(5) Include multimedia components in presentations (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Unit 1: T61g, T75; Unit 2: T135b; Unit 5: T325g, T333q, T375; Unit 6: T403h, T413q; Unit 8: T531i, T531j, T559b, T593i, T609
	CC.5.SL.6	(6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Unit 1: T73; Unit 2: T75i, T101i, T111d, T147, T149; Unit 3: T149i, T152, T153, T153a, T154, T175i, T221, SG6, SG7; Unit 4: T222, T255q; Unit 5: T359d, T359i; Unit 6: T403b, T449d; Unit 7: T525d

Grade 5 Common Core Standards

Language

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Conventions of Standard English	CC.5.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1: T1k, T1l, T1m, T27d, T27m, T27n, T36a, T37, T37u, T37v, T61k, T61l, T68a, T69, T72; Unit 2: T75m, T75n, T101m, T101n, T110a, T111, T111l, T142a, T143; Unit 3: T149m, T149n, T182a, T183, T183v, T207k, T207l, T214a, T215; Unit 4: T221m, T221n, T247m, T247n, T254a, T255, T255u, T255v, T279k, T279l, T288a, T289; Unit 5: T297m, T297n, T325l, T332a, T333, T333l, T333u, T333v, T359m, T359n, T368a, T369, T372; Unit 6: T375m, T375n, T403l, T403i, T412a, T413, T413l, T413u, T413v, T439d, T439m, T439n, T448a, T449, T452; Unit 7: T455m, T455n, T483k, T483l, T493i, T493j, T493k, T493l, T493v, T493w, T519a, T519b, T519c, T519d, T519m, T519n, T524a, T525; Unit 8: T531m, T531n, T559k, T559l, T566a, T567, T567l, T567u, T567v, T593c, T593d, T593m, T593n, T602a
	CC.5.L.1.a	(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Unit 1: T37v, T61k, T61l, T68a, T69; Unit 2: T111u, T111v, T135k, T135l; Unit 7: T483k, T483l, T519m, T519n, T524a, T525
	CC.5.L.1.b	(b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Unit 4: T279k, T279l; Unit 8: T531m, T531n, T593m, T593n
	CC.5.L.1.c	(c) Use verb tense to convey various times, sequences, states, and conditions.	Unit 4: T255v, T279k; Unit 8: T531m, T531n, T559k, T559l, T566a, T567, T567l, T567u, T567v, T593c, T593d, T602
	CC.5.L.1.d	(d) Recognize and correct inappropriate shifts in verb tense.*	Unit 8: T567u, T567v, T567w, T567x
	CC.5.L.1.e	(e) Use correlative conjunctions (e.g., either/or, neither/nor).	Unit 1: T37v; Unit 4: T247n; Unit 8: T567w, T567x
	CC.5.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: T1l, T1m, T27n; Unit 2: T75l, T101d, T101k, T101l, T101m, T101n, T110a, T111, T111t, T111u, T111v, T135i, T135j, T135k, T135l; Unit 3: T149k, T149n, T175d, T175k, T175l, T175m, T175n, T182a, T183, T183s, T183t, T183u, T183v, T207j, T207l; Unit 4: T221k, T221l, T247k, T247l, T255j, T255s, T255t, T255v, T279i, T279j, T279l; Unit 5: T297k, T297l, T297m, T297n, T325j, T325l, T332a, T333, T333l, T333s, T333u, T333v, T359k, T359m, T359n, T368a, T369; Unit 6: T375l, T375n, T403j, T403l, T413l, T413t, T413v, T439d, T439l, T439m, T439n; Unit 7: T455l, T483i, T483j, T483k, T483l, T493i, T493j, T493k, T493l, T493s, T493t, T519a, T519b, T519c, T519d, T519k; Unit 8: T531k, T531m, T531n, T559i, T559k, T559l, T566a, T567, T567s, T567t, T593k, T593l
	CC.5.L.2.a	(a) Use punctuation to separate items in a series.*	Unit 2: T111u, T111v
	CC.5.L.2.b	(b) Use a comma to separate an introductory element from the rest of the sentence.	Unit 2: T75m, T75n, T101m, T101n, T111u, T111v; Unit 7: T483k, T483l, T493u, T493v
	CC.5.L.2.c	(c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Unit 2: T101m, T101n; Unit 6: T413s
	CC.5.L.2.d	(d) Use underlining, quotation marks, or italics to indicate titles of works.	Unit 3: T183, T183u; Unit 5: T325j
	CC.5.L.2.e	(e) Spell grade-appropriate words correctly, consulting references as needed.	Unit 1: T1j, T1k, T27k, T27l, T37s, T37t, T61i, T61j; Unit 2: T75k, T75l, T101k, T101l, T111t, T135j; Unit 3: T149k, T149l, T175k, T175l, T183t, T207i, T207j; Unit 4: T221l, T247k, T247l, T255s, T255t, T279j; Unit 5: T297l, T325i, T325j, T333s, T333t, T359k, T359l; Unit 6: T375k, T375l, T403i, T403j, T413t, T439k, T439l; Unit 7: T455k, T455l, T483j, T493t, T519k, T519l; Unit 8: T531k, T559i, T559j, T567t, T593k, T593l
	Knowledge of Language	CC.5.L.3	(3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CC.5.L.3.a		(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Unit 1: T27m, T37l, T67a, T69; Unit 2: T135k, T135l, T135m, T135n, T142a, T143, T146; Unit 5: T325m, T325n, T333, T333k; Unit 7: T483m, T483n, T519m, T519n
CC.5.L.3.b		(b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Unit 6: T403g, T432

Language, continued

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Vocabulary Acquisition and Use	CC.5.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Unit 1: T27q, T28, T28c, T30–31, T37a, T37c, T61o, T62, T62c, T69c, T69e; Unit 2: T75i; Unit 3: T175q, T176, T176c, T179, T183c, T207o, T208c, T215e; Unit 4: T248a, T248c, T255c, T255e, T279g, T279o, T280, T280c, T289c, T289e; Unit 6: T413c, T413e, T439q, T440, T440c, T449c, T449e; Unit 7: T483o, T484, T484c, T493c, T493e, T519q, T520, T520c, T525c, T525e; Unit 8: T559o, T560, T560c, T567c, T567e, T593q, T594, T594c, T603c, T603e
	CC.5.L.4.a	(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Unit 1: T37c, T37e; Unit 6: T413c, T413e; Unit 7: T484c, T493c, T493e, T519q, T520, T520c, T525c, T525e, T559o, T560, T560c, T567c, T567e, T593q, T594, T594c, T603c, T603e
	CC.5.L.4.b	(b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Unit 2: T101q, T102, T102c, T111c, T111e, T135o, T136, T136c, T143c, T143e; Unit 3: T175q, T176, T176c, T179, T183c, T183e, T207o, T208c, T215e; Unit 7: T455i, T519k, T519l; Unit 8: T531k
	CC.5.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: T27i, T27q, T28, T28c, T37c, T37e, T37t, T61j, T61o, T62, T62c, T69c, T69e; Unit 2: T75k, T101l, T111e, T111s, T135j, T136c, T143c, T143e; Unit 3: T149k, T149l, T183e, T183t, T207g; Unit 4: T221l, T279g; Unit 5: T297l; Unit 6: T404c, T413c, T413e, T439i, T439l; Unit 7: T493c, T493e, T519i, T531, T559j
	CC.5.L.5	(5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Unit 1: T37q, T67a, T68, T69c, T69e; Unit 3: T207o, T208c, T215e, T221; Unit 4: T221i, T247q, T248a, T248b, T248c, T249, T250, T252, T255c, T255e, T280c, T289c, T289e; Unit 5: T325o, T326, T326c, T333c, T333e, T358, T359q, T360, T360c, T369c, T369e; Unit 6: T439i, T439o, T439p, T439q, T440, T440c, T449c, T449e, T450, T451, T452; Unit 7: T511, T517a; Unit 8: T531i, T585
	CC.5.L.5.a	(a) Interpret figurative language, including similes and metaphors, in context.	Unit 1: T46–47, T67a, T68; Unit 4: T234–235, T236, T248a
	CC.5.L.5.b	(b) Recognize and explain the meaning of common idioms, adages, and proverbs.	Unit 4: T234–235, T236; Unit 5: T359i, T366; Unit 8: T559o, T560, T560c, T567c, T567e, T593q, T594, T594c, T603c, T603e
	CC.5.L.5.c	(c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Unit 1: T37t; Unit 2: T75i; Unit 3: T207g; Unit 4: T247q, T248c, T255c, T255e, T279o, T280, T280c, T289c, T289e; Unit 5: T325o, T326, T326c, T333c, T333e, T359q, T360, T360c, T369c, T369e; Unit 6: T403o, T404, T404c
	CC.5.L.6	(6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Unit 1: T1h, T4, T5, T5a, T6, T6a, T7, T8, T10, T11, T18, T25b, T26, T27i, T35a, T37, T37q, T38, T39, T39a, T40, T40a, T41, T42, T44, T54, T59a, T61g, T67a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 2: T78, T79, T80a, T81, T84, T94, T99b, T100, T101i, T109a, T110, T111, T111q, T112, T113, T114a, T115, T116, T118, T124, T133a, T134, T135g, T141a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 3: T149i, T152, T153, T153a, T154, T154a, T155, T157, T158, T168, T172, T173b, T174a, T175, T175i, T181a, T183, T183q, T184, T185, T186a, T187, T189, T190, T198, T205a, T207, T207g, T213a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 4: T221i, T224, T226a, T227, T230, T240, T245b, T247i, T253a, T255, T255q, T256, T257, T258a, T259r, T262, T268, T277a, T279g, T279m, T279n, T287a, T289, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 5: T297i, T300, T301, T302a, T303, T306, T314, T323b, T325g, T331a, T333q, T334, T335, T336a, T337, T340, T357a, T359c, T359i, T367a, T369, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 6: T375i, T378, T379, T380a, T381, T384, T394, T401a, T403g, T411a, T413q, T414, T416a, T417, T420, T430, T437b, T439i, T447a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 7: T455i, T458, T459, T459a, T460a, T461, T464, T472, T481a, T483g, T491a, T493q, T494, T496a, T497, T500, T510, T517b, T519l, T519o, T519p, T523a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 8: T531i, T534, T535, T536a, T537, T540, T548, T557a, T559g, T565a, T567q, T568, T569, T570a, T571, T574, T586, T593i, T593p, T601a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG24, SG25

Program Features and Resources Index

A

Academic talk T4, T6a, T10, T18, T26, T27q, T36, T37d, T37h, T38, T40a, T44, T54, T60, T61o, T62c, T68, T69d, T69h, T74, T78, T80a, T84, T94, T100, T101q, T102c, T110, T111d, T111h, T112, T114a, T118, T124, T134, T135o, T136c, T142, T143d, T143h, T148, T152, T154a, T158, T168, T174, T175q, T176c, T182, T183d, T183h, T184, T186a, T190, T198, T206, T207o, T208c, T214, T215d, T215h, T220, T224, T226a, T230, T240, T246, T247q, T248c, T254, T256, T258a, T262, T268, T278, T279o, T280c, T288, T296, T300, T302a, T306, T324, T325o, T326c, T332, T333d, T333h, T334, T336a, T340, T350, T358, T359q, T360c, T368, T369d, T369h, T374, T380a, T384, T394, T402, T403o, T404c, T412, T413d, T413h, T414, T416a, T420, T430, T438, T439q, T440c, T448, T449d, T449h, T454, T458, T460a, T464, T472, T482, T483o, T484c, T492, T493d, T493h, T494, T496a, T500, T510, T518, T519q, T520c, T524, T525d, T525h, T530, T534, T536a, T540, T548, T558, T559o, T560c, T566, T567d, T567h, T568, T570a, T574, T586, T592, T593q, T594c, T602, T603d, T603h, T608

Anthology Handbook R4–R12

Assessment A1.1–A1.48, A2.1–A2.47, A3.1–A3.48, A4.1–A4.49, A5.1–A5.47, A6.1–A6.46, A7.1–A7.46, A8.1–A8.45

Audio

Read with Me T11, T19, T26, T45, T55, T60, T85, T95, T100, T119, T125, T134, T155, T159, T169, T174, T191, T199, T206, T231, T241, T246, T263, T269, T278, T307, T315, T341, T351, T358, T385, T395, T402, T421, T431, T438, T465, T473, T511, T518, T541, T549, T558, T575, T587, T592

Sing with Me T4, T5, T38, T39, T78, T79, T112, T113, T152, T153, T184, T185, T186a, T224, T225, T256, T257, T300, T301, T335, T378, T379, T414, T415, T458, T459, T494, T495, T501, T534, T535, T568, T569

Author and illustrator profiles T25, T99, T173, T245, T322, T323, T437, T517, T591

see also *Authors and Illustrator list in Skills Index*; *Learning stations: author studies*

Author study T1i, SG1.68, T75j, SG2.68, T149j, SG3.68, T221j, SG4.68, T297j, T333r, SG5.68, T413r, SG6.68, T493r, T519j, SG7.68, T531j, SG8.68

B

Big question T1a, T1e, T1g, T27h, T27q, T37h, T37p, T61f, T61o, T69h, T75b, T75f, T75h, T76, T101h, T101q, T111h, T111p, T135g, T135o, T143d, T143h, T149b, T149f, T149h, T150, T175h, T175q, T183h, T183p, T207f, T207o, T215h, T221b, T221f, T221h, T247h, T247q, T255p, T279f, T279o, T297b, T297f, T297h, T298, T325f, T325o, T325p, T333h, T333p, T359h, T359q, T369h, T374, T375b, T375f, T375h, T376, T403f, T403o, T413h, T413p, T439h, T439q, T449h, T454, T455b, T455f, T455h, T483f, T483o, T493h, T493p, T519h, T519q, T525h, T530, T531b, T531f, T531h, T532, T559f, T559o, T567h, T567p, T593h, T593q, T603h

C

Centers see *Learning stations*

Comprehension Coach see *Technology*

Cooperative learning BP45–BP46

corners T37h, T247q, T350, T449h, T559o, T586

fishbowl T18, T94, T118, T183h, T186a, T240, T350, T368, T369h, T394, T460a, T510

inside-outside circle T27q, T40a, T61o, T302a, T333h, T359q, T380a, T472, T536a, T548, T570a

jigsaw T68, T69h, T80a, T168, T413h, T492

numbered heads together T6a, T36, T54, T111h, T268, T333d, T412, T496a, T603h

roundtable T114a, T142, T175q, T207o, T314, T336a, T384, T416a, T430, T483o, T500, T519q, T525h, T567h, T586, T593q

team word webbing T135n, T135o, T190, T439q, T524

think, pair, share T44, T101q, T124, T183d, T198, T230, T254, T258a, T340, T403o, T574

three-step interview T10, T84, T110, T143h, T154a, T158, T182, T214, T215h, T226a, T262, T279o, T288, T306, T325o, T420, T448, T464, T493h, T540, T602

Cross-Curricular Teamwork Activities see *Learning stations*

D

Daily grammar see *Grammar*

Daily language arts see *Grammar*; *Spelling*; *Writing*

Daily spelling and word work see *Spelling*

Daily writing skills see *Writing*

Differentiation strategies

above level T1m, T11, T17, T25a, T26a, T27c, T27m, T28, T28a, T36a, T37d, T37g, T37j, T39, T45, T61b, T62, T62a, T69d, T71, T72, T75m, T83, T85, T86–87, T99a, T100a, T101c, T101m, T102, T106–107, T110a, T111g, T111u, T115, T117, T119, T134a, T135b, T135l, T136, T136b, T143d, T145, T157, T159, T175b, T176, T178, T189, T191, T206a, T208, T218, T227, T229, T231, T239, T246a, T250, T253, T254a, T255j, T263, T272–273, T278a, T288a, T294, T297m, T307, T313, T324a, T325b, T325l, T329, T331, T332a, T333d, T341, T348–349, T358a, T367, T368a, T369d, T369g, T372, T383, T385, T391, T398–399, T402a, T403b, T413g, T413k, T421, T438a, T439c, T444–445, T446, T449d, T455m, T465, T471, T474–475, T482a, T483b, T483k, T488–489, T490, T493g, T493k, T497, T501, T508–509, T511, T517a, T518a, T523, T527, T531n, T541, T547, T552–553, T557, T558a, T559b, T559l, T567d, T567u, T575, T578–579, T582–583, T585, T591a, T592a, T593c, T593m, T594, T594b, T603g, T606

below level T11, T12–13, T17, T19, T21, T22–23, T25a, T27c, T27m, T27n, T32–33, T35, T37j, T37k, T37u, T37v, T41, T45, T52–53, T56, T59, T60a, T61l, T62a, T66–67, T68a, T69g, T75n, T81, T85, T88–89, T95, T102a, T109, T111d, T111g, T111k, T111u, T113, T119, T125, T128–129, T135k, T136b, T138, T142a, T143d, T143g, T145, T146, T155, T159, T160–161, T166–167, T169, T174a, T175b, T181, T182a, T183g, T185, T191, T192–193, T197, T200–201, T205, T206a, T207b, T208b, T214a, T215d, T215g, T218, T221n, T231, T232–233, T234–235, T239, T241, T246a, T247b, T248, T248b, T257, T261, T263, T272–273, T276–277, T279b, T279k, T280b, T282–283, T294, T307, T308–309, T310–311, T315, T323a, T324a, T326b, T328, T330, T331, T333d, T333g, T335, T339, T341, T342–343, T348–349, T351, T352–353, T358a, T359m, T360b, T362–363, T364–365, T369d, T369g, T372, T381, T385, T386–387, T395, T402a, T404, T406–407, T411, T415, T419, T421, T422–423, T424–425, T433, T438a, T439b, T439m, T442–443, T447, T449g, T452, T465, T466–467, T468–469, T474–475, T482a, T483b, T484, T486–487, T490, T491, T492a, T493d, T493k, T493u, T499, T501, T504–505, T513, T517a, T518a, T520, T520b, T523, T525d, T528, T531m, T535, T537, T541, T542–543, T544–545, T549, T550–551, T555, T558a, T559b, T564–565,

T566a, T567d, T567u, T569, T571, T573, T575, T576–577, T580–581, T585, T587, T588–589, T593m, T596–597, T601, T602a, T603d, T606

English learners T5, T7, T9, T12–13, T14–15, T19, T26a, T28, T28a, T35, T36a, T37g, T37u, T39, T41, T48–49, T56, T59, T61b, T61k, T68a, T69d, T69g, T71, T72, T79, T81, T86–87, T88–89, T91, T93, T95, T100a, T101n, T102, T109, T110a, T111d, T111k, T113, T115, T125, T134a, T135b, T136, T141, T143g, T146, T153, T155, T160–161, T173a, T174a, T175c, T175m, T176, T182a, T183d, T185, T187, T194–195, T197, T207b, T208, T208b, T210, T214a, T215d, T217, T221m, T225, T227, T234–235, T237, T241, T245a, T246a, T247c, T248b, T253, T254a, T255k, T255v, T257, T259, T266–267, T269, T276–277, T278a, T280, T280b, T287, T288a, T293, T297m, T303, T305, T308–309, T315, T316–317, T325b, T325k, T326, T329, T332a, T333k, T335, T337, T342–343, T357, T358a, T359c, T359m, T360, T368a, T379, T381, T388–389, T390, T395, T398–399, T401, T402a, T404, T404b, T412a, T413d, T413g, T415, T417, T431, T433, T437a, T439m, T440, T442–443, T444–445, T448a, T449d, T452, T455m, T459, T461, T468–469, T473, T482a, T483k, T484b, T488–489, T491, T492a, T493d, T493j, T493v, T497, T502–503, T504–505, T508–509, T511, T518a, T519b, T519m, T524a, T525d, T525g, T527, T531m, T535, T537, T539, T544–545, T550–551, T555, T557, T559k, T560, T560b, T566a, T567g, T567j, T567v, T569, T571, T580–581, T588–589, T591a, T592a, T593b, T594, T594b, T602a, T603d, T605

on level T11, T45, T85, T119, T159, T191, T231, T263, T307, T341, T385, T421, T465, T501, T541, T575

leveled reading selections SG4–SG27, SG68 (in each unit)

special needs T11, T14–15, T26a, T32–33, T37d, T37k, T43, T48–49, T55, T60a, T61k, T62, T75m, T79, T91, T93, T99a, T100a, T101b, T101m, T102a, T104–105, T111j, T111v, T128–129, T134a, T135k, T138, T142a, T169, T174a, T175c, T176b, T178, T183d, T183u, T192–193, T194–195, T199, T200–201, T206a, T213, T217, T221m, T232–233, T237, T250, T255u, T269, T278a, T279b, T287, T310–311, T313, T316–317, T320–321, T324a, T325k, T326, T326b, T328, T330, T333j, T351, T352–353, T357n, T359b, T359n, T360b, T362–363, T364–365, T367, T386–387, T388–389, T391, T393, T403b, T406–407, T412a, T413d, T413j, T422–423, T424–425, T431, T437a, T438a, T440b, T446, T447, T448a, T449g, T451, T455n, T463, T466–467, T471, T473, T483l, T484, T484b, T486–487, T493g, T502–503, T513, T514–515, T519c, T519m, T520, T520b, T524a, T525g, T528, T542–543, T547, T552–553, T558a, T559k, T560, T560b, T564–565, T567g, T567k, T576–577, T578–579, T582–583, T587, T592a, T593n, T601, T603g, T605

Digital library see *Technology*

F

Family newsletters T2, T5, T7, T39, T41, 1c:Family Newsletter 1, T76, T81, T115, 2c:Family Newsletter 2, T150, T181a, 3c:Family Newsletter 3, T222, T240, 4c:Family Newsletter 4, T298, T302a, T335, 5c:Family Newsletter 5, T376, T381, 6c:Family Newsletter 6, T456, T464, 7c:Family Newsletter 7, T532, T534, T540, 8c:Family Newsletter 8

Fiction books see *Small Group Reading*

Fluency see *Skills Index*

G

Grammar T1l–T1m, T6, T8, T17, T25a, T26, T27c, T27m–T27n, T28b, T35, T36a, T37, T37c, T37g, T37k, T37u–T37v, T40, T43, T52–53, T59, T60, T61k–T61l, T62b, T66–67, T69, T69c, T69g, T75m–T75n, T80, T83, T93, T99a, T100, T101c, T101m–T101n, T102b, T108, T111, T111c, T111g, T111k, T111u–T111v, T114, T116, T122–123, T132–133, T134, T135k–T135l, T136b, T140, T142a, T143, T146, T149m–T149n, T154, T156, T164–165, T173a, T174, T175c, T175m–T175n, T176b, T180, T183, T183c, T183g, T183u–T183v, T186, T189, T197, T205, T207k–T207l, T208b, T212, T215, T215c, T215g, T218, T221m–T221n, T226, T228, T239, T245a, T246, T247c, T247m–T247n, T248b, T252, T255, T255k, T255u–T255v, T258, T261, T266–267, T274–275, T279, T279k–T279l, T280b, T287, T288a, T289, T294, T297m, T302, T305, T313, T323a, T324, T326b, T332a, T333, T333c, T333g, T333k, T336, T339, T346–347, T357, T358, T359c, T359m, T360b, T366, T369, T369c, T369g, T372, T375m, T380, T383, T392, T400, T402, T403k, T404b, T410, T413, T413c, T413g, T413k, T416, T418, T428–429, T437a, T439, T439c, T439m, T440b, T446, T449, T449c, T449g, T452, T455m, T459a, T462, T470, T480–481, T482, T483k, T484b, T490, T493, T493c, T493g, T493k, T493u, T495a, T498, T506–507, T517a, T518, T519c, T519m, T520b, T522, T524b, T525c, T525g, T528, T536, T539, T547, T557, T558, T559k, T560b, T562–563, T567, T567c, T567g, T567k, T570, T573, T585, T591a, T592, T593c, T593m, T594b, T601, T603, T603c, T603g, T606

I

Independent work *see Learning stations*
Interactive whiteboard lessons *see Technology*
Interactive whiteboard tips *see Technology: eVisuals*

L

Language and Literacy Teamwork Activities *see Learning stations*

Learning stations

author study T1i, T75j, T149j, T221j, T297j, T333r, T531j
Cross-Curricular Teamwork Activities T1i, T27j, T37r, T61h, T75j, T101j, T111r, T135h, T149j, T175j, T183r, T207h, T221j, T247j, T255r, T279h, T297j, T325g, T325h, T333r, T359j, T375j, T403h, T413r, T439j, T455j, T483h, T493r, T519j, T531j, T559h, T567h, T593j
independent work T1h–T1i, T27i–T27j, T37q–T37r, T61g–T61h, T75i–T75j, T101i–T101j, T111q–T111r, T135g–T135h, T149i–T149j, T175i–T175j, T183q–T183r, T207g–T207h, T221i–T221j, T247i–T247j, T255q–T255r, T279g–T279h, T297i–T297j, T325g–T325h, T333q–T333r, T359i–T359j, T375i–T375j, T403g–T403h, T413q–T413r, T439i–T439j, T455i–T455j, T483g–T483h, T493q–T493r, T519i–T519j, T531i–T531j, T559g–T559h, T567q–T567r, T593i–T593j
Language and Literacy Teamwork Activities T1h, T27i, T37q, T61g, T75i, T101i, T111q, T135g, T149i, T175i, T183q, T207g, T221i, T247i, T255q, T279g, T297i, T325g, T333q, T359i, T375i, T403g, T413q, T439i, T455i, T483g, T493q, T519i, T531i, T559g, T567g, T593i
online activities T1h, T1i, T27i, T27j, T37q, T37r, T61g, T61h, T101i–T101j, T111q–T111r, T135g–T135h, T149i–T149j, T175i–T175j, T183q–T183r, T207g–T207h, T221i–T221j, T247i–T247j, T255q–T255r, T279g–T279h, T297i–T297j, T325g–T325h, T333q–T333r, T359i–T359j, T375i–T375j, T403g–T403h, T413q–T413r, T439i–T439j, T455i–T455j, T483g–T483h, T493q–T493r, T519i–T519j, T531i–T531j, T559g–T559h, T567q–T567r, T593i–T593j

Lesson planners

unit skills at a glance T1d–T1e, T75e–T75f, T149e–T149f, T221e–T221f, T297e–T297f, T375e–T375f, T455e–T455f, T531e–T531f
weekly planners T1f–T1g, T27g–T27h, T37o–T37p, T61e–T61f, T75g–T75h, T101g–T101h, T111o–T111p, T135e–T135f, T149g–T149h, T175g–T175h, T183o–T183p, T207e–T207f, T221g–T221h, T247g–T247h, T255o–T255p, T279e–T279f, T297g–T297h, T325e–T325f, T333o–T333p, T359g–T359h, T375g–T375h, T403e–T403f, T413o–T413p, T439g–T439h, T455g–T455h, T483e–T483f, T493o–T493p, T519g–T519h, T531g–T531h, T559e–T559f, T567o–T567p, T593g–T593h
see also online lesson planners; Technology; Technology: online lesson planners

M

Mark-up reading *see Technology: interactive whiteboard lessons*

My Vocabulary Notebook *see Technology*

N

Nonfiction books *see Small group reading*

O

Online lesson planner *see Technology*

Online resources *see Technology*

P

Power Writing *see Writing*

R

Reach into Phonics T1i, T27j, T37r, T61h, T75j, T101j, T111r, T135h, T149j, T175j, T183r, T207h, T221j, T247j, T255r, T279h, T297j, T325h, T333r, T359j, T375j, T403h, T413r, T439j, T455j, T483h, T493r, T519j, T531j, T559h, T567h, T593j

Research

projects T61a–T61b, T135a–T135b, T207a–T207b, T279a–T279b, T325a, T325a–T325b, T403a–T403b, T483a–T483b, T559a–T559b
skills T37w–T37x, T111w–T111x, T183w–T183x, T255w–T255x, T297o–T297p, T375o–T375p, T531o–T531p

Reteaching RT1.1–RT1.15, RT2.11–RT2.16, RT3.1–RT3.16, RT4.1–RT4.16, RT5.1–RT5.16, RT6.1–RT6.16, RT7.1–RT7.16, RT8.1–RT8.15

S

Scope and sequence S&S1–S&S12 (each unit)

Small group reading

assessment SG56–SG59 (each unit)
books at a glance SG1 (each unit)
Explorer books SG4–SG5, SG10–SG11, SG16–SG17, SG22–SG23 (in each unit)
fiction books SG1.6–SG1.9, SG1.12–SG1.15, SG2.6–SG2.9, SG2.12–SG2.15, SG3.6–SG3.9, SG3.12–SG3.15, SG4.6–SG4.9, SG4.12–SG4.15, SG4.18–SG4.21, SG5.18–SG5.21, SG5.24–SG5.27, SG6.18–SG6.21, SG6.24–SG6.27, SG7.18–SG7.21, SG7.24–SG7.27, SG8.18–SG8.21, SG8.24–SG8.27
masters SG28–SG67 (in each unit)

nonfiction books SG1.12–SG1.15, SG1.18–SG1.21, SG1.24–SG1.27, SG2.18–SG2.21, SG2.24–SG2.27, SG3.18–SG3.21, SG3.24–SG3.27, SG4.12–SG4.15, SG4.18–SG4.21, SG4.23–SG4.27, SG5.6–SG5.9, SG5.13–SG5.15, SG6.6–SG6.9, SG6.12–SG6.15, SG7.6–SG7.9, SG7.12–SG7.15, SG8.6–SG8.9, SG8.12–SG8.15

Spelling T1j–T1k, T6, T8, T17, T25a, T26, T27c, T27k–T27l, T28b, T35, T37, T37c, T37g, T37k, T37s–T37t, T40, T43, T52–53, T59, T60, T61i–T61j, T62b, T66–67, T69, T69c, T69g, T75k–T75l, T80, T83, T93, T99a, T100, T101c, T101k–T101l, T102b, T108, T111, T111c, T111g, T111k, T111s–T111t, T114, T116, T122–123, T132–133, T134, T135i–T135j, T136b, T140, T143, T146, T149k–T149l, T154, T156, T164–165, T173a, T174, T175c, T175k–T175l, T176b, T180, T183, T183c, T183g, T183s–T183t, T186, T189, T197, T205, T207i–T207j, T208b, T212, T215, T215c, T215g, T218, T221k–T221l, T226, T228, T239, T245a, T246, T247c, T247k–T247l, T248b, T252, T255, T255k, T255s–T255t, T258, T261, T266–267, T274–275, T279, T279i–T279j, T280b, T287, T289, T294, T297k, T302, T305, T313, T323a, T324, T325i, T326b, T333, T333c, T333g, T333k, T333s, T336, T339, T346–347, T357, T358, T359c, T359k, T360b, T366, T369, T369c, T369g, T372, T375k, T380, T383, T392, T400, T402, T403i, T404b, T410, T413, T413c, T413g, T413k, T413s, T416, T418, T428–429, T437a, T439, T439c, T439k, T440b, T446, T449, T449c, T449g, T452, T455k, T459a, T462, T470, T480–481, T482, T483i, T484b, T490, T493, T493c, T493g, T493k, T493s, T495a, T498, T506–507, T517a, T518, T519c, T519k, T520b, T522, T524b, T525c, T525g, T528, T531k, T536, T539, T547, T557, T558, T559i, T560b, T562–563, T567, T567c, T567g, T567k, T567s, T570, T573, T585, T591a, T592, T593c, T593k, T594b, T601, T603, T603c, T603g, T606

T

Technology

BP55–BP56
build background videos and interactive T2, T3, T76, T77, T150, T151, T154a, T222, T223, T298, T456, T460a, T532
Comprehension Coach T1i, T11, T19, T26, T27, T37r, T45, T55, T60, T61, T75j, T85, T95, T100, T101, T111r, T119, T125, T134, T135, T149j, T159, T169, T174, T175, T183r, T191, T199, T206, T206a, T207, T221j, T231, T241, T246, T247, T255r, T263, T269, T278, T278a, T279, T297j, T307, T315, T325, T333r, T351, T358, T359, T375j, T385, T395, T402, T403, T413r, T421, T431, T438, T439, T455j, T465, T473, T483, T493r, T501, T511, T518, T519, T531j, T541, T549, T558, T559, T567h, T575, T587, T592
Digital Library T27p, T38, T40a, T73, T75, SG1.6, SG1.7, SG1.12, SG1.13, SG1.18, SG1.19, SG1.24, T75i, T75o, T78, T80a, T111q, T112, T114a, SG2.6, SG2.7, SG2.12, SG2.13, SG2.18, SG2.19, T149i, T149j, T183q, T207h, SG3.6, SG3.7, SG3.12, SG3.13, SG3.18, SG3.19, SG3.24, SG3.25, T221i, T247j, T255r, T279h, T295, SG4.7, SG4.12, SG4.18, SG4.25, T297i, T297j, T333r, T333x, SG5.6, SG5.12, SG5.13, SG5.18, SG5.19, SG5.24, SG5.25, T375i, T403g, T403h, T413q, T413r, T413x, T439p, SG6.6, SG6.7, SG6.12, SG6.19, SG6.24, SG6.25, T455i, T455j, T458, T460a, T483g, T493q, T493r, T494, T519j, SG7.19, T531i, T531j, T534, T536a, T559g, T559h, T567g, T568, T570a, T593j, SG8.6, SG8.7, SG8.12, SG8.19, SG8.24, SG8.25
eAssessment T26, T60, T100, T134, T174, T206, T246, T278, T438, T558, T592
eEdition T3, T4, T5, T5a, T6a, T8, T11, T19, T20, T25b, T26, T26a, T28, T28c, T29, T35a, T36, T36a, T38, T39, T40a, T41, T42, T45, T46–47, T55, T59a, T60, T60a, T61o, T62, T62c, T63,

Program Features and Resources Index, continued

T67a, T68, T68a, T70, T76, T77, T78, T79, T79a, T80a, T81, T82, T85, T95, T99b, T100, T100a, T101q, T102, T102c, T103, T109a, T110, T112, T113, T114a, T115, T116, T119, T122–123, T125, T133a, T134, T134a, T135o, T136, T136c, T137, T138, T141a, T142, T142a, T144, T151, T152, T153, T154a, T155, T156, T159, T162–163, T169, T170–171, T173a, T173b, T174, T175q, T176, T176c, T177, T181a, T182, T182a, T184, T185, T186a, T187, T188, T191, T197, T199, T202–203, T205, T205a, T206, T206a, T207o, T208, T208c, T209, T211, T213, T213a, T214, T214a, T222, T223, T224, T225, T226a, T227, T231, T236, T241, T242–243, T245b, T246, T246a, T247q, T248, T248c, T249, T253a, T254, T254a, T256, T257, T258a, T259, T260, T263, T269, T270–271, T277a, T278, T278a, T279o, T280, T280c, T281, T287a, T288, T290, T298, T299, T300, T301, T303, T304, T307, T315, T318–319, T323b, T324a, T325o, T326c, T327, T331a, T332, T332a, T334, T335, T336a, T337, T338, T341, T344–345, T351, T354–355, T357a, T358, T358a, T359q, T360, T360c, T361, T366, T367a, T368, T368a, T370, T376, T377, T378, T379, T380a, T381, T382, T385, T393, T395, T396–397, T401, T401a, T402, T402a, T403o, T404, T404c, T405, T411a, T412, T412a, T414, T415, T416a, T417, T418, T421, T431, T432, T437b, T438, T438a, T439q, T440, T440c, T441, T447a, T448, T448a, T450, T456, T457, T458, T459, T460a, T461, T462, T465, T470, T471, T473, T476–477, T481a, T482a, T483o, T484, T484c, T485, T491a, T492, T492a, T494, T495, T496a, T497, T498, T501, T511, T512, T517b, T518, T518a, T519q, T520, T520c, T521, T522, T523a, T524, T524a, T526, T532, T533, T534, T535, T536a, T537, T538, T541, T549, T554, T557, T557a, T558, T558a, T559o, T560, T560c, T561, T565a, T566, T566a, T568, T569, T571, T572, T575, T585, T587, T591b, T592, T592a, T593q, T594, T594c, T595, T598–599, T601a, T602, T602a, T604

eVisuals T1l, T1m, T1n, T5a, T27a, T27m, T27n, T27o, T28a, T28c, T36a, T37c, T37e, T37g, T37i, T37u, T37v, T37w, T39a, T61b, T61k, T61m, T62a, T68a, T69c, T69e, T69g, T70, T75m, T75n, T75o, T79a, T101a, T101m, T101o, T101p, T102a, T110a, T111c, T111e, T111g, T111i, T111u, T111v, T111w, T113a, T135b, T135k, T135l, T135m, T135n, T136a, T136c, T142a, T143c, T143e, T143g, T144, T149m, T149n, T149o, T149p, T153a, T175a, T175m, T175o, T175p, T176a, T182a, T183c, T183e, T183g, T183u, T183v, T183w, T183x, T185a, T207b, T207k, T207m, T207n, T208a, T214a, T215c, T215e, T215g, T216, T221m, T221o, T225a, T247a, T247m, T247o, T247p, T248a, T254a, T255i, T255u, T255v, T255w, T257a, T279b, T279k, T279l, T279m, T280a, T288a, T291, T297m, T297o, T301a, T325b, T325k, T325m, T325n, T326a, T332a, T333c, T333e, T333g, T333i, T333u, T333v, T333w, T335a, T357n, T357o, T359a, T359m, T359n, T359o, T359p, T360a, T368a, T369c, T369e, T369g, T370, T375m, T375p, T379a, T403b, T403k, T403l, T403m, T404a, T412a, T413c, T413e, T413g, T413i, T413u, T413v, T413w, T415a, T439a, T439m, T439o, T440a, T440c, T448a, T449c, T449e, T449g, T450, T455m, T455o, T459a, T483b, T483k, T483l, T483m, T483n, T484a, T484c, T492a, T493c, T493d, T493g, T493i, T493u, T493v, T493w, T495a, T519a, T519m, T519o, T519p, T520a, T520c, T524a, T525c, T525e, T525g, T526, T531m, T531n, T531o, T531p, T535a, T559b, T559k, T559m, T559n, T560a, T566a, T567, T567c, T567e, T567g, T567u, T567v, T567w, T569a, T593a, T593m, T593o, T593p, T594a, T602a, T603c, T603e, T603g, T604

interactive whiteboard lessons T37a–T37d, T69a–T69b, T111a–T111d, T143a–T143d, T183a–T183d, T215a–T215d, T255a–T255d, T289a–T289d, T333a–T333b, T333a–T333d, T369a–T369d, T413a–T413d, T449a–T449d, T493a–T493d, T525a–T525b,

T525a–T525d, T567a–T567b, T567a–T567d, T603a–T603b, T603a–T603d

Magazine Maker T27a–T27d, T37i–T37l, T101a–T101d, T111i–T111l, T175a–T175d, T207a–T207d, T247a–T247d, T255i–T255l, T333i–T333l, T359a–T359d, T413i–T413l, T439a–T439d, T493i–T493l, T519a–T519d, T567j–T567l, T593b–T593d

My Vocabulary Notebook T1h, T4, T5, T7, T10, T11, T18, T19, T27i, T37q, T38, T39, T41, T44, T45, T54, T55, T61g, SG1.5, SG1.11, SG1.17, SG1.23, T75i, T78, T79, T81, T84, T85, T94, T95, T101i, T111q, T112, T113, T115, T118, T119, T124, T125, T135g, SG2.5, SG2.11, SG2.17, SG2.23, T149i, T152, T153, T155, T158, T159, T168, T169, T175i, T183q, T184, T185, T187, T190, T191, T198, T199, T207g, T221i, T224, T223, T227, T230, T231, T240, T241, T247i, T255q, T256, T257, T259, T262, T263, T268, T269, T279g, SG4.5, SG4.11, SG4.17, SG4.23, T297i, T300, T301, T303, T306, T307, T314, T315, T325g, T333q, T334, T335, T337, T340, T341, T350, T351, T359i, SG5.2, SG5.5, SG5.11, SG5.17, SG5.23, T375i, T378, T379, T381, T384, T385, T394, T395, T403g, T413q, T415, T417, T420, T421, T430, T431, T439i, SG6.2, SG6.5, SG6.11, SG6.17, SG6.23, T455i, T458, T461, T464, T465, T472, T473, T483g, T493q, T494, T495, T497, T500, T501, T510, T511, T519i, SG7.2, SG7.5, SG7.11, SG7.17, SG7.23, T531i, T534, T535, T537, T540, T541, T548, T549, T559g, T567g, T568, T569, T571, T574, T575, T586, T587, T593i, SG8.2, SG8.5, SG8.10, SG8.11, SG8.16, SG8.17, SG8.22, SG8.23

online lesson planner T1f, T27g, T37o, T61e, T75g, T101g, T111o, T135e, T149g, T175g, T183o, T207e, T221g, T247g, T255o, T279e, T297g, T325e, T333o, T359g, T375g, T403e, T413o, T439g, T455g, T483e, T493o, T519g, T531g, T559e, T567o, T593g

phonics games T1g, T1i, T27j, T37r, T61h, T75j, T101j, T111r, T135h, T149j, T175j, T183r, T207h, T221j, T247j, T255r, T279h, T297j, T325h, T333r, T359j, T375j, T403h, T413r, T439j, T455j, T483h, T493r, T519j, T531j, T559h, T567h, T593j

videos T37q, T111q, T175i, T183q, T247i, T255q, T279g, T297i, T299, T325g, T333q, T403g, T439i, T455i, T457, T483g, T493q, T519i, T533, T559g, T593i

vocabulary games T1f, T1h, T25b, T27i, T27q, T37q, T59a, T61g, T75i, T99b, T101i, T111q, T133a, T135a, T135g, T149i, T173b, T175i, T183q, T205a, T207g, T221i, T245b, T247i, T255q, T277a, T279g, T297i, T323b, T325g, T333q, T357a, T359i, T375i, T401a, T403g, T413q, T437b, T439i, T455i, T481a, T483g, T493q, T517b, T519i, T531i, T557a, T559g, T567g, T591b, T593i

Test-taking strategies T59a, 1c:PM1.5, PM1.20, T99b, T133a, 2c:PM2.5, PM2.20, T174, T206, 3c:PM3.5, PM3.22, T245b, T277a, 4c:PM4.5, PM4.21, 5c:PM5.5, PM5.20, 6c:PM6.5, PM6.22, T482, T518, 7c:PM7.5, PM7.20, 8c:PM8.5, PM8.22

U

Unit planner *see Lesson planners*

Unit projects T3, T75, T77, T149, T151, T221, T223, T297, T299, T375, T377, T455, T457, T530, T531, T609

V

Vocabulary

academic T6a–T7, T7–T8, T35a, T40a–T41, T67a, T80a–T81, T109a, T114a–T115, T141a, T154a–T155, T181a, T186a–T187, T213a, T226a–T227, T253a, T258a–T259, T287a, T302a–T303, T331a, T336a–T337, T367a, T380a–T381, T411a, T416a–

T417, T447a, T460a–T461, T491a, T496a–T497, T523a, T536a–T537, T565a, T570a–T571, T601a

domain-specific T4–T5, T35a, T38–T39, T67a, SG1.5, SG1.11, SG1.17, SG1.23, T78–T79, T109a, T112–T113, T141a, SG2.5, SG2.11, SG2.17, SG2.23, T152–T153, T181a, T184–T185, T213a, T224–T225, T253a, T256–T257, T287a, SG4.5, SG4.11, SG4.17, SG4.23, T300–T301, T331a, T334–T335, T367a, SG5.5, SG5.11, SG5.17, SG5.23, T378–T379, T411a, T414–T415, T447a, SG6.5, SG6.11, SG6.17, SG6.23, T458–T459, T491a, T494–T495, T523a, SG7.5, SG7.11, SG7.17, SG7.23, T534–T535, T565a, T568–T569, T601a, SG8.5, SG8.11, SG8.17, SG8.23

story words SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25 (in each unit)

strategies T27q, T28c, T37c, T37e, T61o–T62, T62c, T69c, T69e, T101q–T102, T102c, T111c, T111e, T135o–T136, T136c, T143c, T143e, T175q–T176, T176c, T183c, T183e, T207o–T208, T208c, T215c, T215e, T247q–T248, T248c, T279o–T279p, T280c, T325o–T326, T326c, T333c, T333e, T359q–T360, T360c, T369c, T369e, T403o–T404, T404c, T413c, T413e, T439q–T440, T440c, T449c, T449e, T483o–T484, T484c, T493c, T493e, T519q–T520, T520c, T525c, T525e, T559o–T560, T560c, T567c, T567e, T593q–T594, T603c, T603e

W

Weekly planners *see Lesson planners*

Writing

daily writing skills T1n–T1o, T6, T8, T17, T25a, T26, T27c, T27o–T27p, T28b, T35, T37, T37c, T37g, T37k, T37w–T37x, T40, T43, T52–53, T59, T60, T61m–T61n, T62b, T66–67, T69, T69c, T69g, T75o–T75p, T80, T83, T93, T99a, T100, T101c, T101o–T101p, T102b, T108, T111, T111c, T111g, T111k, T111w–T111x, T114, T116, T122–123, T132–133, T134, T135m–T135n, T136b, T140, T143, T146, T149o–T149p, T154, T156, T164–165, T173a, T174, T175c, T175o–T175p, T176b, T180, T183, T183c, T183g, T183w–T183x, T186, T189, T197, T205, T207m–T207n, T208b, T212, T215, T215c, T215g, T218, T221o–T221p, T226, T228, T239, T245a, T246, T247c, T247o–T247p, T248b, T252, T255, T255k, T255w–T255x, T258, T261, T266–267, T274–275, T279, T279m–T279n, T280b, T287, T289, T294, T302, T305, T313, T323a, T324, T325m, T326b, T331, T333, T333c, T333g, T333k, T333w, T336, T339, T346–347, T357, T358, T359c, T359o, T360b, T366, T369, T369c, T369g, T372, T380, T383, T392, T400, T402, T403m, T404b, T410, T413, T413c, T413g, T413k, T416, T418, T428–429, T437a, T439, T439c, T439o, T440b, T446, T449, T449c, T449g, T452, T455o, T459a, T462, T470, T480–481, T482, T483m, T484b, T490, T493, T493c, T493g, T493k, T493w, T495a, T498, T506–507, T517a, T518, T519c, T520b, T522, T524b, T525c, T525g, T528, T536, T539, T547, T557, T558, T560b, T562–563, T567, T567c, T567g, T567k, T570, T573, T585, T591a, T592, T593c, T593o, T594b, T601, T603, T603c, T603g, T606

modeled writing T37a–T37b, T37i–T37j, T69a–T69b, T70, T101a–T101b, T111i–T111j, T144, T175a–T175b, T216, T247a–T247b, T255i–T255j, T290–T291, T333a–T333b, T369a–T369b, T413a–T413b, T449a–T449b, T493a–T493b, T525a–T525b, T567a–T567b, T603a–T603b

power writing T4, T6a, T10, T18, T25b, T27q, T28c, T35a, T37c, T37e, T38, T40a, T44, T54, T59a, T61o, T62c, T67a, T69a, T69c, T69e, T69g, T78, T80a, T84, T94, T99b, T101q, T102c, T109a, T111c, T111e, T112, T114a, T118, T124, T133a, T135o, T136c, T141a, T143c, T143e, T152, T154a, T158, T168, T173b, T175q, T176c, T181a, T183c, T183e, T184, T186a, T190, T198, T205a, T207o, T208c, T213a, T215a, T215c, T215e, T224, T226a, T230, T240, T245b, T247q, T248c, T253a, T255e,

T256, T258a, T262, T268, T277a, T279o, T279q, T280c, T287a, T289e, T300, T302a, T306, T314, T323b, T325o, T326c, T331a, T333c, T333e, T334, T336a, T340, T350, T357a, T359q, T360c, T367a, T369c, T369e, T378, T380a, T384, T394, T401a, T403o, T404c, T411a, T413c, T413e, T414, T416a, T420, T430, T437b, T439q, T440c, T447a, T449c, T449e, T458, T460a, T464, T472, T481a, T483o, T484c, T491a, T493c, T494, T496a, T500, T510, T519q, T520c, T523a, T525c, T525e, T534, T536a, T540, T548, T557a, T559o, T560c, T565a, T567c, T567e, T568, T574, T586, T591b, T593q, T594c, T601a, T603e

writing activities T6, T8–T9, T17, T25a, T26, T28b, T35, T36a, T37, T37d, T37g, T37h, T40, T42–43, T52–53, T59, T60, T62b, T66–67, T69, T69d, T69g, T74, T75, SG1.8, SG1.9, SG1.14, SG1.15, SG1.20, SG1.21, SG1.26, SG1.27, T80, T82–T83, T93, T99a, T100, T102b, T109, T110a, T111, T111d, T111g, T114, T116–T117, T122–123, T132–133, T136b, T141, T142a, T143, T143d,

T143g, T148, SG2.8, SG2.9, SG2.14, SG2.15, SG2.20, SG2.21, SG2.26, SG2.27, T154, T156–T157, T166–167, T173a, T174, T176b, T181, T182a, T183, T183d, T183g, T186, T188–T189, T197, T205, T206, T208b, T213, T215, T215d, T215g, T220, T221, SG3.8, SG3.9, SG3.14, SG3.15, SG3.20, SG3.21, SG3.26, SG3.27, T226, T228–T229, T239, T245a, T246, T248b, T253, T255, T255d, T255g, T258, T260–T261, T266–267, T276–277, T278, T280b, T287, T289, T289d, T289g, T296, T297, SG4.8, SG4.9, SG4.14, SG4.15, SG4.20, SG4.21, SG4.26, SG4.27, T302, T304, T313, T323a, T324, T326b, T333, T333d, T333g, T336, T338, T348–349, T357, T358, T360b, T367, T369, T369d, T369g, T374, SG5.8, SG5.9, SG5.14, SG5.15, SG5.20, SG5.21, SG5.26, SG5.27, T380, T382–T383, T393, T400–T401, T402, T404b, T411, T413, T413d, T413g, T416, T418–T419, T428–429, T437a, T438, T440b, T447, T449, T449d, T449g, T454, SG6.8, SG6.9, SG6.14, SG6.15, SG6.20, SG6.21, SG6.26, SG6.27, T460, T462–T463, T471,

T480–481, T482, T484b, T491, T493, T493d, T493g, T496, T498–T499, T508–509, T517a, T518, T520b, T523, T524b, T525d, T525g, T530, SG7.8, SG7.9, SG7.14, SG7.15, SG7.20, SG7.21, SG7.26, SG7.27, T536, T538, T547, T557, T558, T560b, T564–565, T567, T567d, T567g, T570, T572, T585, T591a, T592, T594b, T601, T603, T603d, T603g, T608, SG8.8, SG8.9, SG8.14, SG8.15, SG8.20, SG8.21, SG8.26, SG8.27

writing projects T27a–T27d, T37i–T37l, T70–T73, T101a–T101d, T111i–T111l, T144–T147, T175a–T175d, T183i–T183l, T216–T219, T247a–T247d, T255i–T255l, T290–T295, T333i–T333l, T359a–T359d, T370–T373, T413i–T413l, T439a–T439d, T450–T453, T493i–T493l, T519a–T519d, T526–T529, T567i–T567l, T593a–T593d, T604–T607

writing stations T1h, T27i, T37q, T61g, T75i, T101i, T111q, T135g, T149i, T175i, T183q, T207g, T221i, T247i, T255q, T279g, T297i, T325g, T333q, T359i, T375i, T403g, T413q, T439i, T455i, T483g, T493q, T519i, T531i, T559g, T567q, T593i

A

Academic talk see *Program Features and Resources Index*

Academic vocabulary T6a–T7, T7–T8, T35a, T40a–T41, T67a, T80a–T81, T109a, T114a–T115, T141a, T154a–T155, T181a, T186a–T187, T213a, T226a–T227, T253a, T258a–T259, T287a, T302a–T303, T331a, T336a–T337, T367a, T380a–T381, T411a, T416a–T417, T447a, T460a–T461, T491a, T496a–T497, T523a, T536a–T537, T565a, T570a–T571, T601a

Activate prior knowledge SG4, SG6, SG7, SG10, SG12, SG13, SG16, SG18, SG19, SG22, SG24, SG25 (in each unit)

Active voice T567w–T567x

Adages T593q–T594, T594c, T603c, T603e

Adjectives T332a

of comparison T325k–T325l, T333u–T333v

demonstrative T297n

order of T297m

possessive T359m–T359n, T368a

in predicate T297m–T297n

proper T325l, T333u

Adverb clauses T483k–T483l

Adverbial element T75m

Adverbs T455m–T455n, T492a, T493u–T493v

Alliteration T439o

Analogy T325o–T326, T326c, T333c, T333e

Analyze SG1.11, SG1.15, T140, SG2.9, SG2.15, SG2.27, SG4.9, SG8.8, SG8.26

approach to theme T369f

audio and images T376

author's reasons/evidence RT7.3

cause and effect T55, T106–107, T210, T352–353, T364–365, T486–487, T490

character traits SG6.15, SG6.21

characters T88–89, T91, T92, T95, T98, RT2.1,

RT2.4, T252, T342–343, T346–347, T351, T584

characters' actions SG6.26

characters' feelings T21, SG6.21, SG6.27

characters' motives T16, T422–423, T433, T513

character's point of view T512

characters' responses T360a–T360b, RT5.10

details T58, T108

elements of fiction T576–577, T580–581, T584, T587, T590

facts and interpretations T69f

features of historical text T396–397

figurative language T103, T506–507, T511

film editing T76

genres T29, T108, T241

ideas T594a–T594b, RT8.9

plot T426–427

poetic elements T522

points of view T30–31, T32–33, T34, T37f, T88–89,

T99, T104–105, SG4.5, SG4.16, RT4.5, T386–387, T466–467, T470

problem and solution SG1.8, SG3.8

realistic fiction T170–171

rhythm in poetry T522

sensory details T98

setting T160–161, SG5.21

text (reading) T192–193

text features T196, T316–317, T386–387, T512

text structures, chronology SG6.22, SG6.23

theme T234–235, T237

visuals T90, T322, T437

Antonyms T61o–T62, T62c, T247q–T248, T248c, T369c

Apostrophe T359m–T359n

Apply word knowledge see *Vocabulary*

Approach to topic T111f, T111g

Articles T149m

Ask for and give information T4

Ask questions T25, T38, T80a, T82, T86–87, T88–89, T92, T95, T98, T99, T116, T128–129, T137, T138, T140, RT2.2, RT2.6, RT2.9, RT2.12, RT2.13, T252, T398–399, T514–515, T544–545, T560c, T562–563, T584, T591

Assessment see *Program Features and Resources Index*

Audience T207m–T207n

Audio see *Program Features and Resources Index*

Auditory effects T2

Author monographs BP1–BP27

Author study

Delacre, Lulu T75j, SG2.68

Erlbach, Arlene T531j, SG8.68

Hiscock, Bruce T149j

Kessler, Cristina SG5.68

Krull, Kathleen SG4.68

Pérez, Amada Irma T1i, SG1.68

Siebert, Diane T413r, SG6.68

Silverstein, Shel SG7.68

Soto, Gary T493r, SG7.68

Strauss, Rochelle T297j

Tingle, Tim T221j, SG4.68

Author's point of view T88–89, T99, T386–387, T459a, T466–467, T470, T473, T474–475, T478–479, T482a, T521, RT7.1

Author's purposes

compare T411a, T413g, RT6.11, T491a

determine T284–285, T327, T517

evaluate T204, T209

identify T404a–T404b, T406–407, T408–409, T410, T413f, RT6.3

in writing T207m–T207n

Author's use of reasons/evidence SG5.4, SG5.5, T484a–T484b, T486–487, T488–489, T493f, T493g, SG7.4

B

Best practices

choose variety of reading strategies T541, T575

encourage active listening T41

encourage elaboration T14–15, T32–33, T37h, T45, T115, T159, T252, T303, T381, T390, T417, T525h, T571

encourage participation T81, T140, T143h, T178,

T250, T369h, T410, T424–425, T449h, T582–583

encourage respect T7, T119, T208a, T231, T259, T263, T413h, T497, T504–505

group strategically T5, T85, T191, T227, T280b, T493h, T537

invite critical thinking T111h, T169, T215h, T512

link to experience T96–97, T106–107, T272–273,

T328, T333h, T337, T366, T442–443, T461, T522, T567h

model academic language T36, T69h, T183h, T210,

T242–243, T282–283, T286, T468–469, T473, T549, T603h

Bias T559m

Bibliography T531p

Big question see *Program Features and Resources Index*

Build background T2, SG1.4, SG1.6, SG1.7, SG1.10, SG1.12, SG1.13, SG1.16, SG1.18, SG1.19, SG1.22, SG1.24, SG1.25, T76, SG2.6, SG2.7, SG2.12, SG2.13, SG2.18, SG2.19, SG2.24, SG2.25, T150, T154a, T222, T298, T376, T456, T460a, T532

Build on others' ideas T114a

C

Capitalization

beginning of sentences T11

of proper adjectives T325l, T333u

proper nouns T149n

of titles T183u

Cause/effect SG1.5, T245, SG5.23, T379a, T402a, T415a, T438a, RT6.1, RT6.7

analyze T55, T106–107, T210, T352–353, T364–365, T486–487, T490

explain T200–201, T388–389, T391, T392, T398–399, T400, T422–423, T424–425, T426–427, T431, T433, T436

identify T522

see also *Text structure: cause and effect*

Centers see *Program Features and Resources Index*

Characters, story RT1.1, T79a, T100a, T231, T246a, T335a, T358a, RT5.7

actions of SG2.9, SG6.26, SG7.21, SG8.26

analyze see *Analyze: characters*

compare T102a–T102b, T103, T104–105, T108, T356, T361, T362–363, T364–365, T366, T523a

describe T238

development of T5a, T12–13, T14–15, T19, T22–23, T24, T26a

feelings of T21, SG3.8, SG3.15, SG5.21, SG6.21, SG6.27

motivations of T16, SG2.8, SG2.14, SG2.15, SG3.9,

SG3.15, SG3.21, SG4.15, SG4.21, T422–423, T433, T513, SG8.20, SG8.21

responses of T360a–T360b, RT5.10

roles of T369d

traits of SG3.9, SG5.26, SG5.27, SG6.15, SG6.21, SG7.26

viewpoint of T512

Chronology SG4.5, SG4.10, SG6.22, SG6.23, SG8.10, SG8.11

Clarify T334

information T40a

language T32–33

meanings T21, T30–31, T444–445

Clauses see *Adverb clauses; Dependent clauses; Independent clauses*

Cognates see *English-Spanish cognates*

Comma

between adjectives T297m

in complex sentences T135k–T135l

in compound sentences T135k

following introductory elements T75m–T75n, T101m–T101n, T111u, T483k–T483l

in a series T111u

Command T135m

Compare

accounts T37d

approach to theme T111g, T369g, T525g

author's purposes T411a, T413g, RT6.11, T491a

characters T102a–T102b, T103, T104–105, T108,

T356, T361, T362–363, T364–365, T366, T523a

characters' roles T369d

concepts T183g

content T181a

elements of setting T344–345

events T111a–T111b, T111d

facts and interpretations T69g

figurative language T253a

genres T35a, T213a, T437, T447a

ideas T601a

language T67a, T287a, T432

main ideas T215g

myths T109a

online documents T141a

points of view **T28a, T37g, T57, RT1.4**
 procedures **T565a**
 relationships between events **T603g**
 scenes **T449d**
 settings **T242–243, T434–435**
 story events **RT2.5, RT8.10**
 structure of poetry **RT7.10**
 text features **T138**
 text structures **T183a–T183b, RT3.5, RT4.11, T567a–T567b, T567d**
 cause and effect **SG6.16, SG6.17, SG7.22, SG7.23**
 chronology **SG4.5, SG4.10, SG8.10, SG8.11**
 problem and solution **SG8.4, SG8.5**
 texts **T331a**
 themes **T367a, T449g**

Compare/Contrast **T21, T39a, T50–51, T55, T58, T60a, SG1.9, SG1.14, SG1.17, SG1.23, SG1.27, RT1.7, T91, T99, SG2.5, SG2.11, SG2.15, SG2.21, SG2.26, SG2.27, T169, T172, T177, T194–195, SG3.20, T238, T274–275, SG4.5, SG4.15, SG4.21, SG4.23, SG4.27, SG5.11, SG5.14, SG5.17, T390, SG6.5, SG6.14, SG6.20, SG6.26, T485, T494, T517, SG7.9, SG7.11, SG7.14, SG7.20, SG7.21, SG7.27, SG8.9, SG8.11, SG8.15, SG8.23**

Complete sentences **T11–T1m, T27n, T36a**

Complex sentences **T135k–T135l, T135m, T142a**

Compound sentences **T135k, T135m, T142a**

Compound words **T439q–T440, T440c, T449c, T449e**

Comprehend questions **T104–105, T106–107, T120–121, T130–131**

Comprehension strategies *see Strategies for reading comprehension; and specific reading strategy*

Concept maps **T3, T77, T151, T223, T299, T377, T413e, T457, T533**

Concepts
 compare **T183g**
 explain **T183d, RT8.3**
 relate **T176a–T176b, T177, T179, T180, T183f, RT3.4**

Conclusions, draw **SG1.14, SG1.15, SG1.27, SG2.14, SG2.27, T179, T180, SG3.8, SG3.26, T269, T282–283, SG4.9, SG4.15, SG4.20, SG4.27, T310–311, T330, SG5.8, SG5.9, SG5.21, SG5.26, SG5.27, SG6.9, T496a, T502–503, T506–507, T512, T516, T521, T522, SG7.8, SG7.15, SG7.21, SG7.26, T542–543, T549, T552–553, T580–581, T587, T591, T600, SG8.8, SG8.9, SG8.14, SG8.15, SG8.20, SG8.21, SG8.27**

Conclusions, writing **T559n**

Concrete words **T413w–T413x**

Confirm predictions **T92, T234–235**

Conjunctions
 coordinating **T111u, T135k**
 correlative **T37v, T61k**
 subordinating **T135k–T135l, T483k–T483l**

Connect across texts **SG3, T29, T63, SG1.9, SG1.15, SG1.21, SG1.27, T103, T137, SG2.9, SG2.15, SG2.21, SG2.27, T177, T209, SG3.9, SG3.14, SG3.21, SG3.27, T249, T281, SG4.9, SG4.15, SG4.21, SG4.27, T327, T361, SG5.9, SG5.15, SG5.21, SG5.27, T405, T441, SG6.9, SG6.15, SG6.21, SG6.27, T485, T521, SG7.9, SG7.15, SG7.21, SG7.27, T560c, T595, SG8.9, SG8.15, SG8.21, SG8.27**

Connect to what you know **T302a**

Connections, making **RT5.2, RT5.5, RT5.8, RT5.12**
 text to self **T125, T310–311, T312, T316–317, T322, T366, T408–409, T437, T584**
 text to text **T328, T329, T338, T342–343, T346–347, T352–353, T356, T361, T364–365, T517, T562–563**
 text to world **T178, T304, T327, T362–363, T546**

Content vocabulary *see Vocabulary*

Context clues, use to determine meaning **T56, SG1.22, T493c, T493e, T519q–T520, T520c, T525c, T525e**

Conventions, in writing
 capitalization **T11, T149n, T183u, T325l, T333u**
 parts of speech

adjectives **T297m, T297m–T297n, T325k–T325l, T325l, T332a, T333u, T333u–T333v, T359m–T359n, T368a**
 adverbs **T455m–T455n, T492a, T493u–T493v**
 articles **T149m**
 conjunctions **T37v, T61k, T111u, T135k, T135k–T135l, T483k–T483l**
 interjections **T111u**
 nouns **T149m–T149n, T175m–T175n, T182a, T183v, T207i–T207j, T207k–T207l, T214a, T359m–T359n, T368a**
 prepositions **T519m–T519n**
 pronouns **T375n, T403k, T403l, T412a, T413u, T413u–T413v, T439m–T439n, T448a**
 verbs **T221m–T221n, T247m, T247n, T255s–T255t, T255u, T279i–T279j, T279k, T279k–T279l, T288a, T297m, T531m, T531m–T531n, T531m–T531n, T531n, T559k–T559l, T566a, T567u, T567u–T567v, T567w–T567x, T593m, T593m–T593n, T602a**

punctuation
 apostrophe **T359m–T359n**
 commas **T75m–T75n, T101m–T101n, T111u, T135k–T135l, T483k, T483k–T483l**
 exclamation point **T111u**
 semicolon **T111w**
 of titles **T183u**
 spelling *see Spelling*
 subject-verb agreement **T247n, T279l, T439m**

Critical viewing **T34**

Cross-curricular teamwork activities *see Program Features and Resources Index*

importance of main idea and details *see Details; Main idea*
 points of view **T576–577**
 sequence **T284–285, T391**
 steps in a process **T329, T352–353**
 theme **T241, T244, T356, T369a–T369b, RT5.11, T449a–T449b, T449f, T520a–T520b, T522, T525f, RT7.10**
see also Word meanings, determine

Dialogue **T333w–T333x, T432**

Dictionary **T27l, T27q, T28c, T37c, T37e, T61j, T101l, T247l, T325j, T439l, T567t**

Differentiation strategies *see Program Features and Resources Index*

Digital library *see Program Features and Resources Index: Technology*

Direct address **T101m–T101n**

Discuss a question **T143d**

Discuss an idea **T603d**

Discuss generalizations **T493d**

Drama
 compare settings in **T434–435**
 elements of **T421**

E

e Visuals *see Technology*

Elaborate on ideas **T416a**

Engage in conversation **T184**

English-Spanish cognates **T5, T7, T39, T41, T79, T81, T102, T113, T115, T153, T155, T227, T301, T303, T379, T381, T459, T461, T535, T537**

Evaluate **SG1.15, SG1.17, SG1.21, SG2.5, SG2.8, SG2.15, SG2.21, SG2.27, SG4.5, SG4.14, SG4.23, SG4.26, SG5.5, SG5.11, SG5.17, SG5.23, SG6.11, SG6.23, SG7.11, SG7.14, SG7.17, SG7.23, SG7.27, SG8.5, SG8.17, SG8.23, SG8.27**
 author's purpose **T204, T209**
 information **T570a**

Events
 compare relationships between **T603g**
 explain **T69d**
 explain relationships between **T69a–T69b, SG1.4, SG1.5, SG1.16, SG1.17, RT1.10, T126–127, SG2.16, SG2.17, T280a–T280b, T286, T333a–T333b, RT5.4, T413a–T413b, RT6.4, T603a–T603b, T603f**
 share **T413d**

Evidence
 find in reading **T320–321, T391, T395, T468–469**
 gathering **T255w–T255x**
 use as support **T255x**

Exclamation **T135m**

Exclamation point **T111u**

Expand word knowledge *see Vocabulary*

Explain **SG1.5, SG1.8, SG1.9, SG1.11, SG1.14, SG1.20, SG1.23, SG1.26, SG2.5, SG2.8, SG2.9, SG2.11, SG2.14, SG2.17, SG2.20, SG2.21, SG2.23, SG2.26, SG3.8, SG3.9, SG3.14, SG3.21, SG3.26, SG3.27, SG4.5, SG4.8, SG4.14, SG4.20, SG4.23, SG4.26, SG4.27, T300, SG5.5, SG5.8, SG5.9, SG5.11, SG5.14, SG5.15, SG5.17, SG5.23, SG5.27, SG6.5, SG6.8, SG6.11, SG6.14, SG6.17, SG6.21, SG6.23, SG6.26, SG6.27, SG7.5, SG7.8, SG7.9, SG7.11, SG7.15, SG7.17, SG7.20, SG7.21, SG7.23, SG7.26, SG8.5, SG8.8, SG8.11, SG8.14, SG8.17, SG8.20, SG8.23, SG8.26, SG8.27**

Explorer books *see Program Features and Resources Index: Small group reading*

Express ideas clearly **T380a, T534**

Express opinions **T410, T414**

F

Facts

- analyze **T69f**
- compare **T69g**

Facts and opinions

- distinguish **T62a**, T64–65, T204
- recognize T63

Family newsletters

see *Program Features and Resources Index*

Fiction

- analyze T170–171
- elements of **T246a**, **T569a**, T576–577, T580–581, T584, T587, T590, **T592a**, RT8.6

Fiction books

see *Program Features and Resources Index:*

Small group reading

Figurative language

- analyze T103, T506–507
- compare **T67a**, **T253a**, T287a
- explain T362–363
- interpret **T46–47**, **T236**, **T248a–T248b**, T249, **T250**, T252, RT4.4
- writing with **T248b**, **T439o–T439p**
see also *Alliteration; Metaphor; Onomatopoeia; Personification; Simile*

Fluency

- accuracy and rate T12–13, T19, T29, T46–47, T55, T63, T86–87, T95, T103, T120–121, T130–131, T137, T160–161, T169, T177, T192–193, T199, T209, T232–233, T241, T249, T264–265, T269, T281, T308–309, T315, T327, T342–343, T351, T361, T386–387, T395, T405, T422–423, T431, T441, T466–467, T474–475, T485, T502–503, T511, T521, T542–543, T550–551, T560c, T561, T576–577, T587, T595
- expression T5a, T8, T12–13, T19, T102a, T103, T110, T111b, T185a, T188, T192–193, T199, T257a, T260, T264–265, T269, T280a, T281, T288, T335a, T338, T342–343, T351, T360a, T361, T368, T369b, T415a, T418, T422–423, T431, T440a, T441, T447a, T449b, T521, T524, T569a, T572, T576–577, T587
- intonation T62a, T63, T68, T69b, T79a, T82, T86–87, T95, T142, T153a, T156, T160–161, T169, T176a, T177, T182, T183b, T225a, T228, T232–233, T241, T326a, T327, T332, T379a, T382, T386–387, T395, T459a, T462, T466–467, T474–475, T498, T502–503, T511, T594a, T595, T601a, T603b
- oral reading assessment T27, T61, T101, T135, A2.1–A2.3, T175, T206a, A3.1–A3.3, T247, T278a, A4.1–A4.3, T325, T359, T403, T439, A6.1–A6.3, T483, T519, A531–A535.3, A7.1–A7.3, T559, T593, A8.1–A8.3
- phrasing T28a, T29, T36, T37b, T39a, T42, T46–47, T55, T113a, T116, T120–121, T130–131, T136a, T137, T143b, T208a, T209, T214, T215b, T248a, T249, T254, T301a, T304, T308–309, T315, T404a, T405, T411a, T413b, T484a, T485, T492, T493b, T542–543, T550–551, T560a, T560c, T561, T567b

Foreshadowing

T270–271, T287a

Forms of *be* and *have*

T279k–T279l, **T288a**

Future-perfect-tense verbs

T593m

Future-progressive-tense verbs

T567v

Future-tense verbs

T593n, **T602a**

G

- Generalizations, form** SG1.27, SG3.26, SG4.14, SG4.20, SG4.26, SG5.17, SG6.9, SG6.15, T462, T468–469, T470, T473, T478–479, T485, T488–489, T490, SG7.14, SG7.20, RT7.2, T542–543, T550–551, T582–583, T596–597, SG8.9

Genres

see *Genres at a Glance, page xxii–xxiv*

Give and carry out commands

T78

Glossary

see *Picture Dictionary*

- Goal and outcome** SG1.21, **T113a–T113b**, **T134a–T135**, RT2.8, SG3.20, SG4.9, SG4.15, SG4.21, SG4.26, SG5.20, SG6.15, **T495a**, T504–505, T506–507, **T518a**, SG7.8, SG7.14, SG7.26, RT7.7, SG8.14
- determine T511, T512, T514–515, T516
- explain T120–121, T128–129, T130–131
- identify SG6.26

see also *Text structure: goal and outcome*

Grammar

- writing and **T1m**, **T27n**, T36a, T36a–T37, **T37v**, **T61l**, T68a, T68a–T69, **T75n**, **T101n**, T110a, T110a–T111, **T111v**, **T135l**, T142a, T142a–T143, **T149n**, **T175n**, T182a, T182a–T183, **T183v**, **T207l**, T214a, T214a–T215, **T221n**, **T247n**, T254a, T254a–T255, **T255v**, **T279l**, T288a, T288a–T289, **T297n**, **T325l**, T332a, T333, **T333v**, **T359n**, T368a, T369, **T375n**, **T403l**, T412a, T413, **T413v**, **T439n**, **T439v**, T448a, T449, **T455n**, T492a, T493, **T493v**, **T519n**, **T524a**, T525, **T531n**, **T559l**, T566a, T567, **T567v**, **T593n**, T602a, T603

see also *Adjectives; Adverb clauses; Adverbs; Capitalization; Complete sentences; Complex sentences; Conjunctions; Dependent clauses; Forms of be and have; Future-progressive-tense verbs; Future-tense verbs; Helping verbs; Independent clauses; Interjections; Linking verbs; Nouns; Past-progressive verbs; Past-tense verbs; Phrases; Predicates; Prepositional phrases; Prepositions; Program Features and Resources Index; Pronouns; Sentences; Subjects; Subject-verb agreement; Verbs*

H

Helping verbs

T255u, T531m–T531n, **T593m–T593n**

Historical text

T396–397

Homographs

T403o–T404, **T404c**, **T413c**, **T413e**

Homophones

T1j–T1k, **T37s–T37t**, **T75k–T75l**, **T101k–T101l**, **T111s–T111t**, **T149k–T149l**, **T175k–T175l**, **T183s–T183t**, **T207i–T207j**, **T221k–T221l**, **T247k–T247l**, **T255s–T255t**, **T279i–T279j**, **T297k–T297l**, **T333s–T333t**, T403i, **T413s–T413t**, **T439k–T439l**, **T455k–T455l**, **T493s–T493t**, T519l, **T531k–T531l**, **T559i–T559j**

I

Ideas

- analyze **T594a–T594b**, RT8.9
- compare **T601a**
- connect in reading **T333d**, T400–T401
- connect in writing **T279m–T279n**
- develop in writing see *Writing process: draft, write ideas; Writing traits: ideas*
- discuss T603d
- explain relationships between **SG2.10**, SG2.11, **T280a–T280b**, T281, T286, RT4.10, **T326a–T326b**, T327, T328, T329, T330, RT5.3, **SG7.10**, SG7.11, T596–597, T598–599, T600
- integrate **T333g**, **T455o–T455p**

Idioms

T559o–T560, **T560c**, T567c, T567e

Imagery

T106–107, T287a

see also *Metaphor; Simile*

Images, analyze

T376

Indefinite pronouns

T439m–T439n

Independent clauses

T27m–T27n

Independent reading

SG68 (each unit), T1i, T27j, T61h,

T75j, T101j, T135h, T149j, T247j, T255r, T279h,

T359j, T403h, T439j, T483h, T519j

Independent work

see *Program Features and Resources Index:*

Learning stations

Inferences, make

T14–15, T25, T32–33, SG1.9, SG1.20,

SG1.26, SG2.9, SG2.11, SG2.14, **SG2.22**, SG2.23,

T173, T177, T199, T212, SG3.21, SG3.27, **T228–T229**,

T232–233, T234–235, T237, T244, T245, T249, T250,

T251, **T258a**, **T260**, T264–265, T269, T272–273, T274–275, T284–285, T286, SG4.5, **SG4.22**, SG4.23, RT4.2, RT4.6, RT4.9, RT4.12, T308–309, T315, T316–317, T366, T390, **T392**, T400, T408–409, T437, T442–443, T446, SG6.8, SG6.11, SG6.20, SG6.23, T555, T578–579, T588–589, T591, T595, **SG8.16**, SG8.17, SG8.23

Information

- ask for and give **T4**
- connect **T336a**
- evaluate **T570a**
- finding in sources **T255w–T255x**
- integrate **T143g**, **T455o–T455p**, **T567g**
- summarize **T143f**, **T154a**, **T567f**
- verify T116

Interactive whiteboard lessons

see *Program Features and Resources Index: Technology*

Interjections

T111u

Interpretations

T69f–T69g

Introductions, writing

T1n–T1o, **T559n**

Introductory elements

T75m–T75n, **T101m–T101n**,

T111u, **T483k–T483l**

J

- Judgments, make** SG1.9, SG1.21, SG2.8, SG2.20, T204, SG3.15, SG3.20, SG3.21, SG3.27, SG4.9, SG4.21, SG4.27, SG5.8, SG5.9, SG5.15, T395, SG6.9, SG6.21, SG7.8, SG7.15, SG7.27, SG8.8, SG8.9, SG8.15, SG8.21, SG8.26

Justify

T224

L

Language and literacy teamwork activities

see *Program Features and Resources Index: Learning stations*

Language functions

see *Listening; Speaking*

Learning stations

see *Program Features and Resources Index:*

Differentiation

Learning strategies

see *Program Features and Resources Index:*

Index

Lesson planners

see *Program Features and Resources Index*

Linking verbs

T247m, T297m

Listen critically

T460a

Listening

- to carry out commands **T78**
- to clarify **T30–31**, T32–33, **T40a**, **T334**, T444–445
- to identify the message **T456**
- listen critically **T460a**
- to media
 - MP3/CD T5, T11, T19, T26, T38, T61g, T78, T85, T94, T112, T113, T119, T124, T125, T152, T159, T168, T174, T185, T186a, T187, T191, T199, T221i, T224, T231, T241, T247i, T256, T257, T263, T269, T300, T301, T307, T315, T324, T335, T341, T351, T378, T379, T396–397, T414, T415, T421, T431, T438, T458, T459, T465, T494, T495, T501, T511, T518, T534, T541, T549, T575, T587
 - videos T2, T3, T76, T111q, T135g, T149i, T175i, T183q, T207g, T222, T247i, T255q, T279g, T279h, T297i, T298, T325g, T333q, T377, T403g, T439i, T455i, T456, T457, T460a, T483g, T493q, T519i, T532, T559g, T593i
- to presentations T453

Literary analysis

see *Analyze: characters; Characters, story;*

Plot; Setting

Literary language, compare

T287a

see also *Figurative language; Foreshadowing; Imagery;*

Metaphor; Onomatopoeia; Personification; Simile

M

Main idea SG1.5, SG1.17, SG1.23
compare **T215g**
details and **T185a**, T206a, T210, T212, T215f, RT3.8,
T301a, T324a, RT5.1
determine importance T196, T199, T200–201, T204,
T591
identify T206a, T215d, T245, T308–309, T315, T320–
321, **T333f**, **SG5.22**, SG5.23, T517, T598–599
implied **T215a–T215b**, RT3.11
summarize **SG8.22**, SG8.23

Map and talk T5a, T39a, T79a, T113a, T153a, T185a,
T225a, T257a, T301a, T335a, T379a, T415a, T459a,
T495a, T535a, T569a

Media

analyze film editing **T76**
identify the message **T456**

Meet the author/illustrator

Hiscock, Bruce T173
Kimmel, Eric A. T99
Milway, Katie Smith T591
Pérez, Amada Irma T25
Siebert, Diane T437
Soto, Gary T517
Strauss, Rochelle T322
Tingle, Tim T245

Metaphor **T67a**, **T248a–T248b**, **T250**, **T439o**

Modeled writing *see Writing models*

Monitor and clarify T48–49, T50–51, T56, T58, T64–65,
T251, T560c

Multiple oral histories, identify RT4.5

Multiple-meaning words **T483o–T484**, **T484c**, **T493c**,
T493e

My Vocabulary Notebook *see Program Features and
Resources Index: Technology*

Myths T96–97, **T109a**

N

Narrative poetry, explain RT6.10

Narrator T11, **T222**

Negative sentences **T37u**

Negotiate **T256**

Nonfiction books *see Program Features and Resources Index:
Small group reading*

Note cards **T292**, **T293**, **T375p**

Note-taking **T297o–T297p**, **T375o–T375p**

Nouns

collective **T183v**, **T2071**
common/proper **T149m–T149n**
count/noncount **T207k–T207l**
irregular **T207k–T207l**
plural **T175m–T175n**, **T182a**, **T207i–T207j**, **T207k–
T207l**, **T214a**
possessive **T359m–T359n**, **T368a**

O

Online documents **T141a**, **T183w**, **T183x**

Online lesson planners *see Program Features and Resources
Index: Technology*

Online resources *see Program Features and Resources Index:
Technology*

Onomatopoeia **T354–355**, **T439o**

Opinions

express T330, T410
form SG1.14, SG1.26, SG3.14, SG3.15, SG3.26,
SG4.14, SG4.20, SG5.9, SG5.14, SG5.15, SG5.20,
SG5.26, SG5.27, SG6.8, SG6.9, SG6.15, SG6.20,
SG6.27, SG7.9, SG7.15, SG7.20, SG7.27, SG8.15,
SG8.20, SG8.21
identify **T247o**

support of **T226a**, **T403m–T403n**
write **T247o–T247p**

Oral language *see Listening; Speaking*

Outlining **T297p**

P

Paragraphs, introductory **T27p**

Paraphrase T25, T173, T194–195, T245, T282–283,
T375o

Participial phrases **T75m–T75n**

Past-perfect verbs **T531m–T531n**, **T567u**

Past-progressive verbs **T531m**, **T567u**

Past-tense verbs **T559k–T559l**, **T566a**, **T567u**

Personification **T248a–T224b**

Persuade **T458**

Persuasive techniques **T559m–T559n**

Phonics *see Reach into Phonics*

Phonics games *see Program Features and Resources Index:
Technology*

Phrases **T27m–T27n**

participial **T75m–T75n**

prepositional **T519m–T519n**, **T524a**

Picture Dictionary facsimiles R17–R22 (each unit)

Plan and monitor **T8**, **T42**, RT1.2, RT1.5, RT1.8, RT1.11,
T549, T560c, T595

Plan for discussions **T6a**

Plot **T149o**, **T153a**, T164–165, T172, **T174a**, RT3.1,
T246a, T426–427, T576–577, T587

Poetry

analyze elements of T522

compare structure of RT7.10

explain elements of **T525a–T525b**

explain narrative poetry **T440a–T440b**

explain structure T441, T442–443, T444–445, T446

Points of view **T20**, T45, T85, T263, T501

analyze T30–31, T32–33, T34, **T37f**, T99, T104–105,
SG4.5, **SG4.16**, RT4.5

author's T88–89, T99, T386–387, **T459a**, T466–467,
T470, T473, T474–475, T478–479, **T482a**, T521,
RT7.1

characters' SG1.8, **T512**

compare **T28a**, **T37g**, **T57**, RT1.4

describe **T37a–T37b**

determine T576–577

identify T485

narrator's T575

in your writing T52–53, **T61m–T61n**

Possessive words **T359m–T359n**, **T368a**, **T413u**

Power writing *see Program Features and Resources Index:
Writing*

Power writing routine BP47

Precise language **T175o–T175p**

Predicate adjective **T297m**

Predicates

compound **T61k–T61l**

simple/complete **T11–T11m**, **T27n**

Predict **T10**, T12–13, T16, T19, T22–23, T24, **T28c**, T29,
T30–31, T34, **T44**, T50–51, **T62c**, T84, T91, T95,
T102c, **T118**, **T136c**, T158, T164–165, T169, **T176c**,
T190, **T208c**, **T230**, T237, T241, **T248c**, T249, **T262**,
T269, T272–273, **T280c**, T281, **T306**, **T326c**, **T340**,
T346–347, T351, **T360c**, **T384**, **T404c**, T405, **T420**,
T424–425, T431, T436, **T440c**, **T464**, **T484c**, **T500**,
T504–505, T511, T514–515, **T520c**, **T540**, **T560c**,
T574, T580–581, T587, **T594c**
see also Confirm predictions

Prefixes **T175q–T176**, **T176c**, T183c, T183e

Prepositional phrases **T519m–T519n**, **T524a**

Prepositions **T519m–T519n**

Present-perfect tense verbs **T279k–T279l**

Present-progressive tense verbs **T255v**

Present-tense action verbs **T247n**, **T254a**

Preview and Predict *see Predict*

Problem-solution SG1.20, SG3.9

analyze SG1.8, SG3.8

identify SG1.15, SG1.27, SG2.21, SG3.20, SG4.8,
SG5.20, SG5.26, SG6.20, SG6.27, SG7.9, SG8.14

recognize **T562–563**

see also Text structure: problem and solution

Procedural text

compare **T565a**

explain T544–545, T546, T550–551, T556

write **T593o–T593p**

Pronouns

agreement **T403l**, **T412a**

demonstrative **T413u–T413v**, **T439n**

indefinite **T439m–T439n**

kinds of **T448a**

object **T375n**

possessive **T413u**, **T439n**

reflexive **T403k**

subject **T375m**

Proverbs **T593q–T594**, **T594c**, T603c, T603e

Punctuation *see Apostrophe; Commas; Exclamation point;
Semicolon*

Purpose for reading *see Set a purpose*

Q

Questions **T101m**, **T135m**

R

RAFT (Role, Audience, Form, Topic) T27b, T37j, T59,
T61a, T175b, T207a, T216, T247b, T255j, T279a,
T325a, T333j, T359b, T403a, T413j, T439b, T450,
T493j, T519b, T567j, T593b, T604

Reach Into Phonics *see Program Features and Resources
Index*

Read poetry **T525d**

Reading comprehension test A1.4–A1.6, A1.7–A1.8,
A1.13–A1.16, A1.20–A1.21, A1.26–A1.31, A2.4–A2.5,
A2.10–A2.11, A2.15–A2.16, A2.22–A2.30, A3.4–A3.5,
A3.10–A3.13, A3.17–A3.20, A3.26–A3.32, A4.4–A4.5,
A4.10–A4.15, A4.19–A4.20, A4.26–A4.33, A5.4–A5.5,
A5.11–A5.12, A5.16–A5.18, A5.23–A5.31, A6.4–A6.5,
A6.11–A6.13, A6.17–A6.18, A6.23–A6.30, A7.4–A7.5,
A7.11–A7.14, A7.18–A7.19, A7.24–A7.30, A8.4–A8.6,
A8.12–A8.13, A8.17–A8.18, A8.23–A8.29

Reading options *see Program Features and Resources Index:
Differentiation strategies*

Reading routines SG2–SG3, BP28–BP33

Reading strategies *see Strategies for reading comprehension;
and specific reading strategy*

Reasons and evidence RT7.3

author's use of **SG5.4**, SG5.5, **T484a–T484b**, T486–
487, T488–489, **T493f**, **T493g**

explain uses of **SG7.4**, SG7.5

identify **T476–477**

provide in writing **T403m–T403n**, **T519o–T519p**

Reflexive pronouns **T403k**

Relate to personal experience T14–15, T25

Relate words **T61o–T62**, **T62c**, **T247q–T248**, **T248c**,
T279o–T279p, **T280c**, **T359q–T360**, **T360c**, **T369c**,
T369e
*see also Analogies; Antonyms; Homographs; Homophones;
Synonyms*

Relationships between individuals, explain **SG6.4**,
SG6.5, **T560a–T560b**, T562–563

Repetition in poetry **T439o**

Research *see Program Features and Resources Index*

Research report

edit and proofread **T295**

Skills Index, continued

gather information **T61a, T135a, T207a, T279a, T325a, T403a, T483a, T559a**
create source cards **T292–T293**
identify sources **T292**
make note cards **T293**

organize **T294, T325b**
arrange information **T61b, T135b, T207b, T279b, T403b, T483b, T559b**
draft ideas **T61b, T135b, T207b, T279b, T294, T403b, T483b, T559b**

plan
choose/focus topic **T61a, T135a, T207a, T279a, T292, T325a, T403a, T483a, T559a**
create research plan **T292**
develop research questions **T61a, T135a, T207a, T279a, T292, T325a, T403a, T483a, T559a**

present
with a group **T295**
practice speaking skills **T61b, T135b, T207b, T279b, T325b, T403b, T483b, T559b**
share with others **T61b, T135b, T207b, T279b, T325b, T403b, T483b, T559b**
on your own **T295**

revise
make changes **T294**
read, retell, respond **T294**

Research skills

cite sources **T531o–T531p**
develop research questions **T37x**
evaluate sources **T183w–T183x**
find information **T255w–T255x**
paraphrasing/quoting **T375o–T375p**
take and organize notes **T297o–T297p, T375o–T375p**
use variety of sources **T111w–T111x**

Restate an idea **T568**

Reteaching see *Program Features and Resources Index*

Review key ideas **T186a**

Rhythm in poetry **T522**

Root words **T101q–T102, T102c, T111c, T111e, T135o–T136, T136c, T143c, T143e, T176c**

Run-on sentence **T483n**

S

Sayings **T366, T593q–T594, T594c, T603c, T603e**

Scenes, compare **T449d**

Science background **T76, T119, T137, T150, T159, T177, T191, T209, T298, T299, T307, T327, T377, T456, T457, T465, T521**

Scope and sequence see *Program Features and Resources Index*

Semicolons, in a series **T111w**

Sentences

combine **T325m–T325n**
types of **T110a, T135m**
use variety of **T135m–T135n**
see also *Command; Complete sentences; Complex sentences; Compound sentences; Exclamation; Negative sentences; Question; Run-on sentence; Statement; Subject-verb agreement; Topic sentence*

Sequence **T257a, T278a, RT4.8**

determine **T284–285, T391**
explain **T264–265, T272–273**
in writing **T149o–T149p**

Series **T111u–T111v**

Set a purpose **T12–13, T48–49, T63, T86–87, T120–121, T160–161, T192–193, T232–233, T264–265, T308–309, T342–343, T386–387, T422–423, T466–467, T473, T502–503, T542–543, T576–577**

Setting **T159, T231, T246a, T341**

analyze **T160–161, SG5.21**
compare **T242–243, T344–345, T434–435**
describe **T86–87, T162–163, T232–233**

Signal words, recognize **T598–599**

Simile **T46–47, T67a, T248a–T248b, T439o, T517a**

Social Studies background **T2, T11, T29, T45, T63, T85, T103, T222, T231, T249, T263, T281, T341, T361, T376, T385, T405, T421, T441, T485, T501, T532, T533, T541, T560c, T575, T595**

Songs see *Program Features and Resources Index: Audio*

Sources

choosing **T111w–T111x**
cite **T531o–T531p**
classify **T183x**
create source cards **T292–T293**
evaluate **T183w–T183x**
identify in writing **T292**
types of **T111w**
use multiple sources **T111w–T111x, T143a, SG2.4, SG2.5, RT2.11, T493a–T493b, SG7.16, SG7.17, RT7.4**

Speaking

act out play/skit **T101i, T175l, T221, T359i, T413q, T439i, T455, T483g, T531, T531i, T567s**
ask for and give information **T4**
build on others' ideas **T114a**
clarify **T30–31, T32–33, T40a, T334, T444–445**
collaborate with peers **T1h, T5, T5a, T7, T8, T27, T39, T39a, T41, T42, T61, T68, T74, T79a, T81, T82, T101, T110, T113, T115, T116, T135, T142, T148, T153, T153a, T155, T156, T175, T182, T185, T185a, T187, T188, T207, T214, T220, T225, T225a, T227, T247, T254, T257, T257a, T259, T279, T288, T296, T301, T301a, T303, T304, T324, T325, T332, T335, T335a, T337, T338, T359, T368, T374, T379, T379a, T381, T382, T402, T403, T412, T415, T415a, T417, T418, T438, T439, T448, T454, T459, T459a, T461, T462, T482, T483, T492, T495, T495a, T497, T498, T518, T519, T524, T530, T535, T535a, T537, T538, T558, T559, T566, T569, T569a, T571, T572, T592, T593, T602, T608**

compare accounts **T37d**

compare events **T111d**

conduct interview **T375i, T455**

connect ideas **T333d**

connect information **T336a**

connect to what you know **T302a**

debate **T297**

define **T300**

describe **T37a, T378**

draw conclusions **T496a**

elaborate on ideas **T416a**

engage in conversations **T184**

engage in discussions **T27q, T61o, T101q, T135g, T135o, T143d, T175q, T175q, T207o, T247q, T279o, T325o, T359q, T403o, T439q, T483o, T493d, T519q, T559o, T593q, T603d**

evaluate information **T570a**

explain **T183d, T258a, T300, T536a**

express ideas clearly **T380a, T534**

express opinions **T330, T410, T414**

give and carry out commands **T78**

make a speech **T531, T567q**

make comparisons **T494**

make presentations **T27d, T61b, T75, T135b, T135g, T147, T183q, T207b, T219, T247d, T255l, T279b, T325b, T333l, T359d, T373, T375, T403b, T413l, T439d, T493l, T519d, T559b, T567l, T593d, T607, T609**

negotiate **T256**

persuade **T458**

plan for discussion **T6a**

preview and predict **T10, T44, T62c, T102c, T118, T136c, T176c, T190, T208c, T230, T248c, T262, T280c, T306, T326c, T340, T360c, T384, T404c, T420, T440c, T464, T484c, T500, T520c, T540, T560c, T574, T594c**

read poetry **T519i, T525d**

relate reading to big question **T37h, T69h, T111h, T143h, T183h, T215h, T333h, T369h, T413h, T449h, T493h, T525h, T567h, T603h**

restate an idea **T568**

retell a story **T101i, T175i**

review key ideas **T186a**

share events **T413d**

summarize reading **T18, T143f, T154a, T168, T198, T207g, T240, T268, T314, T350, T394, T430, T472, T510, T548, T554, T586**

support opinions **T226a**

tell a story **T152**

use multiple sources to answer questions **T143a**

using vocabulary see *Vocabulary*

Spelling

commonly misspelled words **T1j–T1k, T27k–T27l, T37s–T37t, T61i–T61j, T75K–T75l, T101k–T101l, T111s–T111t, T135i–T135j, T149k–T149l, T175k–T175l, T183s–T183t, T207i–T207j, T221k–T221l, T247k–T247l, T255s–T255t, T279i–T279j, T297k–T297l, T325i–T325j, T333s–T333t, T359k–T359l, T375k–T375l, T403i, T413s–T413t, T439k–T439l, T455k–T455l, T483i–T483j, T493s–T493t, T519k–T519l, T531k–T531l, T559i–T559j, T567s–T567t, T593k–T593l**

multisyllabic words **T175k–T175l, T183s–T183t, T519k–T519l, T593k–T593l**

plurals formed by adding *s, es* **T207i–T207j**

syllable types **T567s–T567t**

verbs ending in *-ing* **T279i–T279j**

words ending in *-ed* **T255s–T255t**

words with *ch, tch* **T61i–T61j**

words with *ck, sh* **T101k–T101l**

words with consonant blends **T135i–T135j**

words with hard *c, g* **T455k–T455l**

words with long *a: ai, ay* **T221k–T221l**

words with long *e: ee, ea & long o: oa, ow* **T247k–T247l**

words with long *e, i, o* **T149k–T149l**

words with long *i: ie, igh* **T297k–T297l**

words with long *u: ui, ue* **T325i–T325j**

words with *-ly, -less, -ful* **T559i–T559j**

words with *oi, oy, ou, ow* **T413s–T413t**

words with *oo, ew, au, aw, al, all* **T439k–T439l**

words with *oo*; silent consonants **T483i–T483j**

words with *r*-controlled vowels **T333s–T333t, T359k–T359l, T375k–T375l**

words with short *a* **T1j–T1k**

words with short *e* **T75K–T75l**

words with short *i, u* **T37s–T37t**

words with short *o* **T27k–T27l**

words with *th, ng* **T111s–T111t**

words with *un-, re-* **T531k–T531l**

words with VCCV, VCCCV pattern **T519k–T519l**

words with VCV, VCCV patterns **T493s–T493t**

words with *y* **T403i**

Spelling routines **BP52**

Statement **T135m**

Steps in a process **T173, T329, T353a–T356, T536a, T558a, RT8.1**

Story elements see *Characters, story; Plot; Setting*

Story events **RT2.5, RT8.10**

Story words see *Program Features and Resources Index: Vocabulary*

Strategies for reading comprehension

choose **T538, T546, T556, T600, RT8.2**

use **T572, T584, T590, RT8.4, RT8.7, RT8.11**

see also *Ask questions; Connections, making; Details; Determine; Generalizations, form; Inferences, make; Main idea; Sequence; Summarize; Synthesize; Use quotes; Visualize*

Student edition handbook facsimile **R4–R16 (each unit)**

Student edition index facsimile **R23–R26 (each unit)**

Subject

compound **T61k–T61l, T68a**

simple/complete **T1l–T1m, T27n**

Subject-verb agreement **T247n, T279l, T439m**

Suffixes **T207o–T208, T208c, T215c, T215e**

Summarize **T124, T178, T320–321, SG6.5, T556, T578–579, T590, T600**

information **T143f, T154a, T554, T567f**

main idea and details **SG8.22, SG8.23**

in note-taking **T297o**

text (reading) T18, T37r, **T54**, T94, T125, T139, T160–161, T164–165, T168, T172, T173, T179, T180, **T198**, T240, T250, **T268**, T314, **T350**, **T394**, **T430**, **T472**, T510, **T548**, **T586**
visual information **T211**

Synonyms T61o–T62, T62c, T279o–T279p, T280c, T359q–T360, T360c, T369c

see also Thesaurus

Synthesize T130–131, SG5.11, **T462**, **T498**, SG7.5, SG7.23, RT7.5, RT7.8, RT7.11, T542–543, T549, T550–551, T552–553, T580–581, T582–583, T587

see also Conclusions, draw; Generalizations, form

T

Tag questions T101m

Talk about it T26, T60, T100, T134, T149, T174, T206, T221, T246, T278, T297, T358

Technical data, interpret T202–203

Technology *see Program Features and Resources Index*

Technology routines BP55–BP56

Tell a story T152

Test-taking strategies *see Program Features and Resources Index*

Text features T48–49, T138

caption T328

chart T140, T191, T196, **T318–319**

diagram T119, T128–129, T180, T310–311, **T318–319**, T474–475

graph T316–317, T465, T470–T471

of historical text **T396–397**

illustrations/photographs **T90**, T139, T328, T490, T512, T541

map T251, T385, T386–387

of online articles T138

table T307, **T318–319**

time line T385

Text structure

compare **T183a–T183b**, RT3.5, RT4.11, **T567a–T567b**, **T567d**

identify **T284–285**

types of

cause and effect T406–407, **T438a**, **SG6.16**, **SG6.17**, **SG7.22**, **SG7.23**

chronology **SG4.5**, **SG4.10**, **SG6.22**, **SG6.23**, **SG8.10**, **SG8.11**

goal and outcome T130–131, **T134a–T135**, **SG3.20**, **T495a**

see also Goal and outcome

logical order **T247p**

problem and solution **SG2.21**, **SG8.4**, **SG8.5**
see also Problem-solution

procedural text T535a, T546, T556, T558a

see also Procedural text

sequence T264–265, T274–275, **T278a**

Theme T225a, RT4.1

analyze T234–235, T237, T590

analyze approach to **T369f**

compare T367a, **T449g**

compare approaches to **T369g**, **T525g**

determine T101j, T241, T244, **T246a**, T356, **T369a–T369b**, RT5.11, **T449a–T449b**, **T449f**, **T520a–T520b**, T522, **T525f**, RT7.10

Thesaurus T61o–T62, T62c, T69c, T69e, T207j, T369c

Titles T183u

Topic selection *see Writing process: prewriting*

Topic sentence T27p, **T359o**

Topics, introduce in writing T27o–T27p

Transitions T221o–T221p, T279m–T279n, T593p

Try it together T28, T62, T102, T136, T176, T208, T248, T280, T326, T360, T404, T440, T484, T520, T560, T594

U

Unit planner *see Program Features and Resources Index: Lesson planners*

Unit projects *see Program Features and Resources Index*

Use quotes to explain **SG1.10**, **SG1.11**, **T136a–T136b**, T137, T138, T139, RT2.10, **SG4.4**, **SG4.5**

V

Verbs

active voice **T567w–T567x**

agreement with subject **T247n**, **T279l**

irregular **T279k**, **T531n**, **T559k–T559l**

spelling of **T255s–T255t**, **T279i–T279j**

transitive/intransitive **T221m–T221n**

use correct tense **T567u–T567v**

see also Forms of be and have; Future-perfect-tense verbs;

Future-progressive-tense verbs; Future-tense verbs;

Helping verbs; Linking verbs; Past-perfect verbs; Past-

progressive verbs; Past-tense verbs; Present-perfect tense

verbs; Present-tense action verbs

Verify T112, T116

Viewpoint *see Author's point of view; Points of view*

Visual information, summarize T211

Visualize T19, T22–23, **SG1.21**, **SG1.26**, **T382**, T388–389, T392, T398–399, T400, T406–407, T408–409, T410, **T418**, T424–425, T426–427, T431, T433, T441, T442–443, T444–445, T446, RT6.2, RT6.5, RT6.8, RT6.12, T466–467, T552–553, T588–589, T596–597

Visuals

analyze **T90**, T322, T437

describe **T2**

interpret T178

use T169, T405

Vocabulary

academic vocabulary *see Academic vocabulary*

apply word knowledge T25b, T59a, T99b, T133a, T173b, T205a, T245b, T277a, T323b, T357a, T401a, T437b, T481a, T517b, T557a, T591b

expand word knowledge T10, **T44**, T84, T118, T158, T190, T230, T262, T306, T340, T384, T420, T464, T500, T540, T574

science **T78–T79**, T109a, **T112–T113**, T141a, **SG2.5**, **SG2.11**, **SG2.17**, **SG2.23**, **T152–T153**, T181a, **T184–T185**, T213a, **T300–T301**, T331a, **T334–T335**, **SG5.5**, **SG5.11**, **SG5.17**, **SG5.23**, **T414–T415**, **T458–T459**, **T494–T495**, **SG7.5**, **SG7.11**, **SG7.17**, **SG7.23**

share word knowledge T18, T54, T94, T124, T168, T198, T240, T268, T314, T350, T394, T430, T472, T510, T548, T586

social studies **T4–T5**, T35a, **T38–T39**, T67a, **SG1.5**, **SG1.11**, **SG1.17**, **SG1.23**, **T224–T225**, T253a, **T256–T257**, T287a, **SG4.5**, **SG4.11**, **SG4.17**, **SG4.23**, T367a, **T378–T379**, T411a, T447a, **SG6.5**, **SG6.11**, **SG6.17**, **SG6.23**, T491a, T523a, **T534–T535**, T565a, **T568–T569**, T601a, **SG8.5**, **SG8.11**, **SG8.17**, **SG8.23**

story words *see Program Features and Resources Index: Vocabulary*

strategies

analogies **T325o–T326**, **T326c**, **T333c**, **T333e**

antonyms **T247q–T248**, **T248c**

compound words **T439q–T440**, **T440c**, **T449c**, **T449e**

homographs **T403o–T404**, **T404c**, **T413c**, **T413e**

idioms **T559o–T560**, **T560c**, **T567c**, **T567e**

multiple-meaning words **T483o–T484**, **T484c**, **T493c**, **T493e**

prefixes **T175q–T176**, **T176c**, T183c, T183e

relate words **T359q–T360**, **T360c**, **T369c**, **T369e**

sayings **T593q–T594**, **T594c**, T603c, T603e

suffixes **T207o–T208**, **T208c**, T215c, T215e

synonyms **T279o–T279p**, **T280c**

use a dictionary **T27q**, **T28c**, T37c, T37e

use a thesaurus **T61o–T62**, **T62c**, T69c, T69e

use context clues **T519q–T520**, **T520c**, **T525c**, **T525e**

word origins **T101q–T102**, **T102c**, T111c, T111e, **T135o–T136**, **T136c**, **T143c**, T143e, T176c

test A1.9–A1.10, A1.17, A1.22–A1.23, A1.32–A1.34, A2.6–A2.7, A2.12, A2.17–A2.18, A2.31–A2.33, A3.6–A3.7, A3.14, A3.21–A3.22, A3.33–A3.34, A4.6–A4.7, A4.16, A4.21–A4.22, A4.34–A4.35, A5.6–A5.7, A5.13, A5.19–A5.20, A5.32–A5.33, A6.6–A6.7, A6.14, A6.19–A6.20, A6.31–A6.32, A7.6–A7.7, A7.15, A7.20–A7.21, A7.31–A7.32, A8.7–A8.8, A8.14, A8.19–A8.20, A8.30–A8.31

Vocabulary games *see Program Features and Resources Index: Technology*

Vocabulary routines BP34–BP43

W

Watch-out words *see Spelling: commonly misspelled words*

Web sites T183w, T255x

Word meanings

clarify **T30–31**, T444–445

determine **SG1.22**, **SG1.23**, **T449c**, **T449e**, **T483o–T484**, **T484c**

see also Compound words; Context clues, using to determine meaning; Dictionary; Prefixes; Root words; Suffixes

distinguish T555

Word origins, Greek/Latin T101q–T102, **T102c**, T111c, T111e, **T135o–T136**, **T136c**, **T143c**, **T143e**, T176c

Word parts *see Prefixes; Root words; Suffixes*

Write about it *see Program Features and Resources Index: Writing*

Writer's craft T25a, T99a, T173a, T245a, T323a, T437a, T517a, T591a

Writing *see Program Features and Resources Index*

grammar and **T1m**, **T27n**, T36a, **T37v**, **T61l**, T68a, **T75n**, **T101n**, T110a, **T111v**, **T135l**, T142a, **T149n**, **T175n**, T182a, **T183v**, **T207l**, T214a, **T221n**, **T247n**, T254a, **T255v**, **T279l**, T288a, **T297n**, **T325l**, T332a, **T333v**, **T359n**, T368a, **T375n**, **T403l**, T412a, **T413v**, **T439n**, **T439v**, T448a, **T455n**, T492a, **T493v**, **T519n**, **T524a**, **T531n**, **T559l**, T566a, **T567v**, **T593n**, T602a
to reinforce grammar T37, T69, T111, T143, T183, T215, T255, T289, T333, T369, T413, T449, T493, T525, T567, T603

Writing forms

advertisement **SG2.27**, T183s, T558, **T567i–T567l**, T593i, **SG8.8**, **SG8.15**, **SG8.20**, **SG8.27**

advice T567g

biography T266–267, **T279a–T279b**

blog post T111q, T148, **SG2.9**, **SG3.8**, **T333i–T333l**, T493d, **SG7.15**, **SG7.27**

book review **SG2.26**, **SG3.15**, **SG3.21**, **SG5.15**, **SG5.27**, **SG6.9**, **SG6.15**, **SG6.27**, **SG8.15**, **SG8.27**

brochure **SG2.9**, **SG4.15**, **SG5.14**, **SG5.20**, **SG6.9**, **SG6.14**, **SG7.20**, **SG7.21**, **SG8.15**

captions/labels **SG1.27**, **SG2.20**

cartoon T483g

character sketch T6, **SG2.8**, **SG2.15**, **SG3.15**, **SG4.8**, **SG4.9**, **SG4.21**, **SG5.26**, **SG5.27**, **SG6.9**, **SG6.15**, **SG6.20**, **SG6.26**, T493q, **SG7.21**, **SG7.26**

comparison T40, T69g, **T101o**, T102b, **T111i–T111l**, T148, T149i, T220, T369g, **T449g**, T560b, T567d, T603g

demonstration **SG8.20**

description T17, T27i, T99a, **SG2.15**, T166–167, T175i, T183d, T197, T208b, T215d, T239, T248b, T258, T325g, T333q, T375i, T413d, T413g, T413q, T428–429, T454, T455i, T519i, **SG8.8**, **SG8.21**

dialogue T61g, **SG1.9**, **SG1.15**, **SG1.26**, **SG2.26**, T255q, **SG4.21**, **SG4.26**, **T359a–T359d**, **SG5.8**, T437a, T438, **SG7.26**, **SG8.14**

diary entry T1h, T27i, T74, **SG4.15**, **SG7.21**

Skills Index, continued

dictionary entry SG8.21
editorial **T413i–T413l**, T530, SG7.8
email SG1.20, SG2.15, SG3.26, SG3.27, SG4.9, SG5.9, SG5.20, SG5.21, SG5.27, SG7.26, SG8.27
essay **T111i–T111l**, SG4.14, T592
evaluation T493g
explanation **T28b**, T37h, T111d, T122–123, T136b, T143g, T176b, T183g, T215g, T225a, T276–277, SG4.26, T333d, T440b, T455, T518, SG7.15, T531i, T585, T594b
expository paragraph **T37i–T37l**
facts T62b
field notes T207g
graphic novel SG4.20
guide SG1.26, SG7.21
headlines SG3.27
informational article SG7.9
instructions/how-to/procedure T111q, T132–133, T135g, **T493i–T493l**, SG7.9, SG7.14, T536, T538–T539, T557, T572–T573, **T604–T607**
interview questions/answers SG1.8, SG1.14, SG1.20, SG1.21, SG1.26, SG1.27, T82, SG2.8, SG2.14, T205, **T216–T219**, SG3.8, SG3.20, SG4.14, SG4.21, SG4.26, SG4.27, SG5.8, SG5.9, SG5.15, SG5.20, SG6.8, SG6.14, SG6.15, SG6.21, SG7.8, SG7.20, SG8.8, SG8.15, SG8.21
journal entry SG1.8, SG1.9, SG1.14, SG1.15, SG1.20, SG1.21, SG1.26, SG1.27, SG2.8, SG2.9, SG2.14, SG2.15, SG2.20, SG2.21, SG2.26, SG2.27, SG3.8, SG3.9, SG3.14, SG3.15, SG3.20, SG3.21, SG3.26, SG3.27, SG4.8, SG4.9, SG4.14, SG4.15, SG4.20, SG4.21, SG4.26, SG4.27, T374, SG5.8, SG5.9, SG5.14, SG5.15, SG5.20, SG5.21, SG5.26, SG5.27, **T439a–T439d**, SG6.8, SG6.9, SG6.14, SG6.15, SG6.20, SG6.21, SG6.26, SG6.27, SG7.8, SG7.9, SG7.14, SG7.15, SG7.20, SG7.21, SG7.26, SG7.27, SG8.8, SG8.9, SG8.14, SG8.15, SG8.20, SG8.21, SG8.26, SG8.27
letter T75, SG1.8, SG1.14, SG1.21, SG1.26, T149, SG3.9, SG3.15, T246, T247i, T247l, SG4.20, SG4.27, SG5.15, SG5.21, SG6.8, SG6.9, SG6.20, SG6.27, SG7.8, SG7.27
list SG1.8, SG1.14, SG1.20, SG2.8, SG2.14, SG2.20, SG2.21, SG2.26, SG3.9, SG3.20, SG3.26, SG4.14, SG5.8, SG5.14, SG5.21, SG6.8, SG7.8, SG7.14, SG8.9
log T297i
magazine article **T370–T374**, T608, SG8.26
menus T531i
motto T493s
myth **T144–T147**
narrative T37d, T59, **T70–T73**, SG1.20, T413q
news article SG2.8, T255q, SG4.20, SG4.27
news brief SG1.9, SG3.21, SG3.27, SG5.15, SG5.21, SG6.14, SG6.15, SG7.15, SG8.14
news report SG1.21, SG2.14, SG3.14, SG4.9, SG4.20, SG5.8, SG6.8, T567q
newspaper article SG4.15, SG7.26
observation notes SG2.9
opinion SG1.9, SG2.9, SG2.15, SG2.21, SG2.26, T174, T183q, SG3.8, SG3.9, SG3.20, SG3.21, SG3.26, SG3.27, T221i, T247i, **T247o–T247p**, **T255i–T255l**, T279g, T280b, SG5.26, SG5.27, T403g, SG6.21, SG6.26, T460, T484b, **T519o–T519p**, SG8.9, SG8.14, SG8.20
paraphrase T609
persuasion SG1.9, SG2.27, T480–481, **T526–T529**, SG7.9
photo-essay T455
plan T37q
play/skit T61i, T149, T175l, T183s, T483i, T567s
poem T135j, SG2.27, T221, **T450–T453**, T519l, T520b, T525d, T531, SG8.9
posters/signs T296, T297l, T375, SG8.8
prediction T8–T9
product review T559g
proposal T567q
proverb T603d
questions T82–T83, T134
realistic fiction **T593a–T593d**
research report **T135a–T135b**, **T183i–T186l**, **T207a–T207b**, SG3.8, **T290–T295**, T325a–T325b, **T483a–T483d**, **T559a–T559b**, SG8.9, SG8.14
response T35, T66–T67, T109, T141, T143d, T154, T181, T213, T253, T287, T331, T367, T411, T447, T491, T523, T525g, T564–565, T601
script SG8.20, SG8.27
song/chant T149, T609
speech SG1.21, SG1.27, SG2.27, SG3.15, SG3.21, T221k, SG4.14, SG4.21, SG4.26, SG7.9, SG7.14
sports article SG4.27
story/legend/tale/sequel T61g, SG1.15, SG1.27, T75i, **T101a–T101d**, T101i, SG2.14, **T149o–T149p**, **T175a–T175d**, T207j, T245a, **T247a–T247d**, SG4.9, SG4.15, T359i, T369d, T375, **T493w–T493x**, T496, T508–509, **T519a–T519d**, SG7.20, SG7.27, T570, SG8.26
summary SG1.14, T111g, T156–T157, T186, T207h, T279g, T297, T324, T358, T547, T593i
thank-you note SG1.15, SG3.14, SG3.20, SG3.26, SG4.8, SG5.20, SG5.26, SG6.14, SG6.20, SG6.21, SG6.27, SG7.20, SG8.26
tongue twisters T183t
website SG8.21
Writing models T27a, T37i, T70, T101a, T111i, T144, T175a, T216, T247a, T255i, T290, T333i, T359a, T370, T413i, T439a, **T450**, T493i, T519a, T526, T567i, T593a, T604
Writing process
draft, write ideas **T27b**, **T37j**, **T71**, **T101b**, **T111j**, **T145**, **T175b**, **T217**, **T247b**, **T255j**, **T294**, **T333j**, **T359b**, **T371**, **T413j**, **T439b**, **T451**, **T493j**, **T519b**, **T527**, **T567j**, **T593b**, **T605**
edit and proofread **T27d**, **T37l**, **T72**, **T101d**, **T111l**, **T146**, **T175d**, **T218**, **T247d**, **T255l**, **T295**, **T333l**, **T359d**, **T372**, **T413l**, **T439d**, **T452**, **T493l**, **T519d**, **T528**, **T567l**, **T593d**, **T606**
prewrite
choose topic **T27b**, **T37j**, **T70**, **T101b**, **T111j**, **T144**, **T175b**, **T216**, **T247b**, **T255j**, **T292**, **T333j**, **T359b**, **T370**, **T413j**, **T439b**, **T450**, **T493j**, **T519b**, **T526**, **T567j**, **T593b**, **T604**
create research plan **T292**
create story elements **T450**
gather information **T70**, **T144**, **T216**, **T292–T293**, **T370**, **T526**, **T604**
list research questions **T292**
organize **T27b**, **T37j**, **T70**, **T101b**, **T111j**, **T144**, **T175b**, **T216**, **T247b**, **T255j**, **T294**, **T333j**, **T359b**, **T370**, **T413j**, **T439b**, **T450**, **T493j**, **T519b**, **T526**, **T567j**, **T593b**, **T604**
publish and present
with a group **T73**, **T147**, **T219**, **T295**, **T373**, **T453**, **T529**, **T607**
make final copy **T27d**, **T37l**, **T101d**, **T111l**, **T175d**, **T247d**, **T255l**, **T333l**, **T359d**, **T413l**, **T439d**, **T493l**, **T519d**, **T567l**, **T593d**
share with others **T27d**, **T37l**, **T101d**, **T111l**, **T175d**, **T247d**, **T255l**, **T333l**, **T359d**, **T413l**, **T439d**, **T493l**, **T519d**, **T567l**, **T593d**
on your own **T73**, **T147**, **T219**, **T295**, **T373**, **T453**, **T529**, **T607**
revise
make changes **T27c**, **T37k**, **T72**, **T101c**, **T111k**, **T146**, **T175c**, **T218**, **T247c**, **T255k**, **T294**, **T333k**, **T359c**, **T372**, **T413k**, **T439c**, **T452**, **T493k**, **T519c**, **T528**, **T567k**, **T593c**, **T606**
read, retell, respond **T27c**, **T37k**, **T72**, **T101c**, **T111k**, **T146**, **T175c**, **T218**, **T247c**, **T255k**, **T294**, **T333k**, **T359c**, **T372**, **T413k**, **T439c**, **T452**, **T493k**, **T519c**, **T528**, **T567k**, **T593c**, **T606**
revising/editing test A1.11–A1.12, A1.18–A1.19, A1.24–A1.25, A1.35–A1.38, A2.8–A2.9, A2.13–A2.14, A2.19–A2.21, A2.34–A2.37, A3.8–A3.9, A3.15–A3.16, A3.23–A3.25, A3.35–A3.38, A4.8–A4.9, A4.17–A4.18, A4.23–A4.25, A4.36–A4.39, A5.8–A5.10, A5.14–A5.15, A5.21–A5.22, A5.34–A5.37, A6.8–A6.10, A6.15–A6.16, A6.21–A6.22, A6.33–A6.36, A7.8–A7.10, A7.16–A7.17,

A7.22–A7.23, A7.33–A7.36, A8.9–A8.11, A8.15–A8.16, A8.21–A8.22, A8.32–A8.35

Writing routines BP47–BP51

Writing skills

choose and focus the topic **T37w**
cite sources **T531o–T531p**
combine sentences **T325m–T325n**
develop research questions **T37x**
elaborate on a topic **T359o–T359p**
establish a purpose/identify audience **T207m–T207n**
evaluate sources **T183w–T183x**
explain a concept **T175o–T175p**
find information **T255w–T255x**
integrate information **T455o–T455p**
introduce topic **T27o–T27p**
organize ideas **T101o–T101p**
paraphrasing/quoting **T375o–T375p**
point of view **T61m–T61n**
provide reasons and evidence **T519o–T519p**
sequence events **T149o–T149p**
strong introduction **T1n–T1o**
support opinions **T403m–T403n**
take and organize notes **T297o–T297p**, **T375o–T375p**
use active voice **T567w–T567x**
use concrete words and phrases **T413w–T413x**
use dialogue **T333w–T333x**
use figurative language **T439o–T439p**
use persuasive techniques **T559m–T559n**
use sensory details **T75o–T75p**
use transitions **T221o–T221p**, **T279m–T279n**, **T593p**
use variety of sources **T111w–T111x**
vary sentences **T135m–T135n**
write a procedure **T593o–T593p**
write a strong ending **T493w–T493x**
write concisely **T483m–T483n**
writing an opinion **T247o–T247p**

Writing traits RT2.7, RT6.6, RT6.9, RT6.13, RT7.6, RT7.9, RT7.12, RT8.5, RT8.8, RT8.12
conventions *see Conventions, in writing*
fluency **T175a**, RT3.3, **T291**, RT4.13, **T333i**, RT5.6, **T493i**
ideas **T37i**, RT1.6, **T255i**, RT4.7, **T370**, RT5.13, **T519a**
organization **T27a**, RT1.3, **T111i**, **T216**, RT3.13, **T247a**, RT4.3, **T604**
voice **T70**, RT1.12, **T144**, **T359a**, RT5.9, **T413i**, **T450**, **T526**, **T567i**, **T593a**
word choice **T101a**, RT2.3, RT3.7, **T439a**

Y

Yes/no answers **T101m–T101n**

Index of Authors

Adamcyk, Peter SG2.19, SG2.21
Arellano, Juan Estevan T361–T367
Ashley, Moana SG3.24, SG3.26
Baker, Lucy SG3.25, SG3.27
Bale, K. A. SG5.19, SG5.21, SG5.25, SG5.27
Bausum, Ann SG4.25, SG4.27
Bell, Cathleen Davitt SG2.7, SG2.9, SG2.13, SG2.15
Berti, Lisa T327–T331
Blackaby, Susan SG8.10–SG8.11
Block, Cheryl T191–T205
Blos, Joan W. SG3.19, SG6.21, SG6.25, SG6.27
Braun, Eric SG4.18, SG4.20
Brook, Bonnie SG1.16–SG1.17
Bul Dau, John T37r, T45–T52-53
Burford, Betty SG8.13, SG8.15
Burgan, Michael SG5.7, SG5.9
Capeci, Anne SG3.6, SG3.8, SG3.12, SG3.14
Cappacio, George SG4.6, SG4.8
Cerullo, Mary M. T209–T213

Christopherson, Sara Cohen SG2.16–SG2.17
 Cohon, Rhody SG2.6, SG2.8, SG2.12, SG2.14
 Cooper, Susan SG7.19, SG7.21, SG7.25, SG7.27
 Costantini, Lana SG1.4–SG1.5
 Costigan, Shirleyann SG4.16–SG4.17, T421–T436,
 SG6.10–SG6.11, SG6.22–SG6.23
 Culhane, Thomas Taha Rassam T111r, T119–T133a
 Curtis, Christopher Paul SG8.19, SG8.21, SG8.25, SG8.27
 D'Adamo, Francesco SG4.19, SG4.21
 DeClements, Barthe SG6.24, SG6.25
 Delacre, Lulu T75j, T103–T109, SG2.68
 Deutsch, Stacia SG2.6, SG2.8, SG2.12, SG2.14
 Dorion, Christiane SG7.13, SG7.15
 Downey, Fran SG1.4–SG1.5, SG2.4–SG2.5
 Duey, Kathleen SG5.19, SG5.21, SG5.25, SG5.27
 Edwards, Phyllis T405–T411, SG8.1–SG8.5
 Eisenstark, Reyna SG6.6, SG6.8
 Enote, Jim SG5.16–SG5.17
 Erlbach, Arlene T531j, T541–T546, SG8.6, SG8.8, SG8.68
 Finotti, M. C. SG4.7, SG4.9
 Fix, Alexandra SG7.6, SG7.8
 Fleischman, Sid SG6.18, SG6.20, SG6.24, SG6.26
 Fradin, Judy SG5.13, SG5.15
 Frater, Adrienne SG5.18, SG5.20
 Freedman, Russell SG1.25, SG1.27, SG6.7, SG6.9
 Friedman, Mel SG6.7, SG6.9
 Garmon, Anita SG8.12, SG8.14
 Geiger, Beth SG2.10–SG2.11, SG5.4–SG5.5, SG5.6, SG5.8,
 SG6.16–SG6.17
 George, Jean Craighead SG3.6, SG3.8, SG3.12, SG3.14,
 SG7.19, SG7.21, SG7.25, SG7.27
 Gilbert, Gerta SG5.22–SG5.23
 Gilbert, Greta SG5.4–SG5.5
 Goodman, Susan E. SG8.22–SG8.23
 Green, Michelle Y. SG4.25, SG4.27
 Greenburg, J. C. SG7.18, SG7.20
 Greene, Stephanie SG8.18, SG8.20, SG8.24, SG8.26
 Hale, Austin W. SG2.7, SG2.9
 Hall, Leslie SG8.1–SG8.5
 Halpern, Monica SG3.24, SG3.26, SG4.13, SG4.15
 Hamilton, Virginia SG4.7, SG4.9, SG4.13, SG4.15, SG5.24,
 SG5.26
 Hereford, Nancy-Jo T281–T287, SG4.22–SG4.23
 Hewitt, Sally SG7.7, SG7.9, SG7.13, SG7.15
 Hiscock, Bruce T159–T172, T173
 Housel, Debra SG1.12, SG1.14
 Jango-Cohen, Judith SG1.24, SG1.26
 Jensen, Dana SG6.4–SG6.5
 Jerome, Kate Boehm SG2.25, SG2.27
 Johns, Linda SG5.19, SG5.21, SG5.25, SG5.27
 Johnson, Rebecca SG3.18, SG3.19, SG3.20, SG3.21
 Jones, David SG3.7, SG3.9, SG3.13, SG3.15
 Jones, Terri L. SG8.10–SG8.11
 Kalman, Bobbie SG3.25, SG3.27
 Kassinger, Ruth SG6.22–SG6.23
 Keeler, Barbara SG2.12, SG2.14, SG7.4–SG7.5, SG7.10–
 SG7.11, SG7.24, SG7.26
 Kehret, Peg SG5.18, SG5.20, SG5.24, SG5.26
 Keller, Ellen SG8.6, SG8.8
 Kessler, Cristina T333r, T341–R356
 Kimmel, Eric A. T85–T98, T99
 Knight, M. J. SG5.6, SG5.8, SG7.12, SG7.14
 Koontz, Robin SG7.12, SG7.14
 Krohn, Katherine SG6.13, SG6.15
 Krull, Kathleen T263–T277
 LaFleur, Brian SG6.10–SG6.11
 Lamadrid, Enrique R. T361–T367
 Landau, Elaine SG1.24, SG1.26
 Law, Paul-Francis SG2.19, SG2.21
 Lawlor, Veronica T29–T35
 Levitin, Sonia SG1.7, SG1.9, SG1.13, SG1.15
 Littlefield, Holly SG6.6, SG6.8
 Logan, Maya SG1.18, SG1.20
 Lorblecki, Marybeth T465–T480–481
 Lui, Daphne SG5.16–SG5.17
 MacLachlan, Patricia SG6.18, SG6.20
 Macy, Sue SG6.13, SG6.15
 Maestro, Betsy SG8.7, SG8.9
 McRae, Cameron SG6.12, SG6.14
 Merrill, Jean SG8.19, SG8.21, SG8.25, SG8.27
 Micklos, John Jr. SG8.16–SG8.17
 Mills, Frank SG1.22–SG1.23
 Milway, Katie Smith T575–T590, T591
 Mitchell, Barbara SG8.12, SG8.14
 Mullick, Rita SG2.18, SG2.20
 Noble, Michael J. T385–T402
 Nyquist, Kate SG3.18, SG3.20
 O'Dell, Scott SG3.7, SG3.9, SG3.13, SG3.15
 Paulsen, Gary SG8.18, SG8.20, SG8.24, SG8.26
 Pérez, Amada Irma T1i, T11–T24, T25, SG1.68
 Phelan, Glen SG7.16–SG7.17, SG7.22–SG7.23
 Pile, Murray SG1.18, SG1.19, SG1.20, SG1.21, SG1.25,
 SG1.27
 Rau, Dana Meachen SG2.25, SG2.27
 Raum, Elizabeth SG2.24, SG2.26
 Reeder, Tracey SG5.13, SG5.15
 Ross, Karen SG5.10–SG5.11
 Rossi, Ann SG1.6, SG1.8, SG1.12, SG1.14, SG4.12,
 SG4.14, SG4.24, SG4.26
 Rothschild, David de T485–T491
 Runyan, Meg SG1.22–SG1.23
 Ruscoe, Michael SG4.10–SG4.11
 Salisian, Diane T177
 Schaffer, Julie SG1.6, SG1.8
 Sengel, Elizabeth SG2.22–SG2.23, SG5.10–SG5.11
 Siebert, Diane T413r, T437, T441–T447, SG6.68
 Silverstein, Shel T519j, T521–T523, SG7.68
 Simon, Barbara Brooks SG4.6, SG4.8
 Solargirl T137–T141
 Soto, Gary T493r, T501–T516, T517, SG7.68
 Spetgang, Tilly SG2.24, SG2.26
 Strauss, Rochelle T297j, T307–T322
 Tarbox, A. D. SG3.19, SG3.21
 Thomas, Don SG2.22–SG2.23
 Thompson, Gare SG4.18, SG4.20, SG6.12, SG6.14, SG7.6,
 SG7.8
 Tingle, Tim T221j, T231–T244, T245
 Tomecek, Stephen SG2.19, SG2.21
 Tull, Mary SG5.12, SG5.14
 Van Allsburg, Chris SG7.18, SG7.20
 Van Leeuwen, Jean SG6.19, SG6.20, SG6.25, SG6.27
 Van Tol, Alex SG4.19, SG4.21
 Vaupel, Robin SG2.7, SG2.9, SG2.13, SG2.15
 Veciana-Suarez, Ana SG1.7, SG1.9, SG1.13, SG1.15
 Warren, Andrea SG1.19, SG1.21
 Weidt, Maryann SG4.12, SG4.14
 Weivaert, Scott SG2.8
 Wells, Malcolm SG2.24, SG2.26
 Welvaert, Scott SG2.6
 Wick, Walter SG5.7, SG5.9
 Wilcox, Charlotte SG7.7, SG7.9
 Winkler, Peter SG1.10–SG1.11, T249–T253, SG4.4–SG4.5,
 SG6.4–SG6.5
 Wulffson, Don SG8.7, SG8.9, SG8.13, SG8.15

Index of Illustrators

Allard, William Albert T405–T411
 Bridges, Jeanne Rorex T231–T244
 Canga, C. B. T421–T436
 D'Andrade, Hugh T441–T447
 Dorman, Brandon T361–T367
 Gonzales, Chuck T501–T516
 Heyer, Merilee T85–T98
 Hiscock, Bruce T159–T172
 Lawlor, Veronica T29–T35
 Lopez, Rafael T103–T109
 MacNeil, Chris T465–T480–481
 Morales, Yuyi T263–T277
 Silverstein, Shel T519j, T521–T523

Mark-Up Models

Illustrations: 2.1 S1-2 Salima Alikhan.

Photographs: 2.2 S2-3 Martin Shields/Alamy; 2.2 S4 ILLIAN OMAEIBA/APF/Getty Images.

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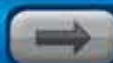
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