


Unit
3

GRADE 5

Teacher's Edition

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





exploration

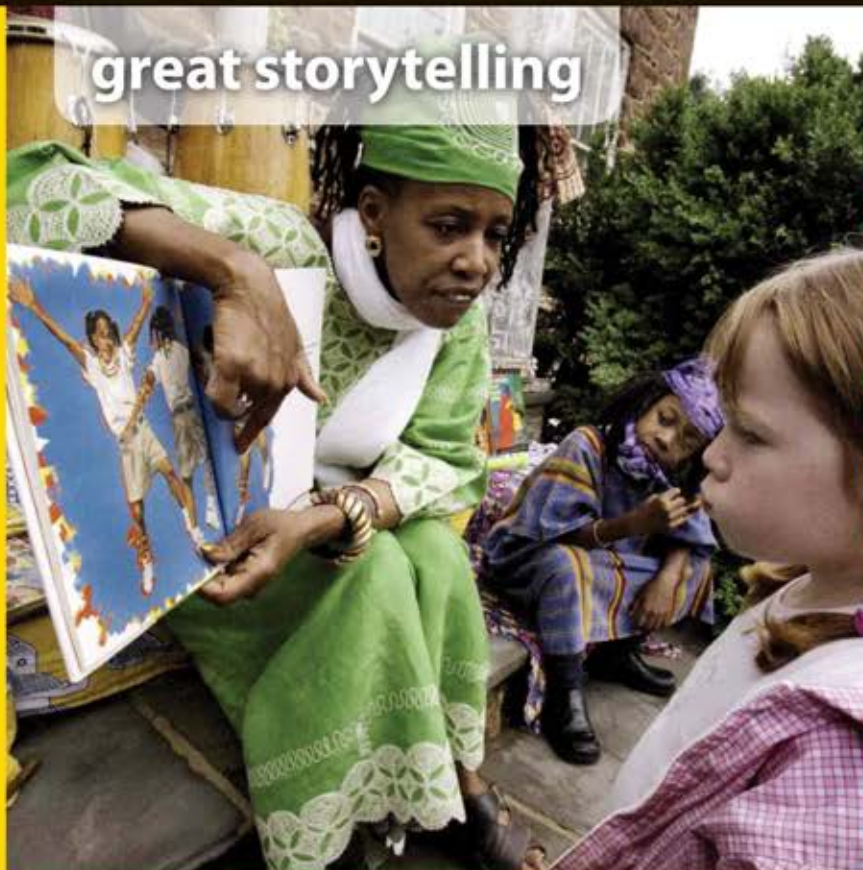


compelling
visuals



education

Forwarding the National Geographic Mission




great storytelling



celebration of cultures



authenticity

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



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Meet the Artist



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

Acknowledgments

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Cover Design and Art Direction: Visual Asylum

Cover Illustration: Joel Sotelo

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Printed in the USA.

RR Donnelley, Menasha, WI

ISBN: 978-07362-96700

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10 9 8 7 6 5 4 3 2 1

Nature's Network



? BIG QUESTION

What is nature's network?



READING SKILLS

Plot
Learn to Determine
Importance

Week 1	T149g
Coyote and Badger	Realistic Fiction T159
written and illustrated by Bruce Hiscock	Comprehension Coach
Writing Project: Animal Story	T175a
	Magazine Maker

Relate Concepts
Learn to Determine
Importance
Compare Text
Structures
Compare Concepts

Week 2	T175g
Living Links	Expository Nonfiction T177
by Diane Salisian	
Types of Rain Forests; The Forest Floor	Science Reports T183a
by Sharon Sanchez; Edward Calvert	Interactive Whiteboard
What's on the Menu?; Small Food Web—Big Trouble!	Science Articles T183a
by Valerie Kasiske; Erin Ming	Interactive Whiteboard
Writing Project: Science Report	T183i
	Magazine Maker

Main Idea and Details
Learn to Determine
Importance

Week 3	T183o
Fish of the Future	Interview T191
by Cheryl Block	Comprehension Coach
Research Project: Animal Research	T207a

Identify Supporting
Details
Learn to Determine
Importance
Identify Implied Main
Idea
Compare Main Ideas

Week 4	T207e
Phyto-Power!	Science Article T209
by Mary M. Cerullo	
Shark Tidbits!	Science Article T215a
by Paul Hennessey	Interactive Whiteboard
Writing Project: Interview	T216

RESOURCES

Practice Masters PM3.1–PM3.42
Small Group Reading SG1–SG68

Assessment Masters A3.1–A3.48
Reteaching Masters RT3.1–RT3.15

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

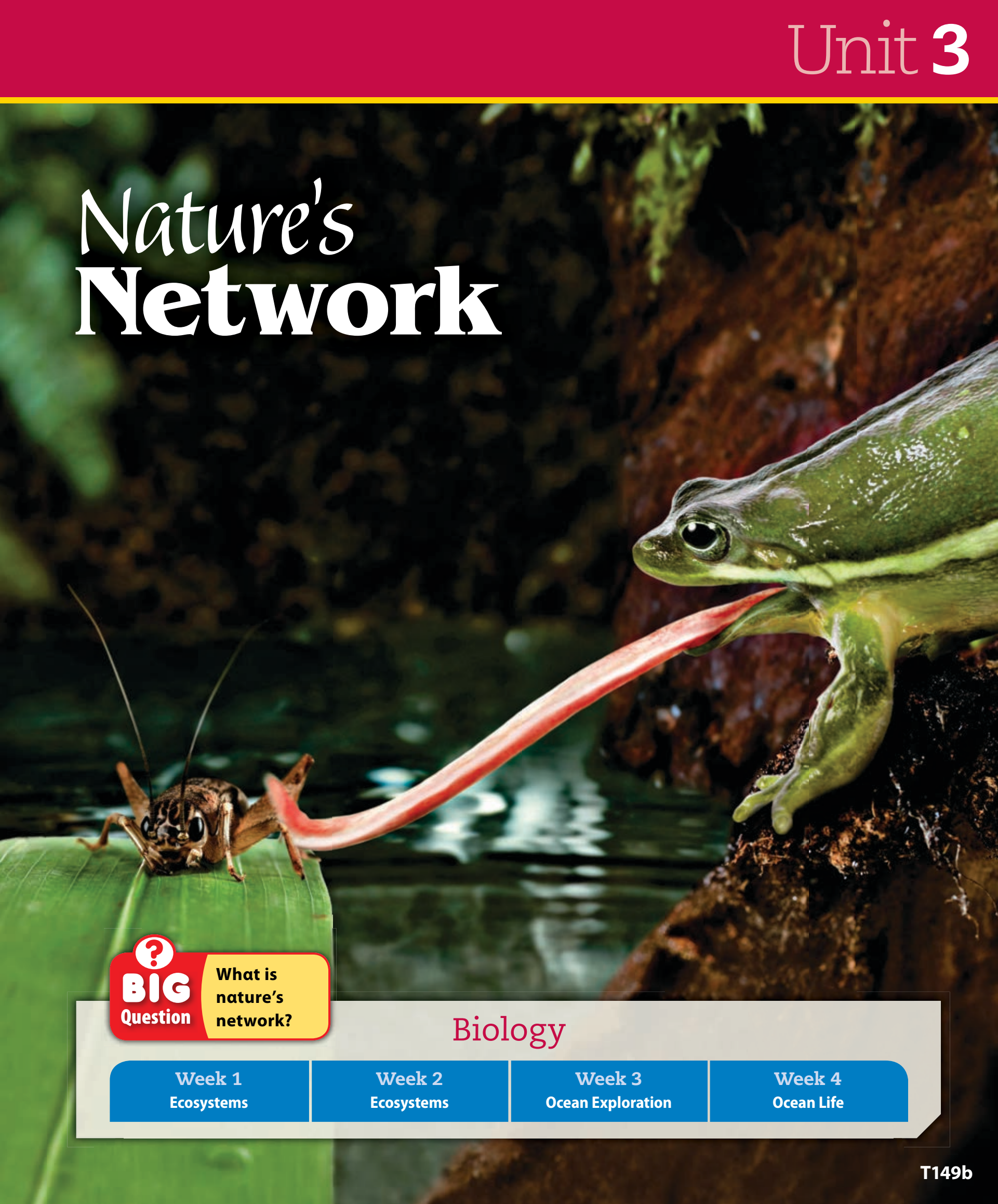
TEACHER

- 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

Nature's Network



?
BIG
Question

What is nature's network?

Biology

Week 1
Ecosystems

Week 2
Ecosystems

Week 3
Ocean Exploration

Week 4
Ocean Life

Unit 3 Program Resources

WHOLE GROUP TIME

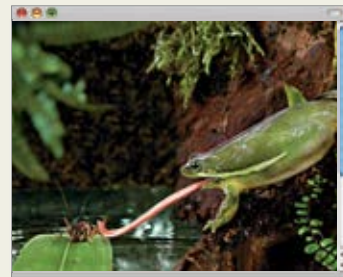


Student Technology

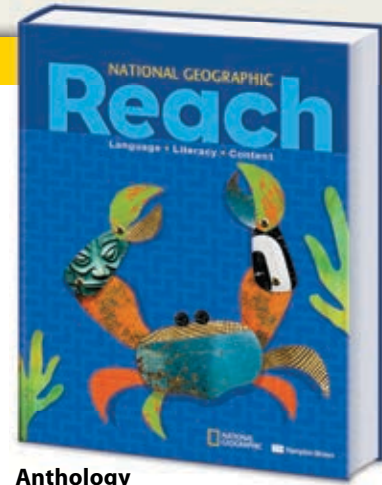
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard



Mark-Up Models 3.1, 3.2

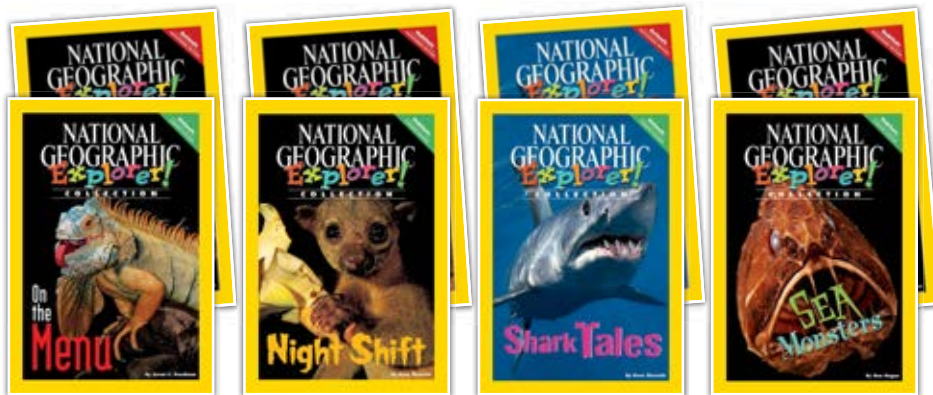
SMALL GROUP READING TIME



Fiction Books



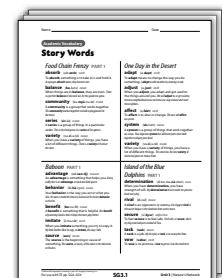
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters
SG3.1–SG3.32

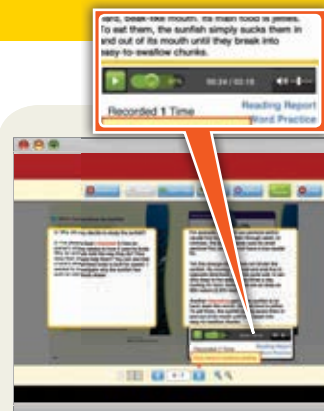
LEARNING STATION TIME



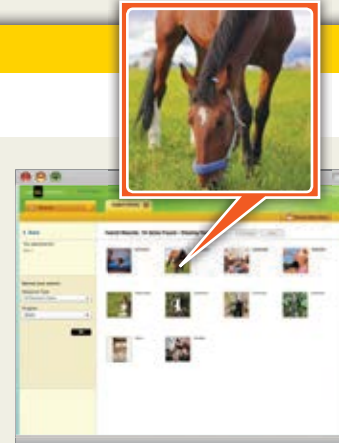
NGReach.com

Student Technology

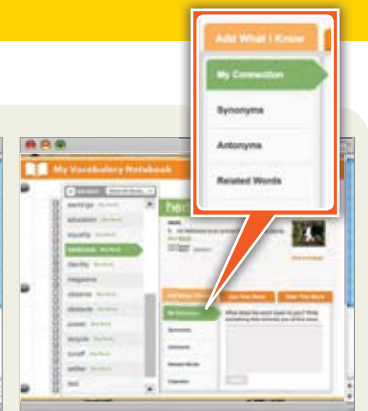
- My Assignments
- Digital Library
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Comprehension Coach



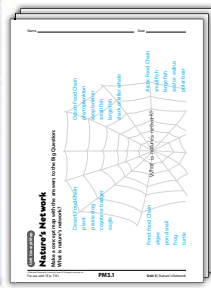
Digital Library



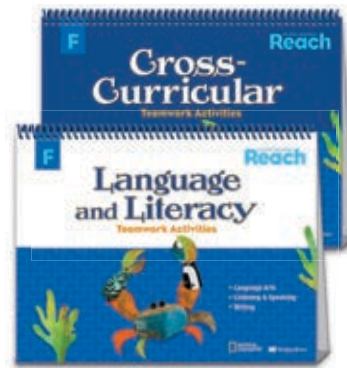
My Vocabulary Notebook



Practice Book
PM3.1–PM3.33



Practice Masters
PM3.1–PM3.33



Teamwork Activities

ESL Kit



Reach into Phonics Kit

PLANNING RESOURCES



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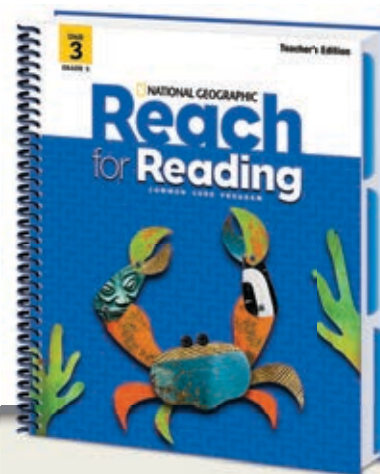
Teacher Technology

- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 3.1–3.40
- Family Newsletter 3 (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



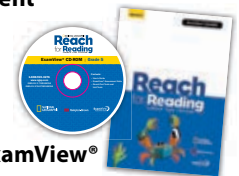
Teacher's Edition

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

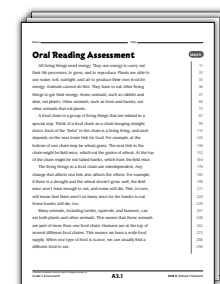
ASSESSMENT & RETEACHING



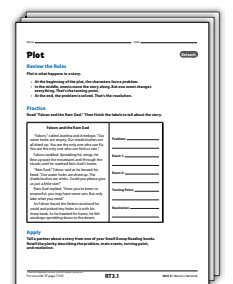
eAssessment™



ExamView®



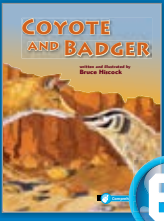



Assessment Masters
A3.1–A3.48























Reteaching Masters
RT3.1–RT3.13

Unit 3 Skills at a Glance

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

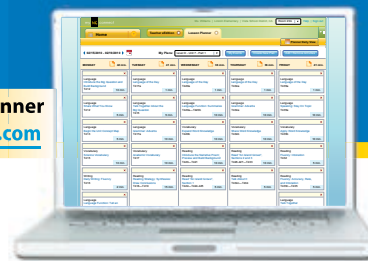
Introduce Unit 3	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary	Reading	
Week 1  eEdition	Tell an Original Story Summarize Oral Information	✓ Daily Spelling and Word Work: Words with Long e, i, o and Commonly Misspelled Words ✓ Daily Grammar: Articles; Common Nouns; Proper Nouns ✓ Science Vocabulary carnivore consumer food chain herbivore omnivore producer map ✓ Academic Vocabulary cooperate essential partnership store transfer resolution summarize	Read and Comprehend Realistic Fiction ✓ Determine Plot ✓ Learn to Determine Importance ✓ Fluency: Practice Intonation	
Week 2  eEdition Interactive Whiteboard	Explain Concepts Relate Readings to the Big Question	✓ Daily Spelling and Word Work: Multisyllabic Words and Commonly Misspelled Words ✓ Daily Grammar: Plural Nouns ✓ Prefixes	Read and Comprehend Expository Nonfiction ✓ Relate Concepts ✓ Learn to Determine Importance Read and Comprehend Science Reports ✓ Compare Text Structures ✓ Relate Concepts ✓ Fluency: Practice Intonation	
Week 3  eEdition	Engage in Conversation Review Key Ideas	✓ Daily Spelling and Word Work: Long a, i, o, u in VCe Form; Long and Short Vowels; Commonly Misspelled Words ✓ Daily Grammar: Titles of Works; Collective Nouns ✓ Science Vocabulary chlorophyll magnify microscope nutrients photosynthesis ✓ Academic Vocabulary classify conservation determine investigate observe propose specialize	Read and Comprehend an Interview ✓ Identify Main Ideas and Details ✓ Learn to Determine Importance ✓ Fluency: Practice Expression	
Week 4  eEdition Interactive Whiteboard	Determine Main Ideas Relate Readings to the Big Question	✓ Daily Spelling and Word Work: Words with Plural Formed by Adding s, es; Commonly Misspelled Words ✓ Daily Grammar: Review Collective Nouns; Irregular Plurals; Plural Nouns ✓ Suffixes	Read and Comprehend a Science Article ✓ Identify Supporting Details ✓ Learn to Determine Importance Read and Comprehend a Science Article ✓ Identify Implied Main Idea ✓ Explain How Main Ideas Are Supported by Details ✓ Fluency: Practice Phrasing	
Unit 3 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS	

BIG Question What is nature's network?

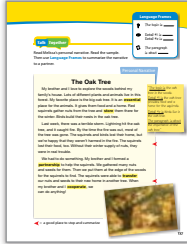
Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About Plot Write to Summarize Write to Describe Setting Writer's Craft: Description Write About It: Opinion</p> <p>Daily Writing Skills: Sequence Events Writing Project: Write an Animal Story</p>	<p> <i>On the Menu</i></p> <p> <i>Food Chain Frenzy (Part 1)</i></p> <p> <i>One Day in the Desert</i></p> <p> <i>Baboon (Part 1)</i></p> <p> <i>Island of the Blue Dolphins (Part 1)</i></p>	<p>Speaking and Listening Act a Part; Compare Animal Behavior</p> <p>Language and Vocabulary Games; Vocabulary Notebook</p> <p>Writing Cinco or Cinq is Five; Compare Character Traits</p> <p>Cross-Curricular Draw a Food Web; On the Hunt</p> <p>Reading and Intervention Comprehension Coach; Author Study; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine Importance <input checked="" type="checkbox"/> Plot <input checked="" type="checkbox"/> Fluency: Practice Intonation <input checked="" type="checkbox"/> Science and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with Long <i>e, i, o</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Articles; Common Nouns; Proper Nouns <input checked="" type="checkbox"/> Writing: Sequence Events <input checked="" type="checkbox"/> Writing Trait: Sentence Fluency
<p>Power Writing Write to Relate Concepts Write a Response Write to Reinforce Grammar Write to Describe Content Write to Explain Concepts</p> <p>Daily Writing Skills: Explain a Concept Writing Project: Write a Science Report</p>	<p> <i>Night Shift</i></p> <p> <i>Food Chain Frenzy (Part 2)</i></p> <p> <i>One Day in the Prairie</i></p> <p> <i>Baboon (Part 2)</i></p> <p> <i>Island of the Blue Dolphins (Part 2)</i></p>	<p>Speaking and Listening Record and Retell a Story; Food Chains</p> <p>Language and Vocabulary Games; Vocabulary Notebook</p> <p>Writing And the Moral Is...; Link in the Chain</p> <p>Cross-Curricular Write About Chaco Canyon; Create a Predator-and-Prey Chart</p> <p>Reading and Intervention Read About Coyotes, Read a Native American Myth; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine Importance <input checked="" type="checkbox"/> Relate Concepts <input checked="" type="checkbox"/> Fluency: Practice Intonation <input checked="" type="checkbox"/> Prefixes <input checked="" type="checkbox"/> Spelling: Multisyllabic Words and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Plural Nouns <input checked="" type="checkbox"/> Writing: Explain a Concept <input checked="" type="checkbox"/> Writing Trait: Word Choice
<p>Power Writing Write About Main Ideas and Details Write to Identify Details Write About Features Writing: Write Interview Questions Write About It: Opinion</p> <p>Daily Writing Skills: Evaluate Sources Research Project: Evaluate Sources</p>	<p> <i>Shark Tales</i></p> <p> <i>Learning about Ocean Animals</i></p> <p> <i>The Ocean Around Us</i></p> <p> <i>Sylvia Earle: Protecting the Seas</i></p> <p> <i>An Ocean Food Chain</i></p>	<p>Speaking and Listening Present a Food Web; Jellie's Bellies</p> <p>Language and Vocabulary Games; Vocabulary Notebook</p> <p>Writing Conduct an Interview; I'd Like to Be...</p> <p>Cross-Curricular Past and Future Fish; Animal Games</p> <p>Reading and Intervention Comprehension Coach, Working with Sunfish; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine Importance <input checked="" type="checkbox"/> Main Ideas and Details <input checked="" type="checkbox"/> Fluency: Practice Expression <input checked="" type="checkbox"/> Science and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with long <i>a, i, o, u</i> in VCe Form; Words with Long and Short Vowels; Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Titles of Works; Collective Nouns <input checked="" type="checkbox"/> Writing: Evaluate Sources
<p>Power Writing Write with Supporting Details Write a Response Write to Reinforce Grammar Write a Description Write to Explain Details</p> <p>Daily Writing Skills: Establish a Purpose and Audience Writing Project: Write an Interview</p>	<p> <i>Sea Monsters</i></p> <p> <i>Exploring Tide Pools</i></p> <p> <i>Greenland's Ocean Region</i></p> <p> <i>The Ocean Biome</i></p> <p> <i>Life in the Oceans</i></p>	<p>Speaking and Listening Main Idea; Crunch, Nibble, Gulp, Bite</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Synonym Search; Write Field Notes</p> <p>Cross-Curricular Chart the Ocean Sunfish; Mola Math</p> <p>Reading and Intervention Giant Jellies; Interview with Sylvia Earle; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine Importance <input checked="" type="checkbox"/> Supporting Details <input checked="" type="checkbox"/> Fluency: Practice Phrasing <input checked="" type="checkbox"/> Suffixes <input checked="" type="checkbox"/> Spelling: Words with Plural Formed by Adding <i>s, es</i>; Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Collective Nouns, Irregular Plurals, Plural Nouns <input checked="" type="checkbox"/> Writing: Establish a Purpose and Audience <input checked="" type="checkbox"/> Writing Trait: Organization



Week 1 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening 5–10 minutes	Science Background CC.5.SL.1.a Introduce the Big Question; Preview Unit Projects T150–T151 Academic Talk CC.5.SL.1.a; CC.5.SL.6 Tell an Original Story T152	Academic Talk CC.5.Rlit.2; CC.5.SL.2; Summarize Oral Information CC.5.SL.3; CC.5.L.6 T154a–T155
	Language and Vocabulary 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Words with Long e, i, o CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c and Commonly Misspelled Words T149k Daily Grammar CC.5.SL.1 Articles T149m Science Vocabulary CC.5.L.6 ☑ Key Words T152 carnivore consumer food chain herbivore omnivore producer	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Practice T149k CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c Daily Grammar CC.5.SL.1 ☑ Common Nouns T149m Academic Vocabulary CC.5.L.6 ☑ More Key Words T154a–T155 cooperate essential partnership store transfer
	Reading 20–40 minutes	Reading Read Aloud Realistic Fiction T153 Comprehension CC.5.Rlit.10; CC.5.SL.1.a ☑ Comprehend Plot T153a Fluency CC.5.Rfou.4 ☑ Model Intonation T153a	Reading Read a Personal Narrative T156–T157 Comprehension CC.5.Rlit.2 ☑ Learn to Determine Importance T156  Fluency CC.5.Rfou.4 ☑ Practice Intonation T156
	Writing 15–45 minutes	Power Writing T152 CC.5.W.10 Daily Writing Skills CC.5.W.3.a ☑ Sequence Events T149o Writing CC.5.W.3.a; CC.5.W.10 Write About Plot T154 Writing Project: Animal Story CC.5.W.4 Study a Model T175a	Power Writing T154a CC.5.W.10 Daily Writing Skills CC.5.W.3.a ☑ Sequence Events T149o Writing CC.5.Rlit.2; CC.5.W.8; CC.5.W.10; Write to Summarize T156–T157 CC.5.SL.2; CC.5.SL.3 Writing Project: Animal Story CC.5.W.3.a; CC.5.W.3.c; Prewrite T175a CC.5.W.4

		Read Science Articles	Read Fiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.5.L.6 Learn Science Vocabulary SG5 Reading CC.5.Rinf.5; CC.5.Rinf.10 Read and Comprehend Informational Text SG4–SG5 Compare Text Structures: Compare and Contrast SG4–SG5 Build Comprehension SG5 	Vocabulary CC.5.L.6 Learn Story Words SG7–SG8 Reading CC.5.Rlit.1; CC.5.Rlit.2; Introduce CC.5.Rlit.3; CC.5.Rlit.10; SG7–SG8 CC.5.SL.1.a; CC.5.L.6 Read and Comprehend Informational Text SG6–SG9 ☑ Plot SG8–SG9 ☑ Determine Importance SG8 

		Learning Station Time
20 minutes		Speaking and Listening T149i CC.5.SL.2; CC.5.SL.6 Language and Vocabulary T149i C.5.L.6 Writing T149i CC.5.W.2; CC.5.W.3.d Cross-Curricular T149j CC.5.W.7 Reading and Intervention T149j; SG68 CC.5.Rlit.10; CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.Rfou.4; CC.5.Rfou.4.c

Big Question Why are small things in nature important?

Day 3

Read and Comprehend

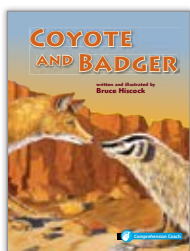
Academic Talk CC.5.SL.1.a; CC.5.L.6
Preview and Predict T158

Daily Spelling and Word Work CC.5.Rfou.3;
✓ Practice T149l CC.5.Rfou.3.a; CC.5.L.4.c

Daily Grammar CC.5.SL.1; CC.5.SL.2
✓ Proper Nouns T149n

Vocabulary Practice CC.5.L.6
✓ Expand Word Knowledge T158

Reading CC.5.Rlit.10
Read Realistic Fiction T159–T167
Comprehension CC.5.Rlit.10;
✓ Comprehend Plot CC.5.SL.1.a;
T160–T161, T164–T165 CC.5.L.6
✓ Summarize Text
T160–T161, T164–T165
Describe Setting T162–T163



Fluency CC.5.Rfou.4
✓ Practice Intonation, Accuracy, and Rate T160–T161

Power Writing T158 CC.5.W.10
Daily Writing Skills CC.5.W.3; CC.5.W.3.a
✓ Sequence Events T149p

Writing CC.5.W.3.b; CC.5.W.10
Write to Describe a Setting T166–T167

Writing Project: Animal Story CC.5.W.3.a; CC.5.W.3.b;
Draft T175b CC.5.W.3.c; CC.5.W.4; CC.5.W.10; CC.5.L.2

Day 4

Read and Comprehend

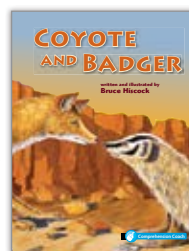
Academic Talk CC.5.Rlit.2; CC.5.Rlit.10; CC.5.L.6
Summarize Reading T168

Daily Spelling and Word Work CC.5.L.2.e
✓ Practice T149l

Daily Grammar CC.5.SL.1; CC.5.SL.2
Grammar and Writing T149n

Vocabulary Practice CC.5.L.6
✓ Share Word Knowledge T168

Reading CC.5.Rlit.10
Read Realistic Fiction T169–T173
Comprehension CC.5.Rlit.2;
✓ Comprehend CC.5.Rlit.10;
Plot T172–T173 CC.5.L.6
✓ Summarize Text T172–T173
Analyze Realistic Fiction T170–T171



Fluency CC.5.Rfou.4
✓ Practice Intonation, Accuracy, Rate T169

Power Writing T168 CC.5.W.10
Daily Writing Skills CC.5.W.3; CC.5.W.3.a
✓ Sequence Events T149p

Writing CC.5.W.3.d; CC.5.W.10; CC.5.L.6
Writer's Craft T173a

Writing Project: Animal Story CC.5.W.10; CC.5.L.2
Revise/Edit and Proofread T175c–T175d

Day 5

Review and Apply

Academic Talk CC.5.SL.1.a; CC.5.SL.1.c
Talk About It T174

Daily Grammar CC.5.SL.1; CC.5.SL.2
Review T149n

Vocabulary Practice CC.5.L.6
✓ Apply Word Knowledge T173b

Reading CC.5.Rlit.10
Reread Realistic Fiction T159–T173
Comprehension CC.5.Rlit.10; CC.5.L.6
✓ Comprehend Plot T174a

Fluency CC.5.Rfou.4
✓ Check Intonation, Accuracy, and Rate T175

Power Writing T173b CC.5.W.10
Daily Writing Skills CC.5.W.3; CC.5.W.3.a
✓ Sequence Events T149p

Writing CC.5.W.1; CC.5.W.10
Write About It T174

Writing Project: Animal Story CC.5.W.10
Publish and Present T175d

Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG6–SG9
Reading CC.5.Rlit.1; CC.5.Rlit.2;
Read and Comprehend CC.5.Rlit.3;
Informational Text CC.5.Rlit.10;
SG6–SG9 CC.5.SL.1.a; CC.5.L.6
✓ Plot SG8–SG9
✓ Determine Importance SG8



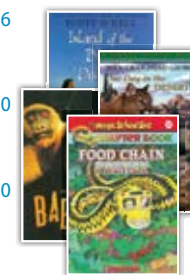
Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG6–SG9
Reading CC.5.Rlit.1; CC.5.Rlit.2;
Read and Comprehend CC.5.Rlit.3;
Informational Text CC.5.Rlit.10;
SG6–SG9 CC.5.SL.1.a; CC.5.L.6
✓ Plot SG8–SG9
✓ Determine Importance SG8



Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG6–SG9
Reading CC.5.Rlit.2; CC.5.Rlit.10
Connect Across Texts
SG8
Writing CC.5.W.10
Choose a Writing Option
SG8–SG9



ASSESSMENT & RETEACHING

Assessment and Reteaching T175e–T175f
✓ Reading Comprehension Test A3.4–A3.5 CC.5.Rlit.2
✓ Reading Strategy Assessment CC.5.Rlit.10
SG3.30–SG3.31
✓ Oral Reading Assessment A3.1–A3.3 CC.5.Rfou.4
✓ Vocabulary Test A3.6–A3.7 CC.5.L.6

✓ Spelling Test: Words with Long e, i, o CC.5.Rfou.3;
and Commonly Misspelled CC.5.Rfou.3.a;
Words T149k CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c
✓ Writing, Revising, and Editing Test CC.4.W.3; CC.5.W.3.a
A3.8–A3.9
Reteaching Masters RT3.1–RT3.3



Week 1 Learning Stations

Speaking and Listening

Option 1: Act a Part

Act a Part

1. Review "Coyote and Badger." Look at the Language Builder Picture Cards of the coyote, badger, and prairie dogs.

2. Have two people play Coyote and Badger. Have the others play biologists, or scientists who study living things.

3. Biologists use story details to tell Coyote and Badger what to do.

Talk Together

Biologists use sequence words to give instructions. Coyote and Badger act out the movements.

Badger: first you _____

Coyote: then you _____

Take turns playing the parts.




PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 18

Digital Library: Language Builder Picture Cards F28–F30

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

Adapt Speech CC.5.SL.6

Option 2: Compare Animal Behavior



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

Have students view the video to learn about dolphins' cooperative feeding.

- To view the video, have students go to Resources > Unit 3 > Learning Stations > Week 1 > Dolphin Dinner.
- Then have partners discuss how the dolphins' feeding behaviors compare with the feeding behaviors of Coyote and Badger.

Summarize Visual and Oral Information CC.5.SL.2

Language and Vocabulary

Key Words

carnivore · consumer · cooperate · essential
 food chain · herbivore · omnivore · partnership
 producer · resolution · store · summarize · transfer

Option 1: Vocabulary Games



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

Have students expand their word knowledge.

- Under Add More Information > Use This Word > Write a Sentence, have students write sentences using *a*, *an* and *the* before words.
- Under Add More Information > Use This Word > Write More, have students use the words to write paragraphs that describe a series of events in a logical sequence.

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

Writing

Option 1: Cinco or Cinq Is Five

Cinco or Cinq Is Five

1. Look at the Language Builder Picture Cards of the badger and coyote. Brainstorm words to describe the animals.

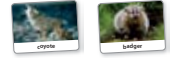
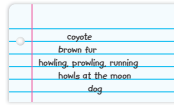
2. Use your words to write a cinquain, or 5-line poem, for each animal.

Line 1 — Write the animal's name.
 Line 2 — Write 2 words to describe the animal.
 Line 3 — Write 3 action words.
 Line 4 — Write 4 words about the animal.
 Line 5 — Write 1 word that renames the animal.

Talk Together

Share your cinquain. Talk about how the poem helps you visualize, or see, the animal in your mind's eye.

Digital Option: Use the Thinknics in a word-processing program to find describing words.

PROGRAM RESOURCES

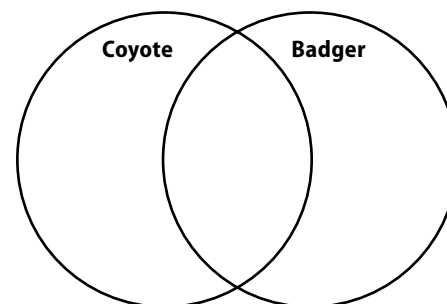
Language and Literacy Teamwork Activities: Card 19

Digital Library: Language Builder Picture Cards F28 and F29

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

Use Concrete Words and Phrases CC.5.W.3.d

Option 2: Compare Character Traits



Write and display the following prompt:

Review "Coyote and Badger." Use a Venn diagram to list how Coyote and Badger are alike and different. Then use your diagrams to write one or two paragraphs about how the two characters are alike and different.

Have students share and compare their diagrams and paragraphs.

Write Informative/Expository Text to Convey Ideas CC.5.W.2

Cross-Curricular

Option 1: Draw a Food Web



Draw a Food Web

- Use the **Language Builder Picture Cards** as you tell about a food chain or web in the desert.
- Now choose another ecosystem. Find out about its producers, consumers, and predators. You can use these resources:
 - Experts  teachers, scientists
 - Books  encyclopedia, science books
 - Online  NGReach.com
- Draw a food web for your ecosystem.

Talk Together
Share your web. Use it to describe the ecosystem you studied.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 17

Digital Library: Language Builder Picture Cards F28–F35

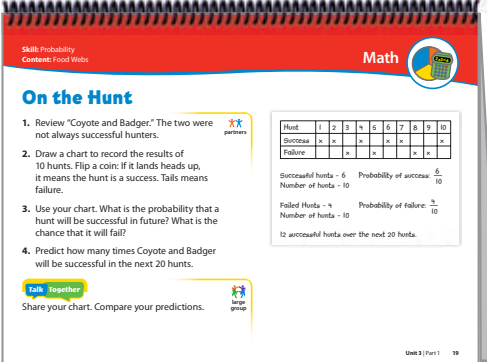
Teacher's Guide on NGReach.com

encyclopedia • science books

Conduct Research

CC.5.W.7

Option 2: On the Hunt



On the Hunt

- Review "Coyote and Badger." The two were not always successful hunters.
- Draw a chart to record the results of 10 hunts. Flip a coin: if it lands heads up, it means the hunt is a success. Tails means failure.
- Use your chart. What is the probability that a hunt will be successful in the future? What is the chance that it will fail?
- Predict how many times Coyote and Badger will be successful in the next 20 hunts.

Talk Together
Share your chart. Compare your predictions.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 19

Teacher's Guide on NGReach.com

coins for flipping

Reading

Option 1: Comprehension Coach



NGReach.com Comprehension Coach

Read and Comprehend Literature
Read with Accuracy and Fluency to
Support Comprehension

CC.5.Rlit.10

CC.5.Rfou.4

Option 2: Author Study

Bruce Hiscock

Title	Characters	Important Ideas	Summary

MATERIALS

books by Bruce Hiscock such as The Big Caribou Herd: Life in the Arctic National Wildlife Refuge, Ookpik: The Travels of a Snowy Owl, The Big Rock, and The Big Storm

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

Then have partners use their charts to discuss the similarities and differences in the books, including characters and important ideas.

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 Online Phonics Games

Apply Phonics and Word Analysis Skills
Use Letter-Sound Correspondences,
Syllabication Patterns, and Morphology
to Read Multisyllabic Words

CC.5.Rfou.3

CC.5.Rfou.3.a

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

Additional Resources

Reach into Phonics



Lessons 33 and 34

Use Context to Confirm or Self-Correct
Word Recognition and Understanding

CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T150–T175

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Ecosystems

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

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Long *e, i, o*

1. abode	A cave is an ideal abode , or home, for bats.
2. breed	Male and female animals breed , producing young.
3. biosphere	We must protect Earth's surface and atmosphere so our biosphere can continue to support life.
4. behavior	An octopus sprays ink as defensive behavior .
5. biology	The study of plants and animals is called biology .
6. devour	Lions devour their prey, eating it quickly.
7. fertilize	A single pollen grain can fertilize a flowering plant so that, later, the plant produces fruit.
8. parasite	A flea is a pesky parasite that feeds on dogs' blood.
9. procure	Bob will procure the test tubes for the soil samples, but I will get everything else we need.
10. protein	We can get protein , a necessary part of our diet, from eating meat, eggs, beans, and certain other foods.
11. response	The public response to the opening of the new nature preserve included clapping and wild cheers.
12. species	This pine tree has thinner needles than the others, so I think it belongs to a different species .
13. strife	The bitter fight among the zoo's wolves caused onlookers to turn their heads away from the strife .
14. survive	Animals store food so they can survive during winter.
15. taper	The streamlined bodies of tuna and many other fish taper to a point.

Watch-Out Words

16. genus	Although they are alike in many ways, rabbits belong to one genus and hares belong to another.
17. genius	The brilliant scientist who developed this classification system was a genius .
18. pray	I hope and pray that the rabbits find a safe place to hide.
19. prey	If not, they will become easy prey for hungry vultures.

Add Missing Vowels

Day 2



Option 1

MATERIALS

Index cards, 9 per student

Teach

Display the word *procure*. Point out the syllables: *pro/cure*. Circle the *o* and pronounce the word. Explain: *When a syllable ends with a vowel, the vowel is usually long.*

Prepare

- Have students write each of these spelling words on a separate card: *biosphere, behavior, biology, devour, procure, protein, response, species, taper*.
- Have students consult a print or online dictionary to find correct syllable breaks and then underline the long vowel at the end of a syllable in each word.
- On the back of each card, have students write a short sentence containing the word, leaving a blank in place of the final long vowel. Display an example: *He will pr__cure the supplies.*

Play a Game

- Have partners exchange cards and add the missing vowels.
- When both partners are finished, students take turns holding up cards and reading the completed sentences to each other.
- Have students check that each word is spelled correctly.

pr__cure

Apply Phonics Skills

Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words
Consult Print or Digital Resources

CC.5.Rfou.3

CC.5.Rfou.3.a
CC.5.L.4.c

Memory Tricks

Day 2



Option 2

MATERIALS

index cards, 4 per student • dictionary, one per student

- Have students look up each Watch-Out Word in a dictionary and write the word and its definition on a card.
- Have students refer to the cards as they write sentences, using mnemonic tricks to remember how to spell each Watch-Out Word. For example: **I** am no **genu**s, but that octopus doesn't belong in that **genu**s; Does a **sna**ke **pr**ay that it won't become an **e**agle's **pr**ey?
- Have students illustrate their sentences and share their memory tricks with a partner.

Demonstrate Command of Spelling
Consult References

CC.5.L.2
C.C.5.L.2.e



May I Spell It?

Day 3



Option 1

MATERIALS

index cards, 18 per small group

Teach

Display the word *abode* and pronounce it. Point out the VCe pattern. Explain: *When an e comes at the end of a syllable, the vowel before it is usually long.*

Prepare

Arrange the class into groups of three or four. Have each group collaborate to write each spelling word on a separate card, shuffle the cards, and place them face down in a pile.

Play a Game

- Have one player choose a card from the pile without showing it to the other players.
- The player to his or her right asks one question about the word, such as: *Does the word have a syllable that ends in e?* The first player answers *yes* or *no*.
- Then the third player asks a question to further narrow the choices.
- Players continue to ask questions until one of them correctly identifies and spells the word. If the player spells the word correctly, the player gets one point. But if the word is correctly spelled and follows the VCe pattern, as in *abode*, the player gets two points!
- Next, the speller chooses a card and the other players ask questions to identify the new word.
- Play continues until all words have been identified and spelled correctly. The player with the most points wins.

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 3



Option 2

MATERIALS

thesaurus, one per pair of students, or access to an online thesaurus

Use Graphic Organizers

- Have partners make a word web for each of the following words: *abode, behavior, breed, devour, survive, taper.*
- Have students write the spelling word in a circle.
- Have partners use a thesaurus to find synonyms to add to the web.
- At the bottom of the web, have students write an original sentence, leaving a blank where the spelling word goes.
- Extend the activity by having partners use a word processing program to create their word webs electronically.

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

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, then shuffle the cards and stack them face down.
- Tell students to draw a tic-tac-toe board and decide who will be X and who will be O.

Play a Game

- One partner chooses and reads a card from the stack.
- 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.
- Players take turns until one student gets "Tic-Tac-Toe!" Invite students to reshuffle the cards and play again.

Spell Grade-Appropriate Words CC.5.L.2.e

Through the Ecosystem Day 4



Option 2

MATERIALS

colored pencils • construction paper or poster board • scissors • paper bags, one per pair of students

Prepare

- Have pairs create a game board that depicts an ecosystem, such as a coral reef, rain forest, tundra, or desert, with game squares winding through the ecosystem. Have students write the word *Start* in the first square on the board and *Finish* in the last.
- Then have partners write all 19 spelling words on strips of paper and place them in the bag.
- Have each player draw and cut out a picture of an animal to use as a marker.



Play a Game

- Have students place their markers *on Start*. Partner 1 takes a strip of paper from the bag and reads aloud the word. Partner 2 spells the word.
- If Partner 2 spells the word correctly, he or she moves one space. If not, the student remains on the square and does not move forward.
- Have students continue choosing cards and spelling words. The student who reaches *Finish* first is the winner.

Spell Grade-Appropriate Words CC.5.L.2.e

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Ecosystems

- ✓ Grammar: Use Common Nouns
- ✓ Grammar: Use Proper Nouns

COMMON CORE STANDARDS

- Demonstrate Command of Grammar and Usage
- Demonstrate Command of Capitalization

- CC.5.L.1
- CC.5.L.2

Day 1

PROGRAM RESOURCES

Articles: eVisual 3.2

MATERIALS

Index cards, 12 per pair of students

Teach the Rules

Use the suggestion on page T154 to introduce articles. Then display eVisual 3.2 to teach and reinforce the rules.

Articles

- The **articles a, an, and the** help identify nouns.
- Use **a** or **an** before a noun to name something in general. **A** spider built its web here.
- Use **an** instead of **a** before a word that begins with a vowel sound. I saw **an** eagle yesterday.
- Use **the** before a noun that names something specific. It lives along **the** river.

NGReach.com Articles: eVisual 3.2

Play a Game

Provide index cards, and have partners play "Say It Right:"

- With a partner, write 12 singular nouns, one on each index card. Stack the cards face down.
- Take turns. Player 1 chooses a word card and says a sentence using the word on the card and the article the.
- Player 2 says a sentence using the word a or an. If Player 2 uses a or an correctly, he or she keeps the card. If not, set the card aside. Players exchange roles, and play continues until all of the cards have been played once.

Differentiate

EL English Learners

ISSUE Chinese, Hmong, Korean, and Vietnamese have no indefinite articles.

STRATEGY Have students work in pairs to list general nouns that name one thing. Ask partners to use the words to complete sentence frames.

I see a _____. That is a _____.
We have an _____. That is an _____.

Day 2

PROGRAM RESOURCES

Common Nouns: eVisual 3.6

MATERIALS

crayons or colored pencils • self-stick notes

Teach the Rules

Use the suggestion on page T156 to introduce nouns. Then display eVisual 3.6 to discuss the use of common nouns.

Common Nouns

- A **common noun** names a general person, animal, place, thing, or idea. A **girl** walked down the **street** looking for her **dog**. She called his **name** and whistled.
- Capitalize common nouns** only when they appear at the beginning of a sentence. **Squirrels** ran up the **tree**. **Tourists** enjoyed the town's **hospitality**.

NGReach.com Common Nouns: eVisual 3.6

Play a Game

Distribute crayons or colored pencils, and have partners play "Name a Picture." Explain:

- Working independently, draw a detailed picture of a place.
- Exchange drawings with your partner, and label as many common nouns as you can find in the picture.
- Compare both of your drawings with both drawings by another pair of students. The pair with more common nouns wins.

Differentiate

SN Special Needs

ISSUE Students have difficulty drawing a picture and labeling images directly on the picture.

STRATEGY Ask students to identify a picture in the **Anthology** and exchange that picture with a partner. Have students say aloud the nouns they identify in the partner's picture, write the nouns on self-stick notes, and attach the notes to their partner's picture. Alternatively, allow students to use a computer to list the nouns they identify.



Day 3

PROGRAM RESOURCES

Proper Nouns: eVisual 3.7
Game: Practice Master PM3.3

MATERIALS

paper clips, one per pair of students

Teach the Rules

Use the suggestion on page T164–165 to introduce proper nouns. Then display eVisual 3.7 to teach the rules.

Proper Nouns

- A **proper noun** names a particular person, animal, place, or thing. **Molly** walked down **Prairie Street** looking for **Rex**, her dog.
- **Capitalize** all important words in a **proper noun**. **Arthur Smith** left his home near **Chaco Canyon** to visit the **Statue of Liberty**.

NGReach.com Proper Nouns: eVisual 3.7

Point out that most proper nouns do not have articles *a*, *an*, or *the* in front of them. To reinforce, have volunteers compare and contrast the first example sentence above with the first example sentence for Day 2 on page 149m. Note that *the Statue of Liberty* is an exception.

Play a Game

Distribute paper clips and Practice Master 3.3. Have partners play “Spin and Name It.”

Name _____ Date _____

Grammar Game
Spin and Name It
Directions:
1. Play with a partner.
2. Take turns spinning the paper clip.
3. When the spinner stops on one of the categories, name a proper noun that fits that category of noun.
4. If your partner agrees that your proper noun is correct, write it on a piece of paper.
5. Play until one player has ten correct proper nouns.
6. Share your lists with another pair of students.

Make a Spinner
1. Place one loop of a paper clip over the center of the circle.
2. Push a sharp pencil through the loop and the paper.
3. Spin the paper clip around the pencil.

PM3.3 Unit 3 | Nature's Network

NGReach.com Practice Master PM3.3

Differentiate

AL Above Level

ISSUE Students finish the game quickly, listing correct proper nouns with ease.

STRATEGY Have students play again, saying a sentence for each proper noun and building on each other’s sentences to create an adventure story.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM 3.4

Grammar and Writing

Distribute Practice Master PM 3.4. Have students use editing and proofreading marks to correct errors with articles and common and proper nouns.

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 common and proper nouns
- correct capitalization of common and proper nouns
- correct use of the articles *a*, *an*, *the*

Editing and Proofreading Marks	
^	Add.
✓	Take out.
≡	Capitalize.
/	Make lowercase.
⊙	Add period.

Our family visited New Mexico last year. I especially liked a place called Tent Rocks National Monument. It is in the desert and is dry and sandy.

We hiked through a narrow Arroyo and climbed an bluff. Along the way, my sister, Megan, saw a chipmunk. Then we spotted an lizard. The lizard stared at us before it raced away.

Then I saw a animal that I'll always remember. It was a Coyote! Ranger Claire said there are many of them in Tent Rocks. I will always remember our trip to new Mexico because of that coyote.

For use with TE p. T149n PM3.4 Unit 3 | Nature's Network

NGReach.com Practice Master PM3.4

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: timer
Assessment Masters A3.8–3.9

MATERIALS

Review and Assess

Display the chart below, and ask partners to copy it. Explain: *Write as many nouns as you can in each column. You will have two minutes.* After two minutes, have partners use one word from each column to write a single sentence.

Common Nouns		Proper Nouns
a ...	an ...	the ...

Administer the Writing, Revising, and Editing Test.

Week 1 Daily Writing Skills

OBJECTIVES

Thematic Connection: Ecosystems

✔ Sequence Events

COMMON CORE STANDARDS

Write Narratives, Using Event Sequences
Organize Events in a Sequence

CC.5.W.3
CC.5.W.3.a

Introduce Sequencing Events Day 1

PROGRAM RESOURCES

Sequence Events Passage: eVisual 3.3

Teach the Skill

Review how to establish a situation in a narrative by introducing the main character, identifying the setting, and establishing the problem, or conflict. Then explain: *The plot is what happens in a story. But a plot is more than a series of events. It is a way of organizing the events in a way that helps the story make sense.* Then display and read aloud eVisual 3.3.



Sequence Events Passage

One day as Pat the Prairie Dog was waking, something round and white invaded her home! She popped her head out of the hole to see where it had come from. Nearby stood a man with a silver stick in his hand. "Where's that golf ball?" he shouted. Weeks ago, Pat had seen someone hit this same kind of object with a silver stick. So using her nose, Pat pushed the white thing out of her burrow, and it rolled to the man's feet. He hit it far away with his stick and then went away himself.

NGReach.com Sequence
Events Passage: eVisual 3.3



INTERACTIVE WHITEBOARD TIP: Circle the problem, turning point, and resolution.

Explain:

- To organize a plot, the writer must first introduce a problem. What is the problem in this passage? (an invading object)
- Next the writer adds events that lead to an important change or turning point? What are these events? (Pat sees a man with a stick and recalls an earlier event; the turning point is when she pushes the object out.)
- The writer then brings the story to a close with a resolution, an event showing how the problem is solved. Which event is the resolution? (The man hits the object away and leaves.)

Point out that many story plots are structured using time order; in other words, events are introduced in the order in which they happen. Ask: *Most events in the passage are organized by time order. But the writer includes one event that happened earlier. What is it?* (Weeks ago, Pat had seen someone hit a white object with a stick.) *This is called a flashback. In this kind of story structure, the writer "flashes back" to an earlier event and then "flashes forward" to the regular order of events.*

Explain that when writing a story, it is important to organize events in a way that makes the most sense for the kind of story being told.

Identify Parts of a Plot Day 2 Option 1

Introduce

Copy and display this brief retelling of a famous fable.

1. The Fox was hungry. 2. He saw the Crow with cheese in her beak. 3. "Oh, Crow," said the Fox, "you have such a beautiful voice that I'd love to hear you sing." 4. Flattered, the Crow dropped the cheese and began to sing. 5. The Fox grabbed the cheese and ate it.

Practice

Have partners identify the problem (sentence 1), turning point (sentence 4), and resolution (sentence 5). Then ask them to work together to draw a plot diagram based on their sequence of events. Have them use the diagram on **Anthology** page 154 as a model.

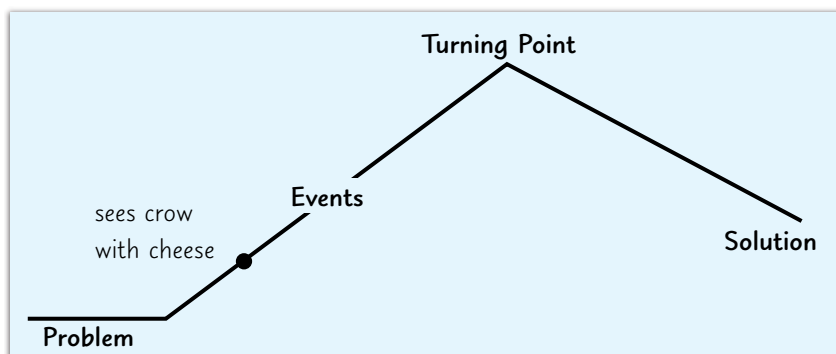


Diagram a Plot Day 2 Option 2

Introduce

Remind students that a narrative includes (1) an introduction to the problem, (2) events that tell how the characters react in response to the problem, (3) an important change, or turning point, and (4) a resolution, or solution to the problem.

Practice

Have students go to their Weekly Writing folders and choose a narrative piece from their Unit 1 or Unit 2 Writing Project. Then have them create a plot diagram for their narrative. Tell students to use the diagram on **Anthology** page 154 as a model.



SUGGESTED PACING

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

Organize Sequence

Day 3 Option 1

Practice

Copy and display these out-of-order sentences from an animal story called “Food for Bees.”

1. Finally the honeybees bring the nectar back to the hive where worker bees turn it into honey.
2. Landing on bloom after bloom, the honeybees sucks out the nectar.
3. Now the hive would have honey for all the bees to eat.
4. The beehive needs food.
5. The honeybees find an orchard with many apple trees blooming.
6. Honeybees leave the hive to look for flowers.

Have students work in small groups to rewrite the sentences in chronological order, starting with the problem and moving onto related events, the turning point, and the resolution (4, 6, 5, 2, 1, 3). Have two groups compare their work and discuss how they determined the order.

Plan a Story

Day 3 Option 2

PROGRAM RESOURCES

Writing Frame: eVisual 3.8

Introduce

Have students work in pairs to plan a story in which an animal is the main character. Explain that they will plan their story on Day 3 and then use their plan to write the story together on Day 4. Display **eVisual 3.8**.



Writing Frame

The animal character _____ had this problem: _____.

Because of the problem, this event occurred: _____.

Next, this event occurred because of the problem: _____.

Then this event occurred because of the problem: _____.

The problem reached a turning point when this event occurred:
_____.

The turning point led to this resolution: _____.

NGReach.com

Writing Frame: eVisual 3.8



INTERACTIVE WHITEBOARD TIP: Circle problem, event, turning point, and resolution.

Practice

Have pairs complete the writing frame for their animal story.

Write or Revise a Story

Day 4

Practice

Tell pairs or small groups of students to build on the work they did on Day 3 by turning their work into short narratives in paragraph form. Students will either expand the “Food for Bees” story or use their writing frame to compose an animal story.

Remind students to follow a sequence of events so that their stories unfold naturally. Tell them to add sensory details about events, characters, and setting. Suggest that they vary the kinds of sentences they use. Invite students who want a challenge to include a flashback in their stories.

Have students read their stories to classmates who used the same Day 3 option.

Review and Assess

Day 5

PROGRAM RESOURCES

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

MATERIALS

index cards, 5 per pair of students

Review the Skill

Have students form pairs. Give each pair a set of index cards, and have them write the following terms, one per card:

problem turning point resolution time order flashback

Have partners work together to write a definition of each term on the back of the appropriate card. Next, have them combine their cards with those of another pair, shuffle the cards, and place them in a stack with definitions facing up.

Have students take turns drawing a card, reading a definition, and having the student on his or her left name the term. If time allows, have the group reshuffle the cards and place them in a stack with the terms facing up. This time, have students take turns reading the term and having the student to his or her left supply the definition.

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

Day 1 Introduce Unit 3

OBJECTIVES

Thematic Connection: Ecosystems

Preview Content by Paraphrasing Information

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3


Unit Concept Map: Practice Master PM3.1

TECHNOLOGY ONLY

Unit 3 Build Background Interactive

MATERIALS

markers and colored pencils • note cards



WARM-UP

Point to the photo on pages 150–151. Explain: *These two animals are part of a network, or a group of things in nature that are connected to each other.* Ask: *How do you think these two animals are connected? How might some other animals and plants that live in this environment be connected to them?*

Science Background

1 Big Question Anthology page 150

Have a volunteer read the Big Question. Explain that this unit is about biology, or the study of life on Earth. Students will be reading about how the animals and plants that live on Earth are connected. Distribute **Family Newsletter 3**.

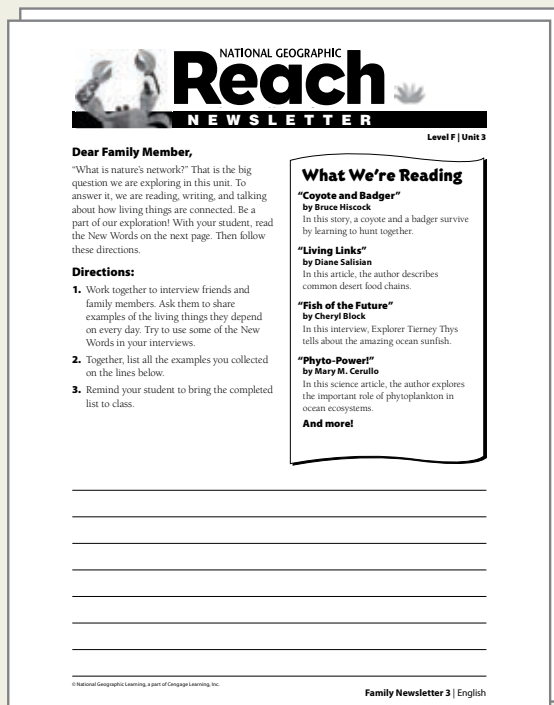
2 Share What You Know Anthology page 151

Activate prior knowledge: *What are some kinds of food that animals eat?* Display **Student eEdition** page 151, review the instructions, and distribute materials. Tell students to think about a time when they have fed a pet or watched a wild animal eat at the zoo or on TV. Have students share finished cards with the class and work together to sort the cards into two groups—animals that eat plants and animals that eat other animals.

3 Build Background Interactive

Set a purpose: *Use the interactive to find out how different parts of nature are connected to each other.* Have students discuss the following with students:

- *How are plants connected to the sun?* (Through photosynthesis, their leaves combine energy from sunlight, water, and carbon dioxide to make food.)
- *How are animals connected to plants?* (Animals breathe oxygen released by plants. Some animals eat plants for food.)
- *What is one example of a **food chain**?* (A capybara eats grass, and a jaguar eats capybaras and other animals in the rainforest.)
- *How is a food web related to a **food chain**?* (A food web shows how many different **food chains** in an ecosystem are connected.)
- *What are some things you are connected to in nature?* (plants like fruits, grains, and vegetables; animals like cows, chickens, and pigs) *How are you connected to these things?* (I use these plants and animals for food.)



NATIONAL GEOGRAPHIC
Reach
NEWSLETTER
Level F | Unit 3

Dear Family Member,

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

Directions:

1. Work together to interview friends and family members. Ask them to share examples of the living things they depend on every day. Try to use some of the New Words in your interviews.
2. Together, list all the examples you collected on the lines below.
3. Remind your student to bring the completed list to class.

What We're Reading

"Coyote and Badger"
by Bruce Hiscock
In this story, a coyote and a badger survive by learning to hunt together.

"Living Links"
by Diane Salsian
In this article, the author describes common desert food chains.

"Fish of the Future"
by Cheryl Block
In this interview, Explorer Tierney Thyis tells about the amazing ocean sunfish.

"Phyto-Power!"
by Mary M. Cerullo
In this science article, the author explores the important role of phytoplankton in ocean ecosystems.

And more!

Family Newsletter 3 | English

 **Family Newsletter 3**
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Draw on Information to Explore Ideas CC.5.SL.1.a

Nature's Network

Big Question
What is nature's network?

Unit at a Glance
 ▶ Language: Tell an Original Story, Engage in Conversation, Science Words
 ▶ Literacy: Determine Importance
 ▶ Content: Food Webs

Unit 3

STUDENT TECHNOLOGY



Student eEdition



Video



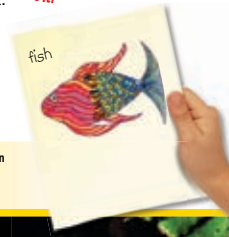
Resources

NGReach.com

Share What You Know



- 1 Think about what animals eat.
- 2 Draw an animal on a note card and label it.
- 3 Tell the class what plant or animal your animal eats.



Build Background: Use the interactive resource to learn about connections in nature.

NGReach.com

150

Anthology
pages 150–151

Unit Projects

4 Introduce the Unit Concept Map

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

Display the unit concept map using **Student eEdition** page 220 or provide a bulletin board version of the concept map. Explain: *As you go through the unit, you will organize your answers to the Big Question on a concept map.*

Distribute **Practice Master PM3.1** and model how to fill in the concept map. Elaborate: *The Big Question is in the middle of the web. We'll add our answers to the outer part of the web.* Tell students to think about the video. Ask: *What ideas from the Build Background Interactive help us answer the Big Question? Let's put them on the concept map.*



Concept Map

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 221. Have students read the project options so they can think about which one they will choose.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T149o–T149p)
- ✓ Power Writing (T152, T154a, T158, T168, T173b)
- ✓ Writing (T154, T156–T157, T166, T173a, T174)
- ✓ Writing Project (T175a–T175d)

Name _____ Date _____

Unit Concept Map
Nature's Network
 Make a concept map with the answers to the Big Question:
 What is nature's network?

Desert Food Chain
 plant
 prairie dog
 coyote or badger
 eagle

Ocean Food Chain
 phytoplankton
 zooplankton
 small fish
 large fish
 shark or killer whale

Pond Food Chain
 algae
 pond snail
 frog
 turtle

Arctic Food Chain
 small fish
 large fish
 seal or walrus
 polar bear

What is nature's network?

PM3.1 Unit 3 | Nature's Network

NGReach.com Practice Master PM3.1

OBJECTIVES

Thematic Connection: Ecosystems

- Use Domain-Specific Words
- Comprehend Plot

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3

Unit Concept Map: Practice Master PM3.1

Plot Diagram: Practice Master PM3.2

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 3.1

MATERIALS

timer

Power Writing

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

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

Writing

Organize Events in a Sequence CC.5.W.3.a
Write Over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

Draw on Information to Explore Ideas CC.5.SL.1.a
Adapt Speech CC.5.SL.6

Language and Vocabulary

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

Academic Talk

1 Tell an Original Story Anthology page 152

Read aloud the instructions and play the **Sing with Me Language Song**: “The Hawk and the Squirrel.” As you introduce the basic elements of an original story, ask students to give examples from the song:

- *Characters are the people or animals in a story.* (a girl, a hawk, a squirrel)
- *Setting includes where the story takes place.* (a girl’s backyard)
- *The story events include a problem the characters face and its solution.* (A hawk wants to catch the baby squirrel. The girl frightens the hawk, and the squirrel escapes.)

Have students revisit the animals they drew during the **Share What You Know** activity on **Anthology** page 151. Ask each student to make up an original story about his or her animal, including such story features as characters, a setting, and a plot with a problem and solution. Have partners tell each other their stories.

Science Vocabulary

2 Key Words Anthology page 152

Explain and model using **Vocabulary Routine 1** and the diagram on **Student eEdition** page 153 to learn the Key Words.

- **Pronounce the word and point to the image:** **herbivore**.
- **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 **herbivore** is an animal that eats only plants.
- **Elaborate.** Relate the words to your knowledge and experience: I have a pet rabbit that is an **herbivore**.

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

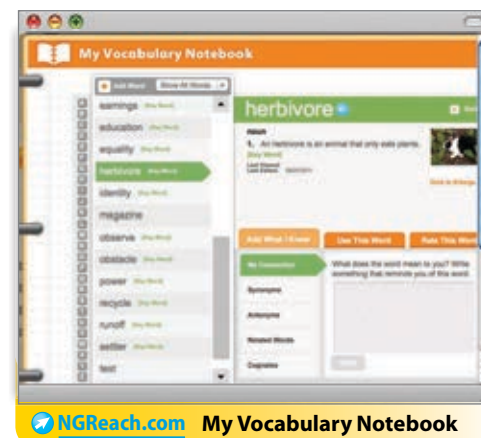
For more images of the Key Words, use the **Digital Library**.

Have partners take turns repeating the routine for each word using page 153. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

carnivore · consumer · food chain
herbivore · omnivore · producer





Tell an Original Story

Listen to Melissa's song, which tells a story about a hawk and a squirrel.

The Hawk and the Squirrel Song (MP3)

The story happens out in my backyard,
Where lots of squirrels like to play.
One day a big hawk comes to my backyard.
The story is about that day.

A baby squirrel is out in the open,
When I see a hawk outside.
The squirrel's problem is he is out there
With nowhere good for him to hide.

I see the hawk dive. I have to think fast.
The baby squirrel depends on me.
I make a big noise. The hawk is frightened.
The squirrel runs safely up a tree.

Tune: "La Cucaracha"



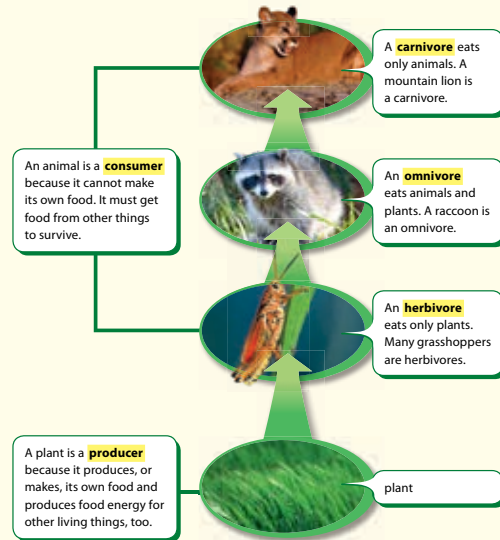
Language Frames

- The story happens at/in _____.
- The story is about _____.
- The _____ problem is _____.

Science Vocabulary

Key Words

Look at this diagram. Use **Key Words** and other words to talk about the relationship between plants and animals in a **food chain**.



Key Words

- carnivore
- consumer
- food chain
- herbivore
- omnivore
- producer

Talk Together

How are living things in nature connected? With a partner, use the **Key Words** to answer this question.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 152–153

3 Talk Together Anthology page 153

Read aloud the instructions and review how the food chain shows connections between living things. Have partners work together to discuss how different pairs of living things in nature are connected. Remind students to use Key Words, if possible. Provide an example, such as: *A cow is a **consumer** of grass.*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students discuss connections in nature, listen for correct usage of Key Words.

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

- A _____ such as a bear cannot make its own food, so it must hunt and eat other animals and plants. (**consumer**)
- A _____ such as a berry bush can make its own food and make food for other living things, too. (**producer**)
- An _____ is different from a **carnivore** and an _____ because it eats both plants and animals. (**omnivore**, **herbivore**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

carnivore/carnívoro consumer/consumidor
herbivore/herbívoro omnivore/omnívoro
producer/productor

SN Special Needs

ISSUE Students have difficulty remembering the meanings of the words and how they are connected.

STRATEGY Have students point to the plant and animals pictured on **Anthology** pages 150–151 and use Key Words to describe them. Remind students that living things can fall into several categories, such as consumers, producers, herbivores, and carnivores.

Example Chart

Word	Definition	My Example
resolution	event that solves a story problem or how the problem is solved	making a gift to solve the problem of not having a present for a friend's birthday

Fluency

Model Intonation Explain the concept: *Fluent readers read with intonation. They make their voices rise and fall—or get higher and lower—to match the words they are reading.* Model intonation with sentences from “Melissa to the Rescue.” Have students practice intonation by reading aloud the **Map and Talk** sentences on **Anthology** page 154.

Comprehension

4 **Plot**  **Anthology** page 154

Read aloud the first paragraph on page 154. Use an Example Chart to teach the term **resolution**. Then display **eVisual 3.1** and prompt: *As I read the story aloud, listen for the problem, the turning point when an important change happens, and the **resolution** of the story.* Read aloud “Melissa to the Rescue.”



Read Aloud

Realistic Fiction

Melissa to the Rescue

Squirrels built a nest in Melissa’s yard this spring, and soon a baby squirrel was born. It entertained Melissa for hours as it scampered in the yard and dashed in trees.

One afternoon, Melissa was intently watching the baby squirrel, when out of the corner of her eye she noticed a huge hawk circling over the yard. Melissa remembered from science class that a hawk is a **carnivore** and a **consumer** of small animals. She realized that the hawk wanted to eat her baby squirrel, and she was filled with alarm as it swooped closer and closer to the helpless animal.

Suddenly, Melissa jumped up and began waving her arms back and forth over her head. She whooped and hollered as loudly and fiercely as she could. The startled hawk soared rapidly away from the yard.

“Now, you’re safe,” Melissa whispered to the squirrel as she watched it climb a tree. “You won’t become part of that hawk’s **food chain** while I’m around.”

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



INTERACTIVE WHITEBOARD TIP: Underline the turning point. Circle the resolution.

5 **Map and Talk** **Anthology** page 154

After students read the sample plot diagram, ask questions to identify how the turning point leads to the resolution: *What changes after Melissa scares the hawk?* (The squirrel runs up a tree.) *How does Melissa’s action lead to the **resolution**?* (Melissa saves the squirrel’s life.)

6 **Talk Together** **Anthology** page 154

Have students use **Practice Master PM3.2** to diagram the plot elements of another animal story.

Check & Reteach

OBJECTIVE: Comprehend Plot 

Ask students to identify the problem, turning point, and resolution of their stories.

If students have difficulty comprehending plot, have them ask themselves the following questions about each event:

- *Is this an important problem in the story?*
- *Does this event cause an important change?*
- *Does this event show that the problem is solved?*



Plot

Plot is what happens in a story. Plots are built around a problem that the main character faces.

- The events happen because of the characters' actions.
- The turning point is when an important change occurs.
- The resolution is the event that solves the problem.

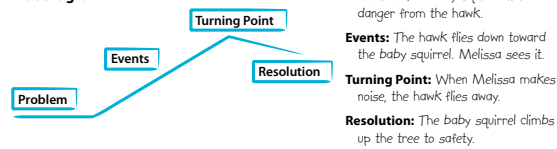
Look at the pictures. They show what happens in Melissa's story.



Map and Talk

You can use a plot diagram to keep track of parts in a story. First, tell what the problem is. Then, tell the events in the order they happen. Next, tell the turning point. Last, tell the resolution.

Plot Diagram



Talk Together

Work with your partner to retell an animal story you know or have experienced. Use a plot diagram to help you retell the story.

154

Anthology page 154

Writing

7 Write About Plot

Introduce: *Now you will use your plot diagram to write about the animal story you told your partner.* Model the process with "Melissa to the Rescue."

Think Aloud

First, I write the problem.

Then I write about the events that lead up to the turning point.

*Finally, I write the **resolution**.*

Write

Melissa sees a hawk hunting the baby squirrel.

Melissa decides to save the squirrel. She waves her arms and makes loud noises to scare the hawk away.

The hawk leaves and the squirrel climbs to safety.

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

Have students use the plot diagram they prepared with a partner in **Talk Together** to write the plot of their stories. Students should write independently and then compare with a partner. Add the plots to their Weekly Writing folders.

WRAP-UP

Have partners discuss how living things in "Melissa to the Rescue" are connected. Have them write ideas on their unit concept maps.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T149k

Daily Grammar ✓

Point out the articles in the phrases *a baby squirrel* and *the furry baby* from the **Read Aloud**. Then use page T149m to teach when to use each kind of article.

Daily Writing Skills ✓

Point out the sequence of events in the **Read Aloud** by telling what happened first, next, and last. Then use page T149o to teach how to sequence events.

Name _____ Date _____

Retell a Story

Problem Responses will vary.

Events Responses will vary.

Turning Point Responses will vary.

Resolution Responses will vary.

Retell an animal story you know or have experienced. Use this plot diagram to help you plan your story.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T153a PM3.2 Unit 3 | Nature's Network

OBJECTIVES

Thematic Connection: Ecosystems

- Use Academic Words
- Summarize Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3

TECHNOLOGY ONLY

Unit 3 Build Background Interactive

Digital Library: Key Word Images

My Vocabulary Notebook


MATERIALS

timer • dictionary (optional)

Power Writing

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

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



WARM-UP

Have pairs play a game. One partner names one of these Key Words: *carnivore*, *herbivore*, *omnivore*, *consumer*, or *producer*. The other partner then names an example of this type of living thing. Partners change roles and play again.

Academic Talk

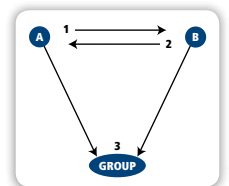
1 Summarize Oral Information

Explain: *When you hear a spoken message, you can summarize the most important ideas. This will help you understand and remember what you hear.* Model how to summarize spoken messages. Have a volunteer click the volume feature on each of screens 2–7 of the **Build Background Interactive**.

- Without looking at the images, identify the topic: *Plants make their own food.*
- Identify important details and retell them in your own words: *Leaves produce food by taking in sun, carbon dioxide, and water through their leaves and roots.*
- Do not include any details that are not important.

Have students review the rest of the **Build Background Interactive** and share what they have learned using a **Three-Step Interview**.

- Have Student A click the volume feature on each of screens 8–13 while Student B listens closely. In addition, have Student A narrate as he or she completes the interactive portions of the screens.
- At the end of the series of screens, have Student B summarize the oral information he or she heard.
- Have partners change roles and repeat for screens 14–18.



Three-Step Interview

For **Three-Step Interview**, see page BP45.

Academic Vocabulary

2 More Key Words Anthology page 155

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.

Key Words

cooperate · essential · partnership
store · transfer

- **Pronounce the word** and point to its picture: **cooperate**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** To **cooperate** means to work together.
- **Elaborate.** I **cooperate** with my brother when we wash dishes together.

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

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

COMMON CORE STANDARDS

Reading

Summarize Text	CC.5.Rlit.2
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

Summarize Information	CC.5.W.8
Write Over Shorter Time for Specific Tasks	CC.5.W.10

Speaking and Listening

Summarize Oral Information	CC.5.SL.2
Summarize Points	CC.5.SL.3

Language and Vocabulary

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

More Key Words

Use these words to talk about "Coyote and Badger" and "Living Links."

cooperate

(kō-o-pi-rāt) verb



When you **cooperate**, you work together. We **cooperated** to clean up our messy room.

essential

(i-sen-shūl) adjective



Essential means important and necessary. Water is **essential** for our survival.

partnership

(pahrt-nur-ship) noun



Individuals in a **partnership** work together and share the results of their work.

store

(stōr) verb



When you **store** something, you keep it somewhere until it is needed.

transfer

(trans-fur) verb



Transfer means to move from one place to another. She **transfers** the food to the plate.

Talk Together

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

Word	Definition	Example from My Life
store	Keep	old games in my closet

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

155

Anthology page 155

Have partners use page 155 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 155

Read aloud the directions and have students make their Vocabulary Example Charts. Have partners share their charts and discuss how their examples are alike and different.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners complete their Vocabulary Example Charts, listen for correct usage of the Key Words.

If students have difficulty writing definitions or examples, give choices. For example, ask:

- Which definition is better for **essential**: *something you must have or something that tastes good?* (something you must have)
- Which example is better for **essential**: *having dessert after dinner or getting enough sleep at night?* (getting enough sleep)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

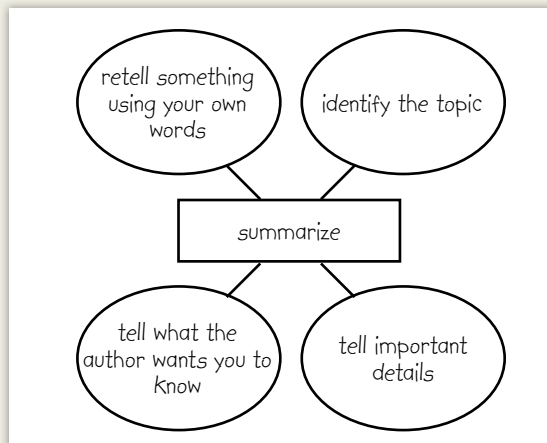
cooperate/cooperar transfer/transferir

BL Below Level

ISSUE Students do not use their own words to define the Key Words, but instead copy meanings from **Anthology** page 155.

STRATEGY Tell students to think about their understanding of the word and use their own words to define it. Suggest that they may use a dictionary, as needed, but then close the resource before writing the meanings in their own way.

Idea Web



Fluency

Practice Intonation As partners read aloud Melissa's personal narrative, circulate and listen for correct intonation.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T149k

Daily Grammar ✓

Point out common nouns such as *brother*, *house*, and *squirrels* on **Anthology** page 157. Then use page T149m to teach common nouns.

Daily Writing Skills ✓

Point out the problem (a storm destroyed the squirrels' food), turning point (Melissa and her brother gathered food for the squirrels), and resolution (the squirrels put the food in their new home) of "The Oak Tree." Then use page T149o to practice identifying plot features and determining which events included in a story are relevant.

Comprehension

4 Learn to Determine Importance ✓ **Anthology** pages 156–157

Use an Idea Web to review the term **summarize**. Then project **Student eEdition** page 156 and read aloud the instructions. Point to the details in the image as you model how to summarize.

- *The topic is Melissa's day at the petting zoo.*
- *Detail #1 is that Melissa and her friends play with sheep.*
- *Detail #2 is that the owner of the petting zoo tells Melissa and her friends all about sheep.*
- *The picture is about Melissa's day learning about sheep at the petting zoo.*

5 Talk Together **Anthology** page 157

Read aloud the instructions. Have students chorally read the first paragraph of "The Oak Tree" and the sample summary. Ask: *How does knowing the topic of the first paragraph help you identify important details?* (Possible response: Once I know the topic, I can figure out which details support it.)

Have partners read the remainder of the narrative, pausing to summarize each paragraph in one sentence.

Check & Reteach

OBJECTIVE: Summarize Text ✓

As partners summarize the personal narrative, check that they are including important details and leaving out unimportant ones.

If students have difficulty determining the important details in a paragraph, provide the topic: *A storm affected the oak tree.* Help students find two or three important details that support this topic, such as: *Squirrels lost their homes and food.*

Writing

6 Write to Summarize

Introduce: *Yesterday, your partner told you an animal story based on the animal picture he or she drew for **Share What You Know** on page 151. Today, you will **summarize** the story your partner told.* Model the process using "The Oak Tree."

Think Aloud

First, I write what the story is about.

Then I recall the most important events and retell them in my own words.

Write

Melissa and her brother helped animals in need.

First, a storm destroyed the squirrels' home and food. Next, Melissa and her brother gathered food for the squirrels. Then the squirrels had food again.

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



Learn to Determine Importance

To determine what's important, you focus on what matters. One way to determine what's important is to **summarize**, or tell only the most important information.

Look for the most important details in the picture to help you summarize Melissa's day with her friends.



When you read, you can look for important details to help you **summarize**, too.

How to Summarize

- | | |
|---|--|
| 1. Identify the topic. Ask, "What is the paragraph mostly about?" | The topic is _____. |
| 2. Look for the important details. | Detail #1 is _____.
Detail #2 is _____. |
| 3. Tell about the topic and the most important ideas. | The paragraph is about _____. |

156

Language Frames

- ? The topic is _____.
- 👁️ Detail #1 is _____.
Detail #2 is _____.
- 🗨️ The paragraph is about _____.

Talk Together

Read Melissa's personal narrative. Read the sample. Then use **Language Frames** to summarize the narrative to a partner.

Personal Narrative

The Oak Tree

My brother and I love to explore the woods behind my family's house. Lots of different plants and animals live in this forest. My favorite place is the big oak tree. It is an **essential** place for the animals. It gives them food and a home. Red squirrels gather nuts from the tree and **store** them there for the winter. Birds build their nests in the oak tree.

Last week, there was a terrible storm. Lightning hit the oak tree, and it caught fire. By the time the fire was out, most of the tree was gone. The squirrels and birds lost their home, but we're happy that they weren't harmed in the fire. The squirrels lost their food, too. Without their winter supply of nuts, they were in real trouble.

We had to do something. My brother and I formed a **partnership** to help the squirrels. We gathered many nuts and seeds for them. Then we put them at the edge of the woods for the squirrels to find. The squirrels were able to **transfer** our nuts and seeds to their new home in another tree. When my brother and I **cooperate**, we can do anything!

"The topic is the oak tree in the woods.
Detail #1 is the oak tree provides food and a home for the squirrels.
Detail #2 is birds live in the oak tree.
The paragraph is about the importance of the oak tree."



◀ = a good place to stop and summarize

157

Anthology
pages 156–157

Have students review their partners' animal pictures to review the basic story plot. Remind students to use Key Words as they write short summaries. They may refer to their plot diagrams or plot paragraphs for reference. Remind them to include only the most important details. Have students add their summaries to their Weekly Writing folders.

See **Differentiate**

Differentiate

AL Above Level

ISSUE Students do not use newly acquired vocabulary in their summaries.

STRATEGY Encourage students to use content, academic, and/or classroom vocabulary in summarizing. Ask students to think about how they can include Key Words when retelling the events and important details of their stories.

WRAP-UP

Remind students that they have been reading this week about ways that humans and animals are connected. Have pairs discuss some ways that humans can help animals.

OBJECTIVES

Thematic Connection: Ecosystems

- Comprehend Plot
- Summarize Text

PROGRAM RESOURCES

TECHNOLOGY ONLY


My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 2
Tracks 1–2

Comprehension Coach

MATERIALS

timer



WARM-UP

Have pairs think of animals and plants that live in the desert and discuss challenges to survival that those animals and plants might face. Tell students that today they will read a story about two desert animals that find a unique way to survive.

Power Writing

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

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

Vocabulary Practice

1 Expand Word Knowledge

Students will practice Key Words by creating Fold-Up Tab Visual Organizers. Use **Vocabulary Routine 2** to model how to make an organizer for the word **cooperate**.

- Write the word on the bottom tab.
- Write a definition for the word on the left side of the top tab.
- Write an example sentence on the right side of the top tab.
- Draw an illustration of the word on the inside page.

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

Key Words

carnivore · consumer · cooperate
essential · food chain · herbivore
omnivore · partnership · producer
resolution · store · summarize
transfer

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

Academic Talk

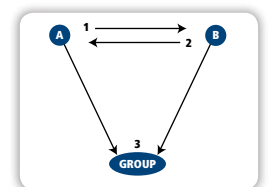
2 Preview and Predict

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

Display the Key Words: *carnivore*, *consumer*, and *food chain*. Have students use a **Three-Step Interview** to share their predictions about “Coyote and Badger.”

- Have students preview the title and illustrations on **Anthology** pages 158–171 independently.
- Have partners interview each other to share their predictions.
- Have partners present each other’s predictions to the class.

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



Three-Step Interview

COMMON CORE STANDARDS

Reading

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.b
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

Read a Story

Genre

Realistic fiction is a story that sounds as if it could be true. The characters, plot, and setting seem real.

Setting

The setting of a story is where and when it takes place. This story takes place in Chaco Canyon, New Mexico. Long ago, a Native American community lived there. They built large clay buildings, called *pueblos*.

As you look at the pictures in “Coyote and Badger,” try to find pueblos and other signs of ancient Native American culture.



Chaco Canyon

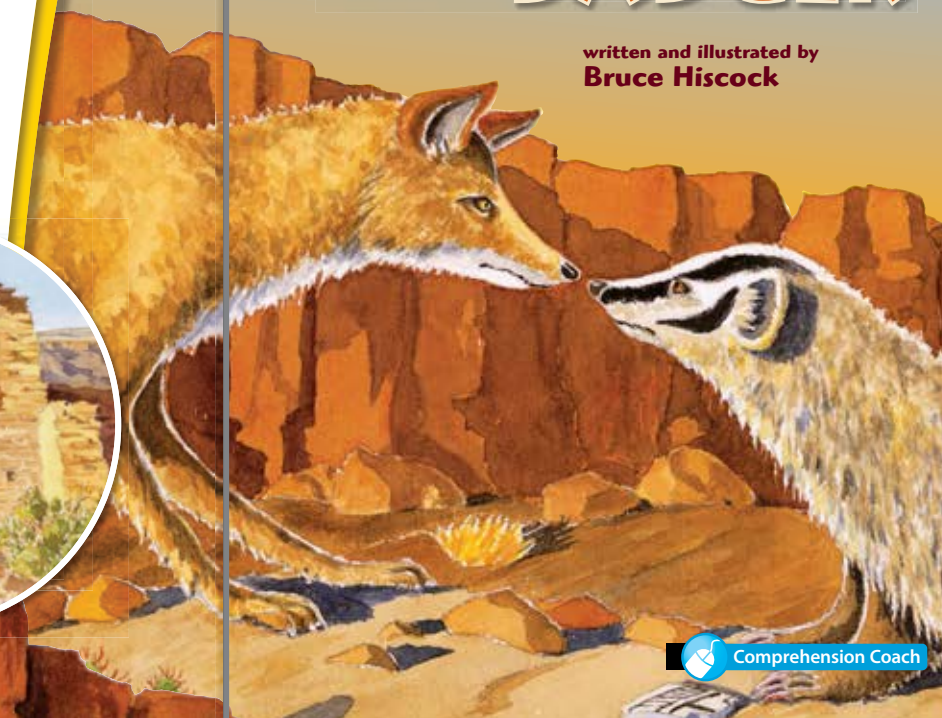
an ancient pueblo



158

COYOTE AND BADGER

written and illustrated by
Bruce Hiscock



Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 158–159

Reading

3 Read a Story Anthology pages 158–159

GENRE Have a volunteer read aloud the definition of *realistic fiction*. Elaborate: *A realistic fiction story, like this one, could be based on real settings or scientific facts.*

SETTING Ask a volunteer to read aloud the definition of *setting*. Point to the map and elaborate: *This story takes place in a hot, dry pueblo in New Mexico.*

SCIENCE BACKGROUND Share information to build background: *Some desert animals and plants depend on each other for survival. For example, some birds nest in the holes of a saguaro cactus. The birds use the cactus’s sharp spines for protection. They drink nectar from the cactus’s flowers. But the cactus benefits from the birds, too. They depend on the birds to eat insects that could otherwise cause disease.*

Have students read pages 158–167. See **Differentiate**

Differentiate

BL Below Level

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

OL On Level

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

AL Above Level

READ INDEPENDENTLY As students read silently, have them take notes to identify plot features. Use the questions to build comprehension.

Best Practices

Encourage Elaboration As students make predictions in the **Academic Talk** on page T158, use general prompts:

- *What do you think that will happen?*
- *Can you give some details to explain what you mean and support your prediction?*
- *Did you get any ideas for refining your prediction from hearing what other students think will happen?*

Set a Purpose 1
The animals of Chaco Canyon have a problem. What is it?

Coyote woke up hungry, again. He stretched and looked out at the desert. **The sun was going down**, but the air was still hot. Coyote hoped to **spy** a rabbit, or even a mouse, since he hadn't eaten in two days.

These were hard times for all the animals of Chaco Canyon. No rain had fallen that spring, and there were no fresh leaves for the small animals to feed on.

And so Coyote, the hunter, often went hungry, too. Now he trotted silently up the canyon to **try his luck** once more.



In Other Words
The sun was going down It was nearly night
spy find
try his luck try to find food

160

Across the **arroyo**, Coyote scared up a rabbit, and a dizzy chase began. The rabbit **streaked** through the saltbush, with Coyote snapping at its heels. For a moment, it looked as though **Old Hunter** might eat well. But the **cottontail** was too quick and squeezed between some rocks by the canyon wall. Coyote scratched around the hiding place awhile and then went to look for something slower, or maybe something dead, to eat.



In Other Words
arroyo dry stream
streaked ran quickly
Old Hunter Coyote
cottontail rabbit

161

Anthology
pages 160–161

Fluency

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

Read and Build Comprehension

- 1 Set a Purpose** Have a student read aloud the purpose statement. Then discuss what the problem might be.
- 2 Analyze Setting** *What do you think life is like for animals in Chaco Canyon? Support your ideas with details about the setting.* (Possible response: It is a hard life for animals in Chaco Canyon because the text describes a hot, dry desert.)
- 3 Summarize Text** *What are pages 160–163 mostly about?* (Coyote and Badger hunt for food.) *What details support this topic?* (Coyote chases a rabbit and looks for something to eat. Badger digs many holes before she finds food for her pups.) *How would you summarize these pages?* (Possible response: Coyote and Badger both have trouble hunting for food.)

Differentiate

BL Below Level

ISSUE Students cannot find and use setting details to picture desert life for question 2.

STRATEGY Have students scan the text and illustrations for details that appeal to the senses. Say: *Imagine you are one of the animals in this desert. What do you see? What do you feel and hear? What is the hardest thing about living here?*

EL English Learners

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

STRATEGY Ask forced-choice questions, such as: *Which is more important, ____ or ____? Could you understand the story without ____?*

EL

Farther up the canyon, Badger **emerged from her den**. She left her two pups safely underground and **waddled off** as the air began to cool. Badger was a night hunter, too, but she **seldom chased rabbits**. She was a digger, not a runner.

When Badger found the hole of an antelope squirrel, she tore into the hard soil with her long claws. The dirt flew, and **in a wink** she was underground following a dark tunnel. No animal can dig as fast as a badger, but the squirrel raced ahead and escaped.



BL

In Other Words
emerged from her den came out of her home
waddled off walked away
seldom chased rabbits didn't hunt rabbits often
in a wink soon

162



Badger dug many holes that night before she came home with meat for the pups. **Prey was scarce** now, especially around the den. It was time to move her family to a new hunting ground.

As the sun rose, Badger led the way down the canyon with her little ones close behind. Few animals ever **messed with** Badger, for she was a fierce fighter. But **the open desert** is a dangerous place for pups. Overhead, in the clear morning air, an eagle watched them closely. **2 3**

In Other Words
Prey was scarce Food was hard to find
messed with tried to attack
the open desert land with no place to hide

► **Before You Move On**

- 1. Plot** Why is the dry weather a problem for Coyote and Badger? How do you think it will affect them in the future?
- 2. Make Inferences** Why is the eagle watching Badger and her pups so closely?

163

Anthology
pages 162–163

Mini Lesson

Describe Setting

Ask: *What is a setting?* (the time and place in which story events take place)

Explain that a setting's physical, cultural, and historical elements include:

- details that tell how a place looks, sounds, smells, and feels
- descriptions of items that shaped an area, such as buildings or tools

Display **Student eEdition** page 162 and model how to use the text and illustrations to identify physical elements of a setting:

- *I can read words and phrases in the text that describe the setting, such as canyon and air began to cool.*
- *I can see details in the illustration that tell about the setting, such as the moon in the night sky, the dry land, and Badger's underground tunnel.*

Have volunteers identify more details that tell about the setting on page 162.

Next, model how to identify historical and cultural elements: *This illustration is a cross-section that reveals objects buried underground.* Point out clues that establish the history, such as pieces of pottery left behind by the Native Americans who lived in pueblos in the past. Explain: *These items tell me that the people who lived in this area made and used pottery.*

To check understanding, have students look for details in the text and illustration on page 163 that establish the physical, cultural, and historical elements of the setting. Then have them use this information to describe the setting.

Answers Before You Move On

- 1. Plot** ✓ The dry weather is a problem for Coyote and Badger because without rain, the desert plants die. This means there are no fresh leaves for the smaller animals to eat, and as a result, there are fewer animals for Coyote and Badger to hunt and eat.
- 2. Make Inferences** Possible response: I read that the eagle is watching Badger and her pups closely. I know that eagles are **carnivores** that eat other animals. So the eagle must want to eat the badger's pups.

Predict 1

How will Coyote and Badger find enough food to survive?

At last they reached one of Badger's other burrows by an old pueblo. She checked the tunnel for rattlesnakes, as the pups scurried into their new home.

Not far from there, Coyote settled down to sleep for the day. He was still terribly hungry.

When evening came, Badger began hunting. Coyote heard the sound of her digging. Quietly, carefully, he stole closer.

Suddenly a kangaroo rat, fleeing from Badger, hopped from a tunnel. A quick pounce and Coyote had food. Another rat, about to leave its burrow, saw Coyote and fled back down the tunnel. That rat became Badger's dinner.



In Other Words
burrows homes
stole moved
fleeing running
pounce attack

164

When Badger scrambled back to the surface, she found Coyote waiting. Instantly she backed away, showing her powerful teeth. For a moment the two animals faced each other, hissing, growling, their fur standing on end. Then a curious thing happened. As they sniffed each other's scent, they relaxed a little.

Coyote came forward. He took in Badger's musky odor, while she could almost smell the hunger on his fur. And as they circled one another, the ancient and mysterious bond between coyotes and badgers took hold.



In Other Words
scrambled climbed quickly
on end straight up
took in smelled
took hold returned

165

Anthology
pages 164–165

Daily Language Arts

Daily Spelling and Word Work

Practice page T149l

Daily Grammar

Point out the proper noun *Chaco Canyon* on Anthology page 160. Then use page T149n to teach proper nouns.

Daily Writing Skills

Point out the time-order words and phrases *when*, *for a moment*, and *then* on Anthology page 165. Then use page T149p to practice organizing ideas by time order.

Read and Build Comprehension

- Predict** Read aloud the predict question and have students look at the illustrations on pages 164–165. Ask: *What can Coyote and Badger do to find food?* (Possible responses: They can work together. They can fight over food.)
- Summarize Text** Summarize the most important events that happen on pages 164–165. (Possible response: Badger finds a new burrow. She and Coyote work together to catch prey. They face each other and develop a bond.)
- Comprehend Plot** Which important part of the plot happens on pages 165–166? (Badger and Coyote begin a partnership to find food together.) How does this event mark a turning point in the story? (It solves their problems.)

Check & Reteach

OBJECTIVE: Comprehend Plot

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

If students have trouble following the plot, have them identify the problem faced by the characters, list the main events, and ask themselves why each event happens. Then have students determine which event signals the turning point of the story.

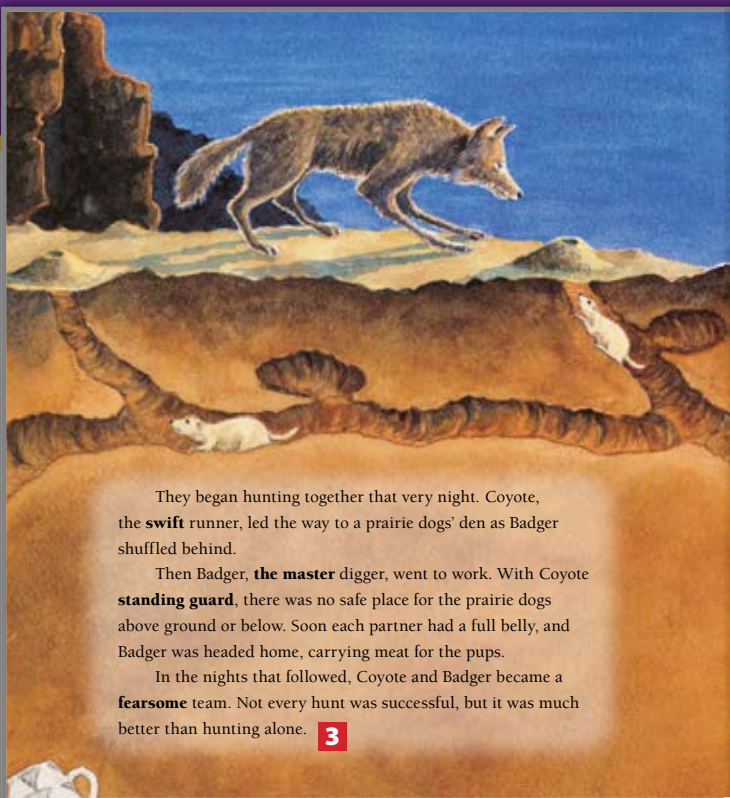
OBJECTIVE: Summarize Text

As students summarize text, check that they can explain how each important detail and/or event relates to the topic of the text.

If students have difficulty summarizing important details, ask questions to prompt understanding: *Why is this detail important? How does it relate to the other events in the story?*

Answers Before You Move On

- Plot** Possible response: Coyote and Badger solve their problem of not having enough to eat by learning how to hunt together. Badger chases the prey to the surface and Coyote catches it. As a result, both animals will have enough food.
- Summarize** Possible response: Coyote and Badger both struggle to find food in the dry desert. They learn to cooperate and hunt together.

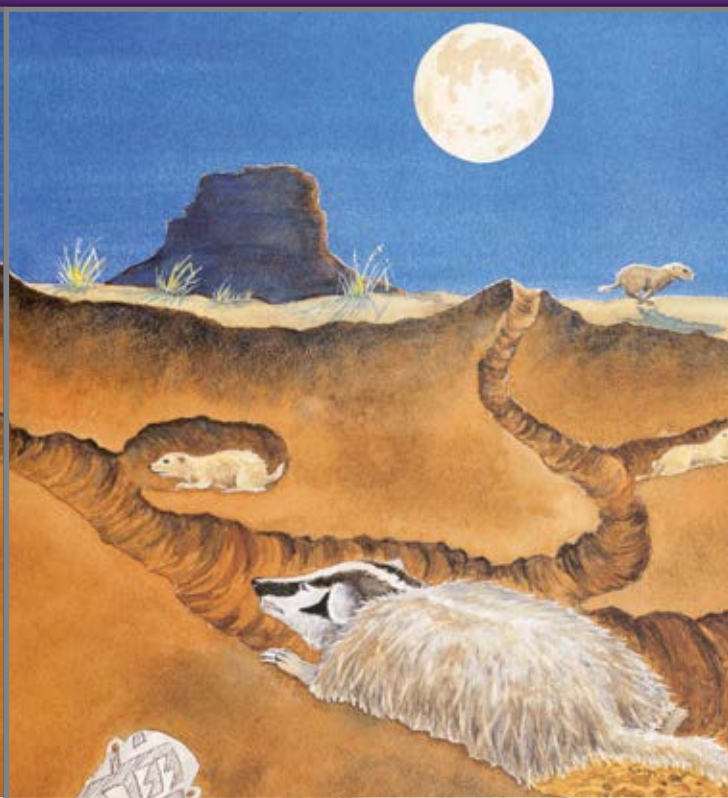


They began hunting together that very night. Coyote, the **swift** runner, led the way to a prairie dogs' den as Badger shuffled behind.

Then Badger, **the master** digger, went to work. With Coyote **standing guard**, there was no safe place for the prairie dogs above ground or below. Soon each partner had a full belly, and Badger was headed home, carrying meat for the pups.

In the nights that followed, Coyote and Badger became a **fearsome** team. Not every hunt was successful, but it was much better than hunting alone. **3**

In Other Words
swift fast
the master who was a very good
standing guard watching and waiting
fearsome strong



Before You Move On

- Plot** How do Coyote and Badger solve their problem? What do you think will happen in the future, as a result?
- Summarize** Summarize the most important story events so far.

Anthology
pages 166–167

Writing

4 Write to Describe a Setting

REVIEW Ask: *What kinds of information should you include when you describe a setting?* (time and place; physical, cultural, and historical elements)

Explain that each student will write a description of the setting of “Coyote and Badger.” Remind students to include information such as:

- where and when the story takes place
- details that describe the physical, cultural, and historical elements of the setting

Have students work independently to review the text and illustrations on pages 158–167 and use what they find to write descriptions of the story’s setting. Have students add their descriptions to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students describe setting by naming only the place.

STRATEGY Have students make a mindmap with a section for each feature of a setting. Have them record at least one detail for each section and use their notes as they write their descriptions.

AL Above Level

ISSUE Students wish to include more details about the setting.

STRATEGY Encourage students to describe how setting affects the mood of the story and how characters’ actions are influenced by their surroundings.

WRAP-UP Have students think about how the setting of “Coyote and Badger” affects the events that take place in the story. Ask students to summarize and share their ideas with a partner.

OBJECTIVES

Thematic Connection: Ecosystems

- Comprehend Plot
- Summarize Text

PROGRAM RESOURCES


TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 2
Track 3

My Vocabulary Notebook
Comprehension Coach

MATERIALS

timer



WARM-UP

Have pairs take the parts of Badger and Coyote. Have each student state the problem his or her character is facing. Then have students discuss the benefits of forming a partnership to solve both of their problems. Encourage students to use as many of the Key Words in their discussions as they can.

Power Writing

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

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

Vocabulary Practice

1 Share Word Knowledge

REVIEW Have students use the Fold-Up Tab Visual Organizers they made on Day 3. Review what the organizers show.

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

Vocabulary Routine 3:

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

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

Key Words

carnivore · consumer · cooperate
essential · food chain · herbivore
omnivore · partnership · producer
resolution · store · summarize
transfer

Academic Talk

2 Summarize Reading

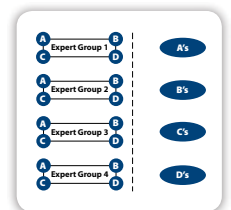
REVIEW Remind students: *When you **summarize** a story, you retell only the main events and important parts of the plot.* Explain that students will use Key Words to summarize what they have read of “Coyote and Badger.”

Write these Key Words: *cooperate, food chain, partnership.*

Use a **Jigsaw** to help students summarize.

- Have students gather into four expert groups.
- Have each group discuss how to summarize one of these page ranges: 160–161, 162–163, 164–165, or 166–167.
- Have students regroup so that each new group has at least one member from each expert group.
- Have experts use Key Words as they summarize their sections of “Coyote and Badger.”

For **Jigsaw**, see page BP45.



Jigsaw

COMMON CORE STANDARDS

Reading

Summarize Text	CC.5.Rlit.2
Read and Comprehend Literature	CC.5.Rlit.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

Use Concrete Words and Phrases	CC.5.W.3.d
Write Over Shorter Time for Specific Tasks	CC.5.W.10

Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6
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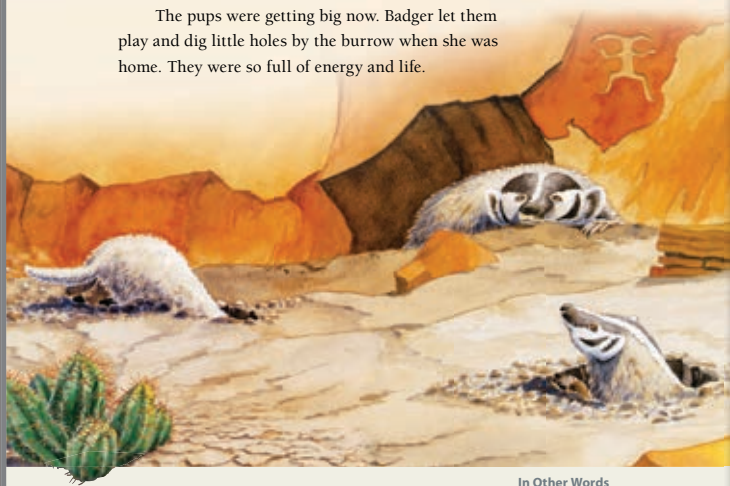
Predict 1

Will Coyote and Badger keep hunting together?

The **drought** grew worse as summer arrived. Each cactus, once **swollen with** water, **shrank** as it waited for the rains to begin.

Coyote and Badger often traveled far in search of prey, resting side by side when they grew tired. But they seldom went hungry, and Badger always took meat back to her pups.

The pups were getting big now. Badger let them play and dig little holes by the burrow when she was home. They were so full of energy and life.



In Other Words
drought dry weather
swollen with full of
shrank got smaller

2 SN

168

Then one morning, Badger returned from a long hunt with Coyote to find only one pup in the den. She looked for the missing youngster at his favorite digging spot, but there was no sign of him. Badger searched everywhere. Then, behind the pueblo, she found **shreds** of fur, some blood, and an eagle feather. Badger, mother of many pups, knew this one would never return.

When Coyote looked for Badger that evening, she was gone. He found Badger's trail, but he did not follow it. **The time of parting had come.**



3 BL

In Other Words
shreds pieces
The time of parting had come.
It was time to hunt separately again.

169

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 168–169

Reading

3 Read and Build Comprehension

- 1 Predict** Read aloud the predict question and have students look at the illustrations on pages 168–171. Ask students to give reasons to support their predictions based on what they have read so far in the story.
- 2 Compare and Contrast** *How are Coyote and Badger alike and different?* (Possible response: They are both **carnivores** that have trouble finding small animals to eat. They are different because Coyote is fast and uses his speed to chase prey, while Badger is slow and uses powerful claws to dig into burrows.)
- 3 Use Visuals** *What does the illustration on page 169 help you understand about the story?* (The illustration shows what Badger finds when she returns to the den. It helps the reader understand what happened to her pup.)

Differentiate

SN Special Needs

ISSUE Students struggle to articulate similarities and differences for question 2.

STRATEGY Name different character features and characteristics for Badger and Coyote. Have students use thumbs up for similarities and thumbs down for differences.

BL Below Level

ISSUE Students do not understand how to interpret the illustration on page 169.

STRATEGY Have students name the items pictured, scan the text for mentions of these items, and then consider what the illustration helps them better understand.

Fluency

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

Best Practices

Invite Critical Thinking Before students share and discuss their predictions, provide time for students to reflect and write about the topic, including:

- recording their impressions after previewing the illustrations
- formulating their opinions
- noting any details that support their predictions.

Coyote went back to hunting by himself. Even mice were hard to find now, for the rains still had not come. Through the dark nights, Coyote searched for food, and **when the sun burned down**, he slept.

One night as Coyote **prowled** near **the ruins of an ancient kiva**, the Old Hunter threw back his head and let out a long yip and howl. From around the canyon other coyotes joined in. The song echoed off the dark walls and floated up toward the river of stars in the sky.



In Other Words
when the sun burned down during the day
prowled hunted
the ruins of an ancient kiva an old Native American meeting room

170



Late the next afternoon, Coyote woke to the rumble of distant thunder. Wind rippled through the dry grass, and Coyote caught the **scent** of rain.

In her den, Badger felt a tingle as lightning **split** the sky. The summer rains were here at last. Now the desert would be green again, and for a time there would be more food for all the animals. **1 2**

Badger listened as the rain **swept up** the canyon. And deep in the storm she heard something strange, yet familiar. It sounded like Coyote, howling in the wind. ❖

In Other Words
scent smell
split flashed through the middle of
swept up moved quickly into

Before You Move On

- Plot** What did Badger do? Why do you think she did it?
- Explain** The phrase “caught the scent” is an idiom. What do you think it means?

171

Anthology
pages 170–171

Mini Lesson

Analyze Realistic Fiction

Explain: *The author of a realistic fiction story often includes facts that help make the story seem as if it could be true, even if the characters and the plot are made up.* Review that a fact is information that you can verify, or check to see if it is true, by using reliable sources.

Display **Student eEdition** page 170 and model how to identify story elements that are factual and elements that are fictional, or made up:

- The story says that when Coyote howls, other coyotes join in. I can research the behavior of real coyotes and verify that this is an action that they perform. What is another factual element of this story, and how can it be checked?* (Possible response: Coyote prowls around the ruins of a kiva, an old Native American meeting room. You can research Chaco Canyon to confirm that coyotes and kivas can be found in this place.)
- Even though Coyote prowls around a realistic kiva and behaves the way a real coyote would, he is not a real animal. His actions of searching for mice after a long period of no rain and then howling as if he is frustrated are all fictional.*

To check understanding, have students identify facts and fictional elements on page 171. Remind students to think about whether they can research and check a resource to verify whether or not it is true.

Answers Before You Move On

- Plot** Possible response: Badger takes her other pup and leaves that part of the canyon instead of staying to hunt with Coyote anymore. I think she does this because she is probably afraid that her last pup will be killed while she is out hunting.
- Explain** The phrase “caught the scent” probably means that Coyote’s nose breathed in the smell of coming rain.

PREDATOR PARTNERS

For hundreds of years, people have told stories about coyotes and badgers hunting together. In the mid-1980s, scientists saw this strange event many times in Wyoming's National Elk Refuge. When coyotes were hunting squirrels above ground, badgers looked for squirrels below ground, in burrows. Some coyotes would wait for the badgers to **flush out squirrels** from the burrows. If a coyote didn't catch a squirrel, sometimes the badger would get it. Scientists found that coyotes who hunted with badgers caught more squirrels than those who hunted alone! **3**



Badgers like this one sometimes hunt with coyotes. ▼



In Other Words
flush out squirrels
chase the squirrels out

Anthology page 172

Read and Build Comprehension

- 1 Summarize Text** ✓ **Summarize** what happens on pages 170–171.
(Detail #1 is that food is hard to find. Detail #2 is that it rains, so there will be food. These pages are mostly about what changes as the drought ends.)
- 2 Comprehend Plot** ✓ **What problem do all animals in Chaco Canyon face?**
(Without rain, plants won't grow, so all animals have a hard time finding food.) **What event shows the resolution of this problem?** (The rains come.)
- 3 Compare and Contrast** **How are Coyote and Badger similar to and different from the animals described in "Predator Partners" on page 173?** (Possible response: Like the real animals, Coyote and Badger work as a team to hunt. Unlike the real animals, they hunt prairie dogs rather than squirrels.)

Check & Reteach

OBJECTIVE: Comprehend Plot ✓

Check for accurate responses to all of the comprehension questions about plot.
If students have difficulty, provide sentence frames for each element, such as: The problem is _____. The main events are _____. The turning point is _____. The resolution is _____.

OBJECTIVE: Summarize Text ✓

Check for accurate responses to all questions about summarizing text.
If students have difficulty distinguishing between important and unimportant information, have students reread the text, leaving different parts out to find out which are necessary.


Meet the Author and Illustrator

BRUCE HISCOCK

Bruce Hiscock loves to draw—and he believes that anyone can learn how. He says, “Practice is the only way to improve.”





Bruce has been practicing for a long time. When he was a child, he spent a lot of time outdoors. When he grew up, he became a scientist, and then an author and illustrator.


Bruce has explored natural places in the United States and Canada. He always travels with a sketchbook and a journal. He visited Chaco Canyon three times while working on this book.




AWARD WINNER

This is how Bruce draws a mouse. Follow his steps and draw your own. ▼

- 1 
- 2 
- 3 
- 4 



▲ Bruce Hiscock likes to spend time in his studio, where he works on his writing and drawing.

Writer's Craft 

The author uses precise words, such as “raced,” “pounced,” and “scrambled” to help the reader imagine how his characters hunt. Write your own description of a predator chasing its prey using precise words.

173

Anthology page 173

4 Meet the Author and Illustrator

Have students read the information about the author and illustrator. Explain that Bruce Hiscock combined his scientific background and his love of drawing to create the story of “Coyote and Badger.”

After students read the biography, build comprehension:

- **Paraphrase Text** *Look at what Bruce says about drawing in the last sentence of the first paragraph. How could you restate these ideas in your own words?* (Possible response: Anyone can draw; all people need to do is practice.)
- **Summarize Text** **Summarize** *the important ideas in the last paragraph.* (Possible response: The topic is Bruce’s travels. Detail #1 is that Bruce brings a sketchbook and journal when he explores natural places. Detail #2 is that he visited Chaco Canyon three times while working on “Coyote and Badger.” This paragraph is mostly about what Bruce does to collect information for his books.)
- **Describe Steps in a Process** *Describe the steps Bruce uses to draw a mouse.* (Possible response: First, Bruce draws a pointy oval for the body. Then he adds details like whiskers, eyes, ears, a mouth, and a tail. Next, he draws tiny feet. Finally, he adds the mouse’s fur.)
- **Make Inferences** *What inference can you make about why Bruce might like to spend time working on his writing and drawing in his studio?* (Possible response: I see that Bruce’s desk is in front of a big window with nature outside and I read that Bruce likes nature. I know that artists are often inspired to work by looking at nature. And so I think that Bruce enjoys working where he can watch nature and be inspired.)

Writing

5 **Writer's Craft** Anthology page 173

Read aloud the instructions in the Writer's Craft feature on page 173. Review: *When you write, you can use precise language like vivid nouns and action verbs to describe exactly how things look, move, and act. This can help the reader visualize, or experience, the story in a better, clearer way.*

Use **Student eEdition** page 161 to display the text "The rabbit streaked through the saltbush . . ." Point out how the verb *streaked* is more precise than the verbs *ran* or *went* and the noun *saltbush* is more precise than less descriptive nouns such as *grass* or *bushes*. Both words give the reader a clearer picture of how the rabbit looks and moves.

Have partners find more examples of precise language on page 161. Suggest that they keep lists of vivid nouns and action verbs.

Model writing descriptive sentences that use precise language.

Vague	Precise
The lion jumped, but the antelope left.	The ferocious lion pounced, but the antelope glided away.
The fish swam by, and the shark followed.	The fish darted by, and the determined shark gave chase.

Have students work independently to write a descriptive paragraph that uses precise language. Have students add their descriptions to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T149l

Daily Grammar ✓

Point out proper and common nouns on **Anthology** page 172. Then use page T149n to practice proper and common nouns.

Daily Writing Skills ✓

Note the sequence of events on **Anthology** pages 170–171. Then use page T149p to practice writing a sequence of events.

Differentiate

EL English Learners

ISSUE Students do not have enough vocabulary to choose more precise words.

STRATEGY Have students work with partners to identify two or three words in a student's writing for which a more precise word would be appropriate. Have partners suggest two replacement words for each imprecise word from their lists of text examples, their own knowledge, or a thesaurus. Have the student choose the word he or she likes best for the context.

AL Above Level

ISSUE Students are ready for the challenge of using precise language in a more sophisticated way.

STRATEGY Suggest that when choosing which precise word to use in any case, students consider factors such as the connotations of each possible word and how the sound and rhythm of the sentence changes when different words are used.

WRAP-UP Review that students read in "Coyote and Badger" about how animals living in the desert faced problems during a drought. Have pairs pick other environments or habitats, such as a forest or an arctic plain, and make a list of problems that animals native to those environments might face.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Ecosystems

- ✓ Comprehend Plot
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM3.1
- Test-Taking Strategy Practice: Practice Master PM3.5
- Plot Diagram: Practice Master PM3.6
- Fluency Practice: Practice Master PM3.7

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 5

MATERIALS

timer • markers

Power Writing

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

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 |

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 |
| 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

Have groups brainstorm a list of partnerships animals and people form to help each other. Examples might include: a service dog and its owner; a farmer who keeps a cat to hunt mice. Challenge students to think of as many examples as they can.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **resolution**, **summarize**. Call students' attention to the other Key Words on **Student eEdition** page 174. Then have students apply their knowledge of the Key Words to play a game called Picture It. Arrange students in small groups, each with drawing paper and markers. Explain the instructions:

- *One group will draw a picture to show the meaning of one of the Key Words.*
- *The other groups will try to guess the word from the drawing.*

Have students begin the game.

- Each group chooses a Key Word, discusses how to show its meaning in a drawing, and chooses one member to create the drawing.
- Each chosen student has 15 to 30 seconds to complete his or her drawing.
- The other groups discuss which Key Word a drawing might represent and pick one member to give their answer.
- The first group to correctly guess the Key Word shown receives one point and the chance to draw the next drawing. The game continues until one group has received three points.

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

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

Key Words

carnivore · consumer · cooperate
essential · food chain · herbivore
omnivore · partnership · producer
resolution · store · summarize
transfer



Key Words

carnivore	omnivore
consumer	partnership
cooperate	producer
essential	store
food chain	transfer
herbivore	

Talk About It

1. What seems **realistic** about this **fiction** story?
 _____ could really happen in the desert.
 Coyotes _____ in real life.
 Badgers _____ in real life.
2. Imagine that Coyote and Badger meet again. Tell an original story about what they do.
 The story happens in _____.
 The story is about _____.
 This time Coyote and Badger's problem is _____.
 This is how the characters solve the problem: _____.
3. Think about the **partnership** Coyote and Badger have. Describe another partnership you know about.

Learn test-taking strategies.
NGReach.com

Write About It

Do you think the desert ecosystem is a difficult place for animals to survive? Write a paragraph. Use **Key Words** to explain why or why not.

I think the desert ecosystem _____.
 One reason is _____.



Anthology page 174

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Academic Talk

2 Talk About It Anthology page 174

Have partners use Key Words as they discuss the **Talk About It** questions. Prompt students to include only important details, particularly when answering question 2. Remind students to think about what a listener would need to do to summarize what he or she heard. (identify the topic and the most important details)

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

Writing

3 Write About It Anthology page 174

Read aloud the directions. Explain: *When you write an opinion about a topic, include your thoughts and feelings about it. Support the opinion with details and examples.*

Have partners work together to recall the setting details from “Coyote and Badger” and make a list of characteristics of a desert ecosystem. Then encourage students to use Key Words and the sentence frames as they write their opinion about why the desert ecosystem is or is not a difficult place for animals to survive.

Provide a model: *I think the desert ecosystem is a difficult place for animals to survive. It is so dry that plants do not grow well, and it hard for **herbivores** to find food.*

Have students add their opinions to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T149k

Daily Grammar ✓

Point out the common and proper nouns *desert*, *Coyote*, and *Badger* on **Anthology** page 174. Then use page T149n to review and assess common and proper nouns.

Daily Writing Skills ✓

Use examples from “Coyote and Badger” to remind students that the proper sequence of events for a story is problem, turning point, and resolution. Use page T149p to assess students’ understanding of sequencing events.

Answers Talk About It

1. **Realistic Fiction** Possible response: Coyotes and badgers hunting together could really happen in the desert. Coyotes hunt above ground in real life. Badgers hunt below ground in real life.
2. **Tell an Original Story** Responses will vary. Stories should use the sentence frames and include important details and a clear turning point and resolution.
3. **Make Connections** Responses will vary, but should show an understanding of *partnership* and how two living things can cooperate.

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about “Coyote and Badger.” Choose the best answer.

Sample

- 1 What happens before Coyote and Badger start hunting together?
 - Ⓐ Everyone eats a big meal.
 - Ⓑ An eagle takes Badger's pup.
 - There is no rain.
 - Ⓒ Coyote howls with other coyotes.
- 2 Why do Coyote and Badger hunt together?
 - They catch more animals.
 - Ⓑ Every hunt is successful.
 - Ⓒ They were lonely before.
 - Ⓓ They couldn't catch anything before they hunted together.
- 3 Why is the rain important to Coyote and Badger?
 - Ⓐ There is not enough rain.
 - Ⓑ Coyote and Badger decide to hunt together.
 - Ⓒ Coyote sleeps during the day.
 - Plants will grow, and there will be more prey.

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

© Houghton Mifflin Harcourt Learning, a part of Cengage Learning, Inc. For use with TE p. T174 **PM3.5** Unit 3 | Nature's Network

Differentiate

BL Below Level

ISSUE Students have difficulty generating ideas to add to their plot diagrams.

STRATEGY Pair students and have them compare what they have written so far. Have them use these prompts to help each other add more content: You might want to add _____. You could write _____.

EL English Learners

ISSUE Students have insufficient English to fill out a plot diagram.

STRATEGY Allow students to draw pictures in their plot diagram to represent the problem, events, turning point, and resolution. Encourage them to list words and phrases that tell about each part.

SN Special Needs

ISSUE Students need kinesthetic involvement to identify and analyze story events.

STRATEGY Have partners review the illustration on each page. Then have them “bring the story to life” by acting out what happens in that part of the story. After partners have reviewed the story in an active way, guide them in adding their ideas to the plot diagram.

Name _____ Date _____

Plot Diagram
"Coyote and Badger"

Problem
Coyote and Badger are hungry.

Events
Coyote and Badger hunt together and catch kangaroo rats.

Turning Point
Badger hunts for food. When one of Badger's pups gets killed, Badger leaves to find a new home.

Resolution
Coyote and Badger hunt together and catch kangaroo rats. Summer rains come and there is more food for all of the animals.

Use your plot diagram to retell the story to a partner.

PM3.6 Unit 3 | Nature's Network

Comprehension

4 Plot **Anthology** page 175

Review pages 160–163 and add to the *Problem* section: Coyote and Badger are hungry. Explain: *Next, I will fill in the important events of the story and think about which one signals a time when a big change occurs.*

Have partners work together to complete **Practice Master PM3.6**. Circulate and use the questions below to guide students. Make sure students list events in sequential order, explain why the turning point changes the direction of the story, and use the Key Words.

Plot Element	Guiding Questions
Events	<ul style="list-style-type: none"> • <i>What happens when Coyote and Badger first meet?</i> (They catch prairie dogs by working together.) • <i>What do Coyote and Badger do next?</i> (They form a partnership and hunt together.)
Turning Point	<ul style="list-style-type: none"> • <i>What changes when Badger returns home to find one of her pups killed?</i> (She ends her partnership with Coyote and leaves home.)
Resolution	<ul style="list-style-type: none"> • <i>How is the problem of the desert animals needing food finally solved?</i> (The summer rains come. The plants grow again and there is food for the herbivores and carnivores.)

See **Differentiate**

Check & Reteach

OBJECTIVE: Comprehend Plot

Monitor whether students can diagram the plot correctly and then use their diagrams to retell the story.

If students have difficulty retelling the story, provide additional frames for support:

- The problem is _____.
- First, Coyote and Badger _____.
- Then they _____.
- Next, the pair _____.
- The turning point happens when _____.
- The resolution of the problem is _____.

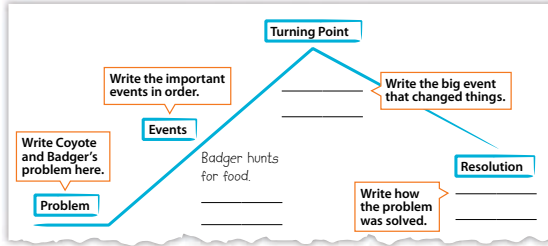
Have students use the completed frames to retell the story and then try to retell “Coyote and Badger” in their own words.



Plot

Make a plot diagram for "Coyote and Badger."

Plot Diagram



Now use your plot diagram as you retell the story to a partner. Use **Key Words** in your retelling.

The problem is _____.
Coyote and Badger _____.
The turning point happens when _____.

Fluency

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

Talk Together

The illustration on pages 166–167 shows how Coyote and Badger work together. Use **Key Words** to tell a partner what the illustration shows about how living things are connected.

5 Fluency Anthology page 175

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



NGReach.com Comprehension Coach

Check & Reteach

OBJECTIVE: Read with Fluency

Monitor students' oral reading.

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

6 Talk Together Anthology page 175

Have partners use Key Words such as **cooperate** and the illustration to discuss how living things are connected. Have each pair share a summary with the class.

WRAP-UP

Have students summarize how the living things in "Coyote and Badger" and in the Small Group Reading books are part of nature's network. Have students add their ideas on their unit concept maps.

Name _____ Date _____

Fluency Practice

"Coyote and Badger"

Use this passage to practice reading with proper intonation.

Farther up the canyon, Badger emerged from her den. She left her two pups safely underground and waddled off as the air began to cool. Badger was a night hunter, too, but she seldom chased rabbits. She was a digger, not a runner.

When Badger found the hole of an antelope squirrel, she tore into the hard soil with her long claws. The dirt flew, and in a wink she was underground following a dark tunnel. No animal can dig as fast as a badger, but the squirrel raced ahead and escaped.

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.

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

Week 1 Writing Project

OBJECTIVES

Thematic Connection: Ecosystems

✔ Write an Animal Story: Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A3.43

TECHNOLOGY ONLY

Sample Animal Story: eVisual 3.4

Writing Trait: Fluency: eVisual 3.5

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Organize Events in a Sequence	CC.5.W.3.a
Use Pacing	CC.5.W.3.b
Use Transitional Words, Phrases, and Clauses	CC.5.W.3.c
Use Appropriate Development and Organization	CC.5.W.4
Write Over Extended Time for Specific Tasks	CC.5.W.10
Language and Vocabulary	
Demonstrate Command of Capitalization	CC.5.L.2

Write an Animal Story

Display and read aloud the prompt.

Your class is going to create a magazine featuring animal stories. Your task is to write an animal adventure story as if you were the animal. Your story should describe a problem that the animal might face. It should also include a turning point and a resolution of the problem.

Study a Model

Read an Animal Story

Explain: *Let's read one student's story.* Display and read aloud **eVisual 3.4**.



Sample Animal Story

Getting Ready for a Nap

The days were getting colder in the Yukon. Like all bears, I knew it was time for my winter sleep. To guarantee my survival, I needed to find a winter abode.

First, I went to the cave I slept in last year on Keno Hill. Another bear was already sleeping there. Next, I tried to dig a hole, but the ground was too cold and hard. After that, I started to worry. I needed a private place where nothing would wake me. I tried piling up fallen tree branches, but I could not find enough to cover me. My inner clock told me I was running out of time!

Finally, I saw a large tree with a hole between its roots. I got an idea. I could use my paws to make the hole bigger and then crawl inside. I started digging—and my plan worked! Soon the hole was large enough to become my cozy winter bed. I was very happy I could safely spend the next few months sleeping underneath the tree.

[NGReach.com](https://www.ngreach.com) Sample Animal Story: eVisual 3.4



INTERACTIVE WHITEBOARD TIP: Circle the transitional words and phrases.

Review the Trait: Fluency

Review: *Fluent writing flows and sounds natural. Transitional words and phrases help readers understand the sequence in which events happen.* Display and read **eVisual 3.5**.



Writing Trait: Fluency

Transitional words and phrases create fluent writing by helping readers to:

- understand the sequence of events
- recognize the natural flow of a story, from the problem through to the resolution.

[NGReach.com](https://www.ngreach.com) Writing Trait: Fluency: eVisual 3.5



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

Discuss with students how to make the sequence clearer in these sentences: *I went to a cave. I tried to dig a hole. I started to worry.*



Prewrite

Choose a Topic

Have a volunteer read aloud the prompt, and then guide the discussion to help students understand the Role, Audience, and Form for the RAFT.

Role: Magazine writer

Audience: Students

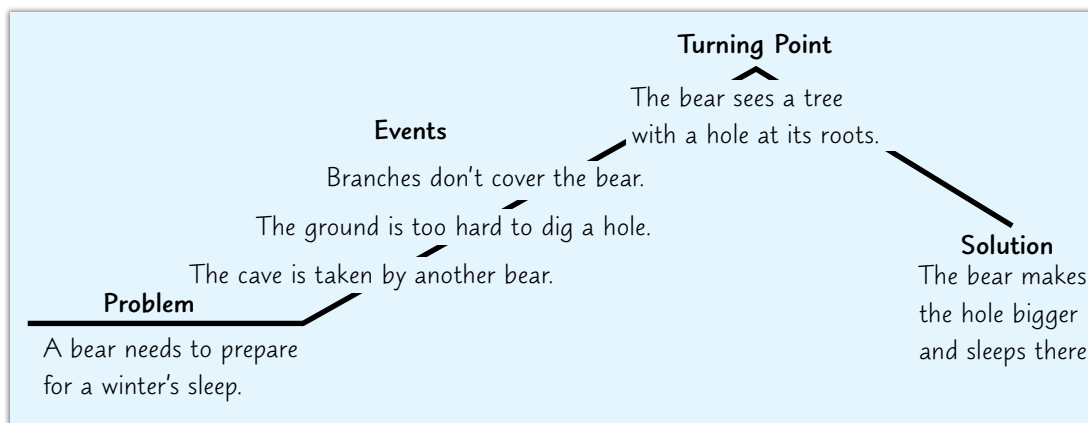
Form: Animal story

Have each student select an animal to feature in the story. Students may find it useful to look at **Magazine Maker** photos for ideas about a specific animal. Have students individually complete the RAFT by choosing a topic and, where possible, a photo to go with it.



Get Organized

Discuss how planning the sequence of events is an important step in writing a story. Explain: *A plot diagram can help you organize the events of your story in a sequence. You can also use the diagram to figure out where transitional words belong.* Model using the events in "Getting Ready for a Nap" to complete the plot diagram.



Have students create plot diagrams for their stories. Ask them to write appropriate transitional words and phrases next to story events to remind them to create sentence fluency when writing.

See **Differentiate**

Draft

Write Ideas

Have students begin their drafts. Remind them to use transitional words and phrases and to focus on fluency. Also suggest that they choose a **Magazine Maker** layout that will allow them to feature a photo of their animal.

Differentiate

BL Below Level

ISSUE Students struggle to come up with story events.

STRATEGY Tell students that the events should be centered around the story problem. Keep them focused on the problem by asking questions such as: *What would make the problem worse? If that happened, what else would occur to make the problem worse? What else might the animal try to do to solve the problem?*

AL Above Level

ISSUE Students might write about events that occur at the same time and not know how to clarify the sequence.

STRATEGY Have students brainstorm a list of potential transitions such as *during, while, at the same time, and even as*. Suggest that they add these words and phrases to their story where appropriate.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T149k–T149l

Daily Grammar ✓

Have students find the proper and common nouns in “Getting Ready for a Nap.” Use pages T149m–T149n to practice correct use of capitalization.

Daily Writing Skills ✓

Have students reread “Getting Ready for a Nap” and tell the order of events. Then use pages T149o–T149p to practice transitional words and phrases that indicate sequence.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Ask listeners to retell the story and give feedback on the flow of events. Display Language Frames to guide the discussion.

Language Frames

Retell	Make Suggestions
Your story problem is _____.	I noticed you used sequence words like _____ and _____.
Events that move the plot along are _____, _____, and _____.	Can you add a transitional word or phrase to help explain _____?
The turning point is _____, and the plot is resolved when _____.	

Make Changes

Have students revise their stories using feedback from their partners. Remind them that their writing needs to flow naturally and logically from one sentence to the next, and that this occurs more easily when transitions are used.

Demonstrate how to make deletions in **Magazine Maker**: *Highlight the text you want to delete and press the Backspace button.*

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students have trouble keeping track of the sequence of events they have established.

STRATEGY Meet with students to go over their drafts individually. Write a number next to each event as students tell you the order. If errors occur, review the event that just happened. Ask: *What happens next?* Help them place a transitional word at the beginning of each event.

EL English Learners

ISSUE Students may have difficulty retelling their partners’ stories.

STRATEGY Pair English learners who need help with more proficient English learners who can provide assistance when a particular event poses a problem during retelling.

Student Sample: Revise

The days were getting colder in the yukon. Leaves were falling from the trees. Like all bears, I knew it was time for my Winter sleep. To guarantee my survival, I needed to find a Winter aboed. My search became an adventure!

I went to the cave I slept in last year on Keno Hill. Another bear was already sleeping there. I tried to dig a hole, but the ground was too cold and hard. I started to worry. I needed a private place where nothing would wake me. Finally, I tried piling up fallen tree branches, but I could not find enough to cover me. My inner clock told me I was running out of time!

Sample Analysis

I should add transitions to make the bear’s search sequence clearer. That will help the flow of my writing.

I used “Finally,” but this is not the last event. I will fix that as I add sequence words throughout the story.



Edit and Proofread

Check the Animal Story

Have students check their grammar and spelling, focusing on use of proper and common nouns and the week 1 spelling words.

Student Sample: Revise

The days were getting colder in the yukon. Leaves were falling from the trees. Like all bears, I knew it was time for my Winter sleep. To guarantee my survival, I needed to find a Winter aboed. My search became an adventure!

First, I went to the cave I slept in last year on Keno Hill. Another bear was already sleeping there. Next, I tried to dig a hole, but the ground was too cold and hard. After that, I started to worry. I needed a private place where nothing would wake me. I tried piling up fallen tree branches, but I could not find enough to cover me. My inner clock told me I was running out of time!

Sample Analysis

Yukon is a proper noun. I will capitalize these names. Winter is not a proper noun and should not be capitalized in the middle of a sentence. I'll fix both places where it appears.

I misspelled "abode." I'll correct that.

Publish and Present

Make a Final Copy

Have students print out copies of their stories and bind them into a class magazine.

Share with Others

Have students copy and distribute their magazines to other students at the school. Students should make additional copies of their stories and add them to their Weekly Writing folders.

Use the **Writing Rubric** to assess each student's animal story.

Student Sample: Publish

Getting Ready for a Nap

The days were getting colder in the Yukon. Leaves were falling from the trees. Like all bears, I knew it was time for my winter sleep. To guarantee my survival, I needed to find a winter abode. My search became an adventure!

First, I went to the cave I slept in last year on Keno Hill. Another bear was already sleeping there. Next, I tried to dig a hole, but the ground was too cold and hard. After that, I started to worry. I needed a private place where nothing would wake me. I tried piling up fallen tree branches, but I could not find enough to cover me. My inner clock told me I was running out of time!

Finally, I saw a large tree with a hole between its roots. I got an idea. I could use my paws to make the hole bigger and crawl inside. I started digging—and my plan worked! Soon the hole was large enough to become my cozy winter bed. I was very happy I could safely spend the next few months sleeping underneath the tree.



Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	-The writing has a clear focus and a strong main idea. -Details are accurate and relevant. -The writer shows a deep understanding of the topic.	-The writing has a clear structure and purpose. -The writer's ideas are organized logically. -The writing is easy to read and follows the genre and purpose.	-Most of the writing is in first person. -The writer's voice is strong and consistent. -The writing is written for a specific audience.	-Most of the words are appropriate for the topic and audience. -The writer uses a variety of words and phrases. -The writing is easy to read and follows the genre and purpose.	-All sentences are complete and clear. -The writing is easy to read and follows the genre and purpose. -The writer uses a variety of words and phrases.	-The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. -Most of the sentences are complete.	-The text is presented in a readable way. -The writing is easy to read and follows the genre and purpose. -The writer uses a variety of words and phrases.
3	-The writing has a clear focus and a strong main idea. -Details are accurate and relevant. -The writer shows a deep understanding of the topic.	-The writing has a clear structure and purpose. -The writer's ideas are organized logically. -The writing is easy to read and follows the genre and purpose.	-Most of the writing is in first person. -The writer's voice is strong and consistent. -The writing is written for a specific audience.	-Most of the words are appropriate for the topic and audience. -The writer uses a variety of words and phrases. -The writing is easy to read and follows the genre and purpose.	-All sentences are complete and clear. -The writing is easy to read and follows the genre and purpose. -The writer uses a variety of words and phrases.	-The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. -Most of the sentences are complete.	-The text is presented in a readable way. -The writing is easy to read and follows the genre and purpose. -The writer uses a variety of words and phrases.
2	-The writing has a clear focus and a strong main idea. -Details are accurate and relevant. -The writer shows a deep understanding of the topic.	-The writing has a clear structure and purpose. -The writer's ideas are organized logically. -The writing is easy to read and follows the genre and purpose.	-Most of the writing is in first person. -The writer's voice is strong and consistent. -The writing is written for a specific audience.	-Most of the words are appropriate for the topic and audience. -The writer uses a variety of words and phrases. -The writing is easy to read and follows the genre and purpose.	-All sentences are complete and clear. -The writing is easy to read and follows the genre and purpose. -The writer uses a variety of words and phrases.	-The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. -Most of the sentences are complete.	-The text is presented in a readable way. -The writing is easy to read and follows the genre and purpose. -The writer uses a variety of words and phrases.
1	-The writing does not have a clear focus and a strong main idea. -Details are not accurate and relevant. -The writer shows little understanding of the topic.	-The writing does not have a clear structure and purpose. -The writer's ideas are not organized logically. -The writing is not easy to read and does not follow the genre and purpose.	-The writing is not in first person. -The writer's voice is not strong and consistent. -The writing is not written for a specific audience.	-The writing is not easy to read and does not follow the genre and purpose. -The writer uses a variety of words and phrases.	-The writing has many errors in punctuation, grammar, capitalization, and spelling. -Most of the sentences are not complete.	-The text is not presented in a readable way. -The writing is not easy to read and does not follow the genre and purpose. -The writer uses a variety of words and phrases.	

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Comprehend Plot
- Summarize Text

ASSESSMENTS

Reading Comprehension Test Unit 3, Week 1

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

MIGHTY FRIENDS

On a grassy sandbank in Africa, Bird sits on her nest of eggs. In a hole in the sand nearby, there is another nest of eggs. The nest belongs to Bird's enemy, Crocodile. The day is already hot, so Crocodile has left her nest to cool herself in the shallow waters of the river. The small bird guards both nests.

Suddenly, Bird hears a suspicious noise. Her heart begins to beat like a drum when the head of a lizard appears. Slowly, the rest of the lizard creeps out of the grass. The lizard snags his tongue like a snake, hungry for breakfast. He sees the crocodile egg, and his hunger grows.

Bird leaps between Crocodile's nest and the lizard. In that moment, she becomes a fierce warrior. She flaps her wings forcefully and shrieks loudly, raising a cloud of sand and dust.

Hearing Bird's shrill notes, Crocodile changes back to the nest and greets the enemy with her wide-open jaws. Lizard sees Crocodile's eyes and immense jaws full of sharp, powerful teeth and hesitates. Finally, he retreats into the grass. He will have to find his breakfast somewhere else.

Bird settles back into her nest. Crocodile sends her enormous body on the warm sand. For a moment, the two friends look at each other peacefully together, they have saved their eggs.

A3.4 Grade 3 Assessment

Reading Comprehension Test Unit 3, Week 1

Directions: Look at the plot diagram.

What is the problem in the story?

- A lizard attacks Bird.
- The lizard has her for the animals.
- Two animals interrupt Crocodile's bath.
- A lizard wants to eat Crocodile's eggs.

What is the turning point in the story?

- The lizard retreats into the grass.
- The lizard sees Crocodile's sharp teeth.
- Bird hears a suspicious noise.
- Crocodile and Bird look at each other peacefully.

Which detail would be important to include in a summary of the story?

- The day is hot.
- Bird guards both nests.
- The sandbank is grassy.
- Crocodile sees on the sand.

What another detail that would be important to include in the summary?

- The lizard snags his tongue like a hungry snake.
- Bird leaps between Crocodile's nest and the lizard.
- Crocodile's jaws are full of sharp and powerful teeth.
- The lizard will have to find breakfast somewhere else.

A3.5 Grade 3 Assessment

Reading Strategy Assessment Unit 3

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

Ask: What do you do when you see a word you don't know? How do you know if you understand a word? How do you know?

Reading Strategy Rubric	Ask Questions	Determine Importance (Use Point)
4 3 2 1	4 3 2 1	4 3 2 1
1. Circle the words you don't know. Write the words in a list.	1. Circle the words you don't know. Write the words in a list.	1. Circle the words you don't know. Write the words in a list.
2. Use a dictionary to find the meaning of the words.	2. Use a dictionary to find the meaning of the words.	2. Use a dictionary to find the meaning of the words.
3. Use context clues to find the meaning of the words.	3. Use context clues to find the meaning of the words.	3. Use context clues to find the meaning of the words.
4. Use a dictionary to find the meaning of the words.	4. Use a dictionary to find the meaning of the words.	4. Use a dictionary to find the meaning of the words.

SG3.30 Grade 3 Assessment

Reading Comprehension Test
A3.4–A3.5
Reading Strategy Assessment
SG3.30–SG3.31

Fluency

- Intonation
- Accuracy and Rate

Oral Reading Assessment Unit 3

Directions: All living things need energy. They use energy to carry out their life processes: to grow, and to reproduce. Plants are able to use water, soil, sunlight, and air to produce their own food for energy. Animals cannot do this. They have to eat other living things to get their energy. Some animals, such as rabbits and deer, eat plants. Other animals, such as lions and hawks, eat other animals that eat plants.

A food chain is a group of living things that are related in a special way. Think of a food chain as a chain hanging straight down. Each of the "links" in the chain is a living thing, and each depends on the next lower link for food. For example, at the bottom of one chain may be wheat grass. The next link in the chain might be field mice, which eat the grasses of wheat. At the top of the chain might be red-tailed hawks, which hunt the field mice.

The living things in a food chain are interdependent. Any change that affects one link also affects the others. For example, if there is a drought and the wheat doesn't grow well, the field mice won't have enough to eat, and some will die. This, in turn, will mean that there aren't as many mice for the hawks to eat. Some hawks will die, too.

Many animals, including cats, squirrels, and humans, can eat both plants and other animals. This means that these animals are part of more than one food chain. Humans are at the top of several different food chains. This means we have a wide food supply. When one type of food is scarce, we can usually find a different food to eat.

A3.1 Grade 3 Assessment

Oral Reading Assessment Unit 3

Directions: Read the passage and answer the questions.

Accuracy and Rate

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Accuracy	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%
Rate	120	110	100	90	80	70	60	50	40	30	20	10

A3.2 Grade 3 Assessment

Oral Reading Assessment Unit 3

Directions: Read the passage and answer the questions.

Grade	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	1	2	3	4	5	6	7	8	9	10	11	12
3	1	2	3	4	5	6	7	8	9	10	11	12
4	1	2	3	4	5	6	7	8	9	10	11	12
5	1	2	3	4	5	6	7	8	9	10	11	12

Oral Reading Assessment Wrap-up

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

- How did you feel about the story?
- How did you feel about the characters?
- How did you feel about the setting?
- How did you feel about the events?
- How did you feel about the outcome?
- How did you feel about the author's style?
- How did you feel about the illustrations?
- How did you feel about the vocabulary?
- How did you feel about the grammar?
- How did you feel about the punctuation?
- How did you feel about the capitalization?
- How did you feel about the spelling?
- How did you feel about the handwriting?
- How did you feel about the overall presentation?

A3.3 Grade 3 Assessment

Oral Reading Assessment
A3.1–A3.3
Use these passages throughout Unit 3. Work with Below Level students this week.

Vocabulary and Spelling

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

Vocabulary Test Unit 3, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. A _____ eats only animals.

- omnivore
- herbivore
- carnivore
- scavenger

2. A _____ eats only plants.

- omnivore
- herbivore
- carnivore
- scavenger

3. A _____ eats both plants and animals.

- omnivore
- herbivore
- carnivore
- scavenger

4. A big fish eating a small fish is part of a _____.

- omnivore
- herbivore
- carnivore
- scavenger

A3.6 Grade 3 Assessment

Vocabulary Test Unit 3, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. When you _____ something you have a common goal or interest.

- cooperate
- collaborate
- compromise
- concede

2. When you _____ something you work together.

- cooperate
- collaborate
- compromise
- concede

3. When you _____ something you make it from one place to another.

- transport
- convey
- confer
- confer

A3.7 Grade 3 Assessment

Spelling Words

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

Words with Long e, i, o

- abode: A cave is an **abode**, or home, for bats.
- breed: Male and female animals **breed**, producing young.
- biogeophere: We must protect Earth's surface and atmosphere so our **biogeophere** can continue to support life.
- behavior: An octopus sprays ink as **defensive behavior**.
- biology: The study of plants and animals is called **biology**.
- decease: Learn **decease** their prey, eating it quickly.
- fertilize: A single pollen grain can **fertilize** a flowering plant so that, later, the plant produces fruit.
- parasite: A flea is a **parasite** that feeds on dog blood.
- procure: Bob will **procure** the best fabric for the suit samples, but I will get everything else we need.
- protean: We can get **protean**, a necessary part of our diet, from eating meat, eggs, beans, and certain other foods.
- response: The **public response** to the opening of the new nature preserve included clapping and wild cheers.
- specific: This pine tree has thinner needles than the others, so I think it belongs to a different **species**.
- survive: The bitter fight among the dog's wolves caused predators to turn their heads away from the **strife**.
- survive: Animals store food so they can **survive** during winter.
- taper: The circumcised bodies of tuna and many other fish **taper** to a point.

Watch-Out Words

- genus: Although they are alike in many ways, rabbits belong to one **genus** and have belong to another.
- genius: The brilliant scientist who developed this classification system was a **genius**.
- pray: I hope and **pray** that the rabbits find a safe place to hide. If not, they will become easy **prey** for hungry vulvures.
- prey: I hope and **pray** that the rabbits find a safe place to hide. If not, they will become easy **prey** for hungry vulvures.

A3.3 Grade 3 Assessment

Vocabulary Test
A3.6–A3.7
Spelling Pretest/
Spelling Test
T149k

Grammar and Writing

- Use Articles
- Use Common Nouns
- Use Proper Nouns
- Sequence Events

Writing, Revising, and Editing Test Unit 3, Week 1

Directions: Read the paragraph. Then answer the questions.

Last weekend my family and I went to _____ as soon as we got there. I approached _____ and asked him what animals we might see. _____ he said we would see lots of birds, reptiles, and maybe some amphibians. He said we might even see black bears if we went to the _____ I did not know there were bears in _____ The most exciting animal I saw was a _____ called a spadetail toad. It was not a bear, but it was cool.

1. Choose the answer that goes in Blank 1.

- big bend national park
- big bend national park
- big bend national park
- big bend national park

2. Choose the answer that goes in Blank 2.

- ranger
- ranger
- ranger
- ranger

3. Choose the answer that goes in Blank 3.

- park
- park
- park
- park

4. Choose the answer that goes in Blank 4.

- chess mountains
- chess mountains
- chess mountains
- chess mountains

A3.8 Grade 3 Assessment

Writing, Revising, and Editing Test Unit 3, Week 1

Directions: Choose the answer that goes in Blank 5.

5. _____

- amplification
- amplification
- amplification
- amplification

Writing Frame

The animal character _____ had this problem: _____

Because of the problem, the event occurred: _____

Next, this event occurred because of the problem: _____

When the problem reached a turning point when this event occurred: _____

The turning point led to this resolution: _____

A3.9 Grade 3 Assessment

Writing Rubric

Grade	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	1	2	3	4	5	6	7	8	9	10	11	12
3	1	2	3	4	5	6	7	8	9	10	11	12
4	1	2	3	4	5	6	7	8	9	10	11	12
5	1	2	3	4	5	6	7	8	9	10	11	12

A3.43 Grade 3 Assessment

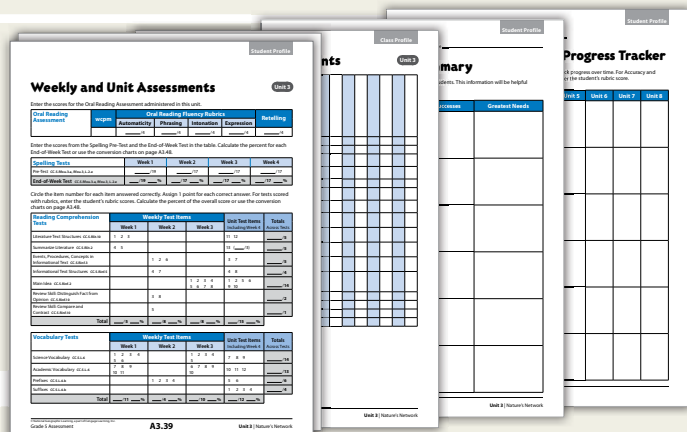
Writing, Revising, and Editing Test
A3.8–A3.9
Writing Rubric
A3.43



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A3.39–A3.40
- Class Profile:** Weekly and Unit Assessments A3.41
- Student Profile:** Strengths and Needs Summary A3.42
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

Plot: Reteaching Master RT3.1

Determine Importance: Reteaching Master RT3.2

ADDITIONAL PRACTICE

Comprehension Coach

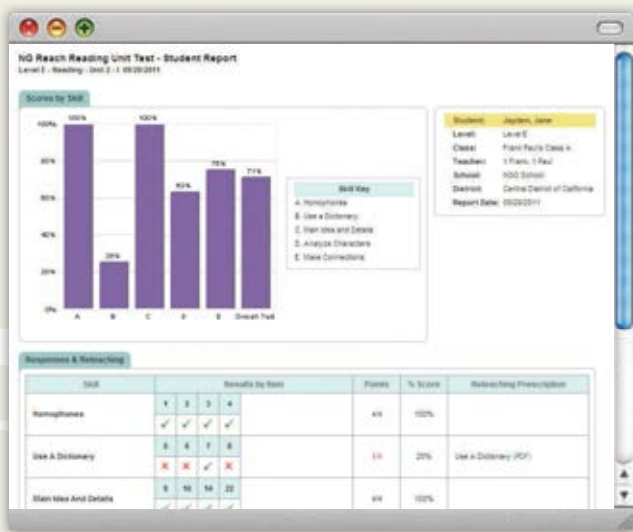
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach



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 T149k–T149l

Grammar and Writing

RETEACH

Articles: Anthology Handbook, page 642

Nouns: Anthology Handbook, page 639

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Fluency: Reteaching Master RT3.3

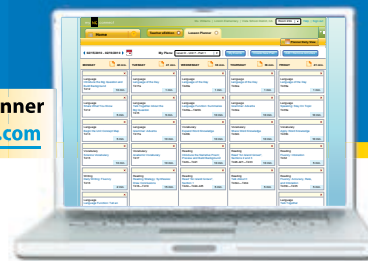
ADDITIONAL PRACTICE

More Grammar Practice PM3.8

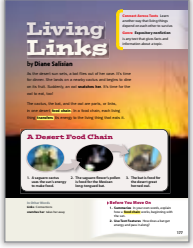
Daily Writing Skills Practice, pages T149o–T149p

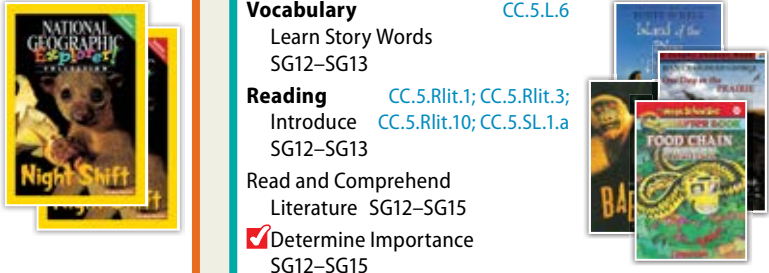
Week 2 Planner

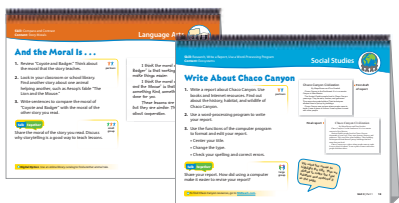
Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.5.SL.1; CC.5.SL.2 Discuss the Big Question T175q	Academic Talk CC.5.SL.1.a Preview and Predict T176c
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Multisyllabic Words and CC.5.L.2; CC.5.L.2.e; Commonly Misspelled Words T175k CC.5.L.4.c Daily Grammar CC.5.L.2 ☑ Plural Nouns T175m	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Practice T175k CC.5.L.2; CC.5.L.2.e Daily Grammar CC.5.L.2 ☑ More Plural Nouns T175m
	Reading ⌚ 20–40 minutes	Reading CC.5.Rinf.10 Read Aloud: Science Report T176a Comprehension CC.5.Rinf.3 ☑ Explain Relationships Between Concepts T176a	Reading CC.5.Rinf.10 Read Expository Nonfiction T177–T181 Comprehension CC.5.Rinf.10; ☑ Summarize Text CC.5.SL.1.a T178–T180 ☑ Relate Concepts T177–T180
	Writing ⌚ 15–45 minutes	Power Writing T175q CC.5.W.10 Daily Writing Skills CC.5.W.2.d ☑ Explain a Concept T175o Writing CC.5.Rinf.3; CC.5.W.2; Write to Relate Concepts T176b CC.5.W.10 Writing Project: Science Report CC.5.W.2.b; CC.5.W.4; Study a Model T183i CC.5.W.5	Power Writing T176c CC.5.W.10 Daily Writing Skills CC.5.W.2.b; CC.5.W.2.d ☑ Explain a Concept T175o Writing CC.5.W.2; CC.5.W.10 Write a Response T181 Writing Project: Science Report CC.5.W.2; CC.5.W.2.a; Prewrite T183j CC.5.W.2.b; CC.5.W.2.d; CC.5.W.4; CC.5.W.5; CC.5.W.10
			

SMALL GROUP READING TIME		Read Science Articles	Read Fiction Books
Fiction & Nonfiction	⌚ 20 minutes	Vocabulary CC.5.L.6 Learn Science Vocabulary SG11 Reading CC.5.Rinf.2; Read and Comprehend CC.5.Rinf.10 Informational Text SG10–SG11 Build Comprehension SG11 Summarize Main Ideas and Details SG10–SG11	Vocabulary CC.5.L.6 Learn Story Words SG12–SG13 Reading CC.5.Rlit.1; CC.5.Rlit.3; Introduce CC.5.Rlit.10; CC.5.SL.1.a SG12–SG13 Read and Comprehend Literature SG12–SG15 ☑ Determine Importance SG12–SG15 ☑ Explain Science Concepts SG14
			

LEARNING STATION TIME			
⌚ 20 minutes		Speaking and Listening T175i CC.5.SL.2; CC.5.SL.6 Language and Vocabulary T175i CC.5.L.6 Writing T175i CC.5.W.2; CC.5.W.10 Cross-Curricular T175j CC.5.W.6; CC.5.W.7; CC.5.W.8 Reading and Intervention CC.5.Rfou.3; CC.5.Rfou.3.a; T175j; SG68 CC.5.Rfou.4.c; CC.5.Rlit.2; CC.5.Rlit.10; CC.5.Rinf.2; CC.5.Rinf.10	

BIG Question What is nature's network?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.1.a; CC.5.SL.4
Talk Together T182

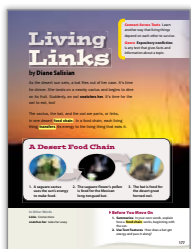
Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e
✓ Practice T175l

Daily Grammar CC.5.L.2
✓ Plural Nouns T175n, T182a

Vocabulary Review CC.5.L.2; CC.5.L.6
✓ Review Science and Academic Vocabulary T181a

Reading CC.5.Rinf.10
Reread Expository Nonfiction T181a

Comprehension CC.5.Rlit.10; CC.5.Rinf.10; CC.5.SL.1.a; CC.5.SL.4
Compare Content T181a



Fluency CC.5.Rfou.4
✓ Practice Intonation T182

Power Writing T181a
Daily Writing Skills CC.5.W.2.b; CC.5.W.2.d
✓ Explain a Concept T175p

Writing CC.5.L.1; CC.5.L.2; CC.5.L.6
Write to Reinforce Grammar T183

Writing Project: Science Report CC.5.W.2; CC.5.W.2.a; CC.5.W.2.b; CC.5.W.2.d; CC.5.W.4; CC.5.W.5; CC.5.W.10
Draft T183j

Day 4

Read and Comprehend

Academic Talk CC.5.SL.1.a; CC.5.SL.1.c; CC.5.SL.2
Explain Concepts T183d

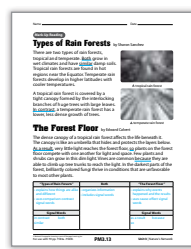
Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e; CC.5.L.4.c
✓ Practice T175l

Daily Grammar CC.5.L.2
Grammar and Writing T175n

Vocabulary Practice CC.5.L.4; CC.5.L.4.b
✓ More Prefixes T183c

Reading CC.5.Rinf.5
Read Science Reports T183a–T183b

Comprehension CC.5.Rinf.5
✓ Compare Text Structures T183a–T183b



Fluency CC.5.Rfou.4
✓ Model and Practice Intonation T183b

Power Writing T183c CC.5.W.10
Daily Writing Skills CC.5.W.2.b; CC.5.W.2.d
✓ Explain a Concept T175p

Writing CC.5.W.2; CC.5.W.10
Write to Describe Content T183d

Writing Project: Science Report CC.5.W.2; CC.5.W.2.a; CC.5.W.2.b; CC.5.W.2.d; CC.5.W.4; CC.5.W.5; CC.5.W.10
Revise/Edit and Proofread T183k–T183l

Day 5

Review and Apply

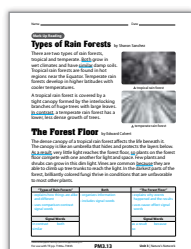
Academic Talk CC.5.SL.1.a; CC.5.SL.1.c; CC.5.SL.2
Relate Readings to the Big Question T183h

Daily Grammar CC.5.L.2
Review T175n

Vocabulary Practice CC.5.L.4.b; CC.5.L.4.c
✓ Prefixes T183e

Reading CC.5.Rinf.3
Read Science Reports T183f–T183g

Comprehension CC.5.Rinf.3
✓ Relate Concepts T183f–T183g



Power Writing T183e CC.5.W.10
Daily Writing Skills CC.5.W.2.b; CC.5.W.2.d
✓ Explain a Concept T175p

Writing CC.5.Rinf.3; CC.5.W.2; CC.5.W.10
Write to Explain Concepts T183g

Writing Project: Science Report CC.5.W.2; CC.5.W.2.a; CC.5.W.2.b; CC.5.W.2.d; CC.5.W.4; CC.5.W.5; CC.5.W.10
Publish and Present T183l

Read Fiction Books

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

Reading CC.5.Rlit.1; CC.5.Rlit.3; CC.5.Rlit.10; CC.5.SL.1.a
Read and Comprehend Literature SG12–SG15

✓ Determine Importance SG12–SG15

✓ Explain Science Concepts SG14



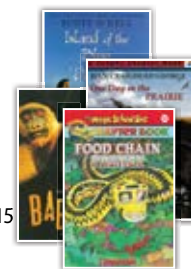
Read Fiction Books

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

Reading CC.5.Rlit.1; CC.5.Rlit.3; CC.5.Rlit.10; CC.5.SL.1.a
Read and Comprehend Literature SG12–SG15

✓ Determine Importance SG12–SG15

✓ Explain Science Concepts SG14



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 T183m–T183n

✓ Reading Comprehension Test A3.10–A3.13 CC.5.Rinf.3; CC.5.Rinf.5

✓ Reading Strategy Assessment SG3.30–SG3.31 CC.5.Rlit.10; CC.5.Rinf.10

✓ Oral Reading Assessment A3.1–A3.3 CC.5.Rfou.4

✓ Vocabulary Test A3.14 CC.5.L.6

✓ Spelling Test: Multisyllabic Words and Commonly Misspelled Words T175k 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 Test A3.15–A3.16 CC.5.W.2.b; CC.5.W.2.d

Reteaching Masters RT3.4–RT3.6



Week 2 Learning Stations

Speaking and Listening

Option 1: Record and Retell a Story



MATERIALS

tape recorder and microphone

Discuss animal folk tales that students have heard.

- Help students select an animal folk tale or fable and have them record themselves reading the story.
- Have a partner listen to the recording and then retell the story.
- Then have partners switch roles.

Summarize Oral Information CC.5.SL.2
Adapt Speech CC.5.SL.6

Option 2: Food Chains



NGReach.com Student Resources

Have students watch a video about food chains and then take a quiz.

- To view the video, have students go to Resources > Unit 3 > Learning Stations > Week 2 > Food Chains.
- At the end of the video, students are prompted to take the quiz.
- After students take the quiz, have partners discuss what they learned.

Language and Vocabulary

Key Words

carnivore · consumer · cooperate · essential
food chain · herbivore · omnivore · partnership
producer · resolution · store · summarize · transfer

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

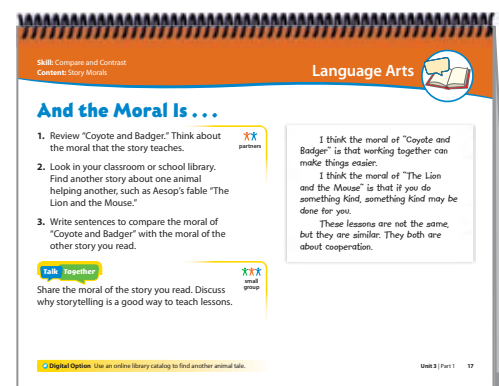
Have students expand their word knowledge.

- Under Add More Information > Related Words, have students add the plural form of each noun.
- Under Add More Information > My Connection, have students select Key Words 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: And the Moral Is ...



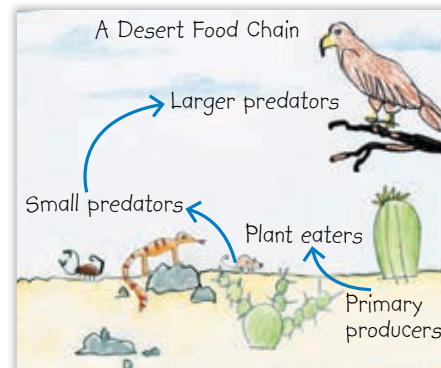
PROGRAM RESOURCES

Language and Literacy Teamwork
Activities: Card 17

Teacher's Guide on NGReach.com

Write Over Shorter Time Frames for Specific Purposes CC.5.W.10

Option 2: Link in the Chain



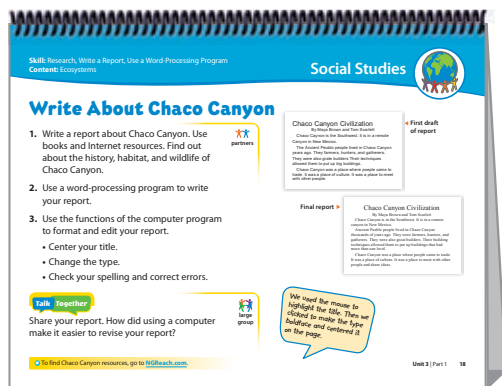
Have students draw a desert food chain. Then ask students to imagine that they are one of the animals in the food chain.

- Have students write a description of how they get their food and how they avoid predators.
- Have students share and discuss their descriptions with partners.

Write Informative/Explanatory Text to Convey Information CC.5.W.2

Cross-Curricular

Option 1: Write About Chaco Canyon



Write About Chaco Canyon

1. Write a report about Chaco Canyon. Use books and Internet resources. Find out about the history, habitat, and wildlife of Chaco Canyon.

2. Use a word-processing program to write your report.

3. Use the functions of the computer program to format and edit your report.

- Center your title.
- Change the type.
- Check your spelling and correct errors.

Talk Together
Share your report. How did using a computer make it easier to revise your report?

Final report
Chaco Canyon Civilization
Chaco Canyon is in the Southwest. It is in a desert. Chaco Canyon has many ancient ruins. The people who lived there were called Anasazi. They built great cities and used water from the canyons. They lived there for many years. Chaco Canyon was a great place to live. It was a great place to learn about the past.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 18

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

Student Resources Directory

library books and online resources

Use Technology
Conduct Research

CC.5.W.6
CC.5.W.7

Option 2: Create a Predator-and-Prey Chart



MATERIALS

library books and online resources

Have students in small groups choose an ecosystem, research its predators and their prey, and create a predator-and-prey chart.

- Tell students to assign group members individual research tasks to learn about predators and prey in that ecosystem.
- Have students create a predator-and-prey chart that is organized and easy to read. If time permits, have students make illustrations or add photos of key animals.

Gather Information

CC.5.W.8

Reading

Option 1: Read About Coyotes



NGReach.com Student Resources

Have students read about coyotes online and summarize what they learn.

- To read about coyotes, have students go to Resources > Unit 3 > Learning Stations > Week 2 > Coyotes.
- After students read, have them take turns summarizing what they learn with a partner.

Summarize Text

CC.5.Rinf.2

Read and Comprehend Informational Texts

CC.5.Rinf.10

Option 2: Read a Native American Myth About the Coyote



NGReach.com Student Resources

Have students read the coyote myth online.

- To read the myth, have students go to Resources > Unit 3 > Learning Stations > Week 2 > Coyote Myth.
- After students read, have them make connections between the myth and the Anthology selections they have read.

Summarize Text

CC.5.Rlit.2

Read and Comprehend Literature

CC.5.Rlit.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 RT3.4–RT3.7.

Additional Resources

Reach into Phonics



Lesson 35

Use Context to Confirm or Self-Correct

Word Recognition and Understanding

CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T176a–T184h

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Ecosystems

- ✓ Spell Multisyllabic Words
- ✓ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Multisyllabic Words

1. algae	I couldn't see the alligator hiding in the pond because the water was covered with slimy green algae .
2. burrow	The mole dug down, making an underground burrow .
3. carcass	Only a few bones from the zebra's carcass remained.
4. dominant	The dominant lion took control of the pride, and the other lions followed its lead.
5. extinct	The dodo bird, and other extinct animals, will never appear on Earth again.
6. instinct	The deer's instinct makes it run from the coyote; it doesn't need to be taught to do so.
7. irregular	One of the apes ate every two hours, but the other apes had irregular eating patterns.
8. mutual	The scientists had a mutual goal, because both wanted to protect the dolphins.
9. native	The native plants did not survive in their natural habitat because new kinds of plants crowded them.
10. organic	Dead leaves, animal bones, and other organic material come from living things.
11. saliva	Some animals will spit if disturbed, sending a glob of saliva at an intruder.
12. slaughter	Many seals were killed in the bloody slaughter .
13. territory	The bear defended its territory against intruders.
14. unique	The insect's unique color was a shade of blue unlike any other.
15. vegetation	Crops and other vegetation died during the dry spell.

Watch-Out Words

16. burro	The scientist loaded supplies on my burro and the other small donkeys and led us all to the dig site.
17. borough	As he unloaded the supplies, the scientist noticed that the site was about the size of a small town, or borough .

Syllable Search

Day 2



Option 1

MATERIALS

index cards, 17 per group • scissors • dictionary, one per student

Teach

Display the word *organic* with a line between the syllables: *or/gan/ic*. Pronounce the word, stressing each syllable. Explain: *Breaking a word into syllables can make it easier to spell*. Have students pronounce the word, emphasizing the syllables.

Prepare

- Arrange students in groups of three or four. Have students collaborate to print each spelling word on a separate card with space between the letters for cutting.
- Have students consult a dictionary and divide each word into syllables, cutting between the syllables. Then have them scatter all the syllables face down on the table.

Play a Game

- Have students take turns turning over five syllable cards at a time. If any syllables are part of the same spelling word, the player keeps those cards. He or she returns the other syllables face down onto the table.
- Once a player has all the syllables to complete a word, he or she puts them together to spell the word, then closes his or her eyes and spells it aloud.
- If the player spells the word correctly, the player keeps the cards. If the player misspells the word, the player scatters the cards face down on the table.
- Play continues until all syllables have been used to form spelling words. The player with the most cards wins.

Apply Phonics 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

Wacky Acronyms

Day 2



Option 2

Write Wacky Sentences

- Have students create a wacky acronym for each Watch-Out Word, then write a phrase or sentence that includes the acronym.
- For example: The small donkey's **big umbrella rapidly ripped open**.
- Encourage students to illustrate their sentences.



Demonstrate Command of Spelling

CC.5.L.2



Picture It

Day 3



Option 1

MATERIALS

index cards, 17 per pair of students

Prepare

- Have partners collaborate to draw simple illustrations of as many spelling words as they can. Tell them to draw one sketch on each index card.
- Have students write the spelling word on the back of each card, then check their spelling with a partner.



Play a Game

- Have partners take turns displaying a drawing and having the other partner spell the word.
- Play continues until both partners have spelled each word correctly.
- If time allows, extend the activity by having partners turn over their cards and arrange them in alphabetical order as quickly as they can.

Spell Grade-Appropriate Words

CC.5.L.2.e

Telephone Numbers

Day 3



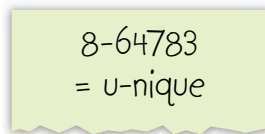
Option 2

Prepare

Display a simple drawing of a telephone keypad to show both the numerals and the corresponding alphabet letters.

Play a Game

- Arrange students in pairs and tell each partner to choose six spelling words that are giving him or her the most trouble.
- Have students translate each letter of each of his or her chosen spelling words into a number using the telephone keypad. Tell them to write each "code" in a list with a dash between syllables.
- Ask students to draw a blank line beside each word for their partner to write on.
- Have partners exchange papers and turn the numbers back into spelling words.



Spell Grade-Appropriate Words

CC.5.L.2.e

Guess My Word

Day 4



Option 1

MATERIALS

index cards, 16 per group • thesaurus, one per group

Prepare

Arrange students in groups of three or four. Have students collaborate to write each spelling word (except *algae*) on a separate card, mix up the cards, and place them face down on a desk.

Play a Game

- Player 1 chooses a card and silently reads the word without showing it to the others. Using a thesaurus, if desired, Player 1 states a synonym for the word.
- The other players use the synonym to guess the spelling word. If players cannot guess the word, Player 1 offers another synonym, and continues doing so until a player guesses the word.
- The first player to correctly guess the word spells it. If correct, that player gets one point. If not, another player may spell the word and get the point.
- In turn, each of the other players becomes Player 1 and play continues until all words have been identified and spelled correctly. The player with the most points wins.

Spell Grade-Appropriate Words
Consult References

CC.5.L.2.e
CC.5.L.2.e

Compose a Skit

Day 4



Option 2

Write and Perform a Skit

Have groups write dialogue for a skit about ecosystems, using as many of the spelling words as they can. Any form of the spelling word may be used. After writing, have the groups pick actors and a narrator to read stage directions. Then have students perform their skits for the class.

GEORGIA (*inspecting the ground*) Hmm...this burrow has an irregular edge.
 TED, Which burrowing animals are native to this place? Do they eat this unique, smelly vegetation?

DOYLE (*running in from the side*) You there! There's a big, hairy Watchmabeast with saliva on its chin! We have invaded its territory!

GEORGIA, My instincts tell me to run!
 TED, Mine too! I don't want to be a carcass!
 (*Georgia and Ted run off.*)

DOYLE (*sitting down to rest, with a big smile*) Those scientists invaded my territory, but I showed them who is dominant here!

Demonstrate Command of Spelling

CC.5.L.2

Week 2 Daily Grammar

OBJECTIVE

Thematic Connection: Ecosystems

Use Plural Nouns

COMMON CORE STANDARDS

Demonstrate Command of Spelling

CC.5.L.2

Demonstrate Command of Punctuation

CC.5.L.2

Day 1

PROGRAM RESOURCES

Plural Nouns: eVisual 3.10

Game: Practice Master PM3.9

MATERIALS

2 game markers and 1 coin per pair of students

Teach the Rules

Use page T176b to introduce plural nouns. Display **eVisual 3.10** to teach rules for forming the plural of certain nouns.

Plural Nouns

- To form the plural of most nouns, add **-s**.
tunnel → tunnels
desert → deserts
- For nouns that end in **x, ch, sh, ss, z,** and sometimes **o,** add **-es**.
fox → foxes
bunch → bunches
echo → echoes
- For most nouns that end in **y,** change the **y** to **i** and add **-es**.
belly → bellies
fly → flies
- For nouns that end with a vowel and **y,** add **-s**.
valley → valleys
day → days

Plural Nouns: eVisual 3.10

Play a Game

Distribute game markers, coins, and **Practice Master PM3.9** to pairs of students. Have partners play “Make Them Plural.”

Differentiate

EL English Learners

ISSUE In Chinese, Hmong, Korean, and Vietnamese, there is no plural form for nouns.

STRATEGY Have students list nouns and their plural forms in their grammar notebooks and then add to the lists as they encounter new nouns.

Name _____ Date _____

Grammar Game
Make Them Plural

Directions:

- Play with a partner.
- Use a paper clip, eraser, or other small object as a game marker and place it on START.
- Flip a coin to move. Heads = 1 space; Tails = 2 spaces.
- Read the noun on the space where you land, and write its plural form.
- If your partner agrees that you spelled the plural form correctly, stay where you are. If not, go back one space. If you disagree, check the spelling in a dictionary.
- Take turns. The first player to reach the END is the winner.

START	carnivore carnivores	branch branches	berry berries	coyote coyotes	
					bush bushes
	breeze breezes	butterfly butterflies	monkey monkeys	bee bees	jelly jellies
	consumer consumers				
	mosquito mosquitoes	turkey turkeys	burrow burrows	ax axes	END

For use with TE, p. T175m. PM3.9 Unit 3 | Nature's Network

Practice Master PM3.9

Day 2

PROGRAM RESOURCES

More Plural Nouns: eVisual 3.15

Game: Practice Master PM3.10

MATERIALS

index cards, 15 for every two teams of students

Teach the Rules

Use page T180 to review plural nouns. Then display **eVisual 3.15** to teach more plural noun forms.

More Plural Nouns

- For many nouns that end in **f** or **fe,** drop the **f** or **fe** and add **-ves**.
leaf → leaves calf → calves
life → lives knife → knives
- For some nouns that end in **f** or **fe,** just add **-s**.
cliff → cliffs reef → reefs
safe → safes chef → chefs

More Plural Nouns: eVisual 3.15

Play a Game

For this game, two teams of two or three students compete against each other. Distribute index cards and **Practice Master PM3.10** to each pair of teams to play “Nouns That End in *f* or *fe*.”

Name _____ Date _____

Grammar Game
Nouns That End in *f* or *fe*

Directions:

- Play in teams of two or three. Two teams will play against each other.
- First, work with your opposing team to write each noun in the boxes below on a separate index card. Then shuffle the cards and stack them face down.
- Teams take turns with the other team drawing a card from the top of the stack.
- Read the noun on the card, and spell its plural form. Check the spelling in a dictionary. If the spelling is correct, your team gets one point.
- Place the card at the bottom of the stack and continue playing.
- Play until one team has won ten points.

life	half	leaf	safe	self
wharf	shelf	giraffe	thief	wife
belief	proof	wolf	calf	gulf

For use with TE, p. T175m. PM3.10 Unit 3 | Nature's Network

Practice Master PM3.10

Differentiate

BL Below Level

ISSUE Students use singular present-tense verbs instead of plural forms of the nouns ending in *f* or *fe*.

STRATEGY Have students keep lists of the plurals of nouns that end in *f* or *fe* in their grammar notebooks for reference. Tell them to check a dictionary to clear up confusion about which plural form to use.



Day 3

MATERIALS

one small paper bag and 15 small slips of paper per pair of students

Teach the Rules

Use page T183 to review plural nouns. Then explain that the spelling of a plural form often makes the plural noun easier to say. Model, emphasizing the schwa sound at the end of *peaches*:

Saying peaches is easier than saying peachs. If I can hear the difference between peach and peaches, I can guess that I need to add -es to form the plural of peach.

Ask students to suggest plural forms of nouns ending with *f, x, s, ss, ch, sh,* or *z*. Then ask volunteers to give the spellings. Have the class confirm. Write the correct plural nouns on the board.

Play a Game

Distribute one bag and 15 slips of paper to each pair of students. Have pairs copy each word in the box below onto a separate slip of paper and put the slips into the bag to play “Dare to Spell.” Explain:

- *Player 1 draws a word and chooses to either spell the plural form or give it to Player 2 to spell.*
- *If Player 1 spells the plural correctly, score one point for Player 1.*
- *If Player 2 must spell the word and spells the plural correctly, score two points for Player 2.*
- *A player may challenge another player’s spelling by checking a dictionary. If the challenger is correct, the speller does not score points for the misspelled plural.*
- *Play until one player has ten points.*

beach	robin	ditch	brush	snake
bay	echo	strawberry	knife	glass
key	marsh	chief	copy	self

Differentiate

AL Above Level

ISSUE Students spell plurals correctly, but often can’t identify the rules.

STRATEGY Explain that rules are useful for spelling the plurals of unfamiliar words. Tell students to practice the rules by writing the plural of each noun in the game and then identifying the rule they followed.

Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM3.17

Grammar and Writing

Distribute **Practice Master PM3.17**. Have students use editing and proofreading marks to correct errors in spelling plural nouns and in punctuation.

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 plural nouns
- correct spelling of plural nouns
- correct punctuation

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

Several months ago, my uncle took me to a lake with some marshes to see the birds. We wore high boots to protect our feet and calves. Wading through muddy water, we pushed through tall grasses and bushes. Gnats, flies, and mosquitoes swarmed around us.

When we got to a tiny island, we took out our binoculars and looked around. It was amazing! Hundreds of ducks swam on the lake. Two hawks circled overhead. Across the lake, eagles soared above the line of cliffs. Bitten by all those insects, I itched for six days, but I have great memories from that trip!

For use with TE.1.17.5a. PM3.17 Unit 3 | Nature's Network

Practice Master PM3.17

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: timer
Assessment Masters A3.15–A3.16

MATERIALS

Review and Assess

Have teams of three students review what they have learned about plural nouns. Have teammates collaborate to create a six-column chart. In the first row of the chart, have students write the six rules they have learned for forming plurals of nouns.

Then give teams two minutes to write as many plural nouns as they can under each spelling rule. Have teams exchange charts with another team and write sentences for two of the plural nouns listed in each of the other team’s columns. Check that sentences are punctuated correctly.

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

Week 2 Daily Writing Skills

OBJECTIVE

Thematic Connection: Ecosystems

✔ Explain a Concept

COMMON CORE STANDARDS

Develop a Topic
Use Precise Language

CC.5.W.2.b
CC.5.W.2.d

Teach Explaining a Concept Day 1

PROGRAM RESOURCES

Concept Passage #1: eVisual 3.11

Concept Chart: eVisual 3.12

Teach the Skill

Display and read aloud eVisual 3.11.



Concept Passage #1

Did you know that some plants eat insects? These are carnivorous, or meat-eating, plants. Some, like the Venus flytrap, have leaves that snap shut on insects. Others, like sundews, trap insects on sticky leaves. In each case, the plant slowly digests the insect. While insects are not the main food source for either of these plants, they do give the plants nutrients, or substances the plants need to stay healthy.

 **NGReach.com** Concept
Passage #1: eVisual 3.11



INTERACTIVE WHITEBOARD TIP: Underline a concrete detail. Circle a fact and a definition.

Point out: *The writer includes facts, concrete details, and precise language to explain the concept. The writer also adds definitions of terms.* Review formal and informal language. Then discuss the chart on eVisual 3.12.



Concept Chart

Element	Explanation	Example
facts	can be proven	The Venus flytrap has leaves that snap shut on insects.
concrete details	make concept clearer	"on sticky leaves," not "on leaves"
precise language	describes as exactly as possible	"digests," not "eats"
definitions	explain terms	"meat-eating"
formal language	language that follows rules of grammar; often used for school	"insects," not "bugs"

 **NGReach.com**
Concept Chart: eVisual 3.12



INTERACTIVE WHITEBOARD TIP: Highlight each example as you discuss it.

Use Precise Language Day 2 Option 1

MATERIALS

index cards, 10 per group of five students

Introduce

Remind students that precise language is language that describes things as exactly as possible.

Have groups of five students collaborate to write the following words on separate index cards: *ancient, burrow, moved, old, place, see, slow, sluggish, spy, streaked.*

Practice

Have students work in their groups to match each vague word with a more precise word that is related in meaning. Then ask each group member to choose one pair of matched words. Have each student write two sentences for his or her pair of words. One sentence must use the vague word, and the other must use the more precise word.

If time allows, have students read their sentences and discuss the improvement made by using precise language.

Refine a Concept Paragraph Day 2 Option 2

Practice

Provide this concept paragraph from a science report. Have pairs of students choose the term in each set of parentheses that is more precise and then rewrite the paragraph.

The prairie is the large (place, grassland) that stretches from central Canada to Texas. In addition to grasses, many (blooming plants, wildflowers) grow on the prairie. The soil of the prairie is very (fertile, good). (Water, Rainfall), however, can sometimes be scarce. For that reason, prairie plants often have matted (parts below the soil, roots) to hold moisture. They also have leaves shaped to help prevent water on them from (disappearing, evaporating) quickly in the sun.

Have volunteers read their paragraphs aloud and compare them to see if other pairs chose the same terms.



SUGGESTED PACING

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

Add Precise Language

Day 3



Option 1

MATERIALS

thesaurus and dictionary, one each per pair of students

Introduce

Remind students that to explain a concept, writers use precise language.

Copy and display the following sentences about deserts. Leave a blank line where the word in parentheses appears, and write the word in parentheses beneath the blank line.

1. Many types of cactus (are) in the desert.
2. Cactus flowers look (nice) when they are in bloom.
3. Mountain lions (look) for their prey at night.
4. Rattlesnakes hide below the desert sands and (get) their prey by surprise.
5. Coyotes use their (good) sense of smell to find food and avoid danger.

Practice

Have partners replace each word beneath the line with a more precise word. Tell them to consult a thesaurus to identify possible concrete word choices and then check exact definitions for words they find before settling on the best word choice.

After partners write the sentences, have them share and compare the sentences with those of another pair of students.

Use More Precise Language

Day 3



Option 2

Introduce

Tell students that words may range from “vague” to “precise” to “more precise.” Explain that concrete details and precise words help a writer explain a concept as vividly as possible. Display the following chart:

Vague	Precise Language	More Precise Language, with Concrete Details
I saw something moving in the dark.	I saw a shape crawling in the dark.	I spied a strange shape crawling toward me in the dark.

Practice

Have pairs of students create their own three-column chart like the one displayed. Tell them to complete the chart with as many sentences about ecosystems as they can.

Revise for Precise Language

Day 4



Introduce

Copy and display the chart. Read the sentences and point out the precise language and concrete details in the revision.

Original Language	Improved Language
Tarantulas look bad.	With their large, hairy bodies, tarantulas look frightening to most people.

Practice

Have students choose a piece of writing from their Weekly Writing folders, replace vague language with precise words, and add concrete details. Then have them discuss their changes with a partner.

Review and Assess

Day 5



PROGRAM RESOURCES

Concept Passage #2: eVisual 3.18
Writing, Revising, and Editing Test:
Assessment Masters A3.15–A3.16

MATERIALS

dictionary, one per pair of students

Review the Skill

Display eVisual 3.18. Have partners copy the paragraph and then write a word on each line that fits the concept and matches the type of word asked for in parentheses. Tell them to use a dictionary for the definition.



Concept Passage #2

Frogs are amphibians, which means (**definition of a plural noun**) _____. Most frogs live in or near (**precise plural noun to tell a location**) _____. When they first (**precise action verb**) _____ from eggs, frogs take the form of tadpoles. Later the tadpoles grow legs and lose their tails to become frogs. Adult frogs have (**adjective that adds a concrete detail**) _____ legs that allow them to jump quite a distance. Frogs are also known for their (**adjective that adds a concrete detail**) _____ croaking, which is sometimes heard a mile away.

NGReach.com Concept
Passage #2: eVisual 3.18



INTERACTIVE WHITEBOARD TIP: Underline a concrete detail. Circle a fact and a definition.

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

OBJECTIVES

Thematic Connection: Ecosystems

- ✔ Use Prefixes to Determine Word Meanings
- ✔ Explain Relationships Between Concepts

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

TECHNOLOGY ONLY

Read Aloud: eVisual 3.9

MATERIALS

timer • dictionary

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Explain Relationships between Concepts in Scientific Texts	CC.5.Rinf.3
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing


Write Informative/Explanatory Text to Examine a Topic	CC.5.W.2
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
Summarize Oral Information	CC.5.SL.2

Language

Determine Meanings of Words and Phrases	CC.5.L.4
Use Affixes as Clues to Meaning	CC.5.L.4.b



WARM-UP

Have students recall the different animals and habitats in "Coyote and Badger" and from the Small Group Reading books. Have students share their favorite animals or habitats from the readings, providing reasons for their choices.

Academic Talk

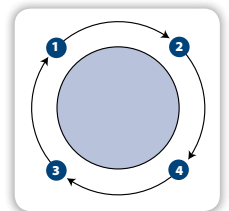
1 Discuss the Big Question

Remind students that when they discuss a topic, they must pay attention to speakers and identify their key ideas. Then they can review what the speaker has said.

Model: *When we talked about how living things work together, you said that bees pollinate flowers and gather nectar from flowers. I can summarize these key ideas and say: Bees and flowers have a **partnership** that helps them both survive.*

Use a **Roundtable** to have students determine key ideas and review them while discussing the Big Question.

- Arrange students in groups of four and give each a number.
- Give the groups three minutes to discuss the Big Question, and remind students to listen for key ideas.
- Give Student 1 about a minute to identify key ideas from the discussion and review them.
- Repeat until all students have taken a turn.



Roundtable

For **Roundtable**, see page BP46.

Vocabulary Strategy

2 Prefixes ✔ Anthology page 176

Introduce: *A prefix is a word part added to the beginning of a word that can affect its meaning. In Unit 2, we learned the root graph, which means "write," and the prefix auto, which means "self."* Ask: *What does autograph mean?* (to write yourself)

Project **Student eEdition** page 176 and read aloud the introduction. Have students read the examples on the chart. Then explain: *I can use the meanings of the prefix and the root, or the base word, to determine the meaning of a word.*

Explain: *The word misjudge has two parts, the prefix mis- and the base word judge. I know that judge means "to form an opinion about something." Since mis- means "wrongly," misjudge means "to form a wrong opinion."* Repeat with the other words. Have students discuss how the prefix affects the meaning of the word.



Prefixes

Many long words begin with a **prefix**, or a short word part, like *dis-* and *un-*. Many of these English prefixes came from Latin, Greek, or Old English. Sometimes knowing the meaning of the prefix can help you predict the meaning of the word.

This chart shows some common prefixes.

Prefix	Origin	Meaning	Example
in-	Latin	not	indirect, incapable
micro-	Greek	small	microculture
mis-	Old English	wrongly	misuse, mistake

The prefix *mis-* means *wrongly*. What do you think the word *misjudge* means?

Try It Together

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

Some people have studied the microculture of coyotes and badgers and have evidence that they sometimes work together to find food. Others think this is inaccurate. They believe coyotes and badgers wouldn't work together since they are natural enemies.

- Look for the Greek prefix in the word *microculture*. What do you think *microculture* means?
 A animal culture
 B life in forests
 C culture of small groups
 D behavior of large groups
- Look for the Latin prefix *in-*. What do you think *inaccurate* means?
 A true
 B not accurate
 C wrongly support
 D the opposite of hungry

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Anthology page 176

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

3 Try It Together Anthology page 176

Read the directions and examples aloud. Then have students answer the questions. (question 1: C; question 2: B)

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Prefixes to Determine Word Meanings ✓

As students answer the **Try It Together** questions, check to see whether they understand how to use prefixes to determine the meanings of the words.

If students have difficulty, have them first break the word into the prefix and the root, or base, word. Have students use a dictionary to find out the meaning of the base word. Then have them use the chart to find the meaning of the prefix. Have them combine the two meanings and look for the answer choice that best matches the word.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T175o–T175p)
- ✓ Power Writing (T175q, T176c, T181a, T183a, T183e)
- ✓ Writing (T176b, T181, T183, T183d, T183g)
- ✓ Writing Project (T183i–T183l)

Differentiate

EL English Learners

ISSUE English learners may be unsure which prefix works with certain words.

STRATEGY Have students make a list of words that they have read or heard with prefixes, indicating the meaning of the prefix and the meaning of each word. Remind them that they can consult a dictionary to confirm the words.

AL Above Level

ISSUE Students are ready for more difficult words with these prefixes.

STRATEGY Have students work together to define the words *inadequate*, *biosphere*, and *mislead*. Have students think of other words that begin with these prefixes.

Fluency

Model Intonation As you read the **Read Aloud**, model correct intonation. Explain: *Fluent readers raise and lower their voices as they read text. When you read a statement, your voice rises and then falls at the end. When you read a question, your voice rises at the end.*

Comprehension

4 Relate Concepts ✓

Introduce: *Nonfiction writers often relate key concepts in their text in order to convey a main idea. As you read, look for **relationships** between key concepts.*

Display **eVisual 3.9** and read aloud the title and first two paragraphs. Say: *An important concept in the first paragraph is that the desert tortoise is a keystone species. Then point out the first example of a related concept. Ask: In the second paragraph, what do you learn about how the tortoise supports other animals? (Their burrows provide shelter for small animals) Explain: So, one related concept about the tortoise is that it provides shelter for other animals. As I read aloud the rest of this science article, listen for other related ideas about the role of the tortoise as a keystone species. Read aloud the remainder of "A Keystone Species."*



Read Aloud

Science Report

A Keystone Species

The desert tortoise might not seem like it would be an important part of its environment. It is not the most populous animal in the desert. It is not one of the main predators in the area. However, it is a keystone species, or an animal that the neighboring plants and animals in an ecosystem rely on for their survival.

Female desert tortoises make their homes by digging burrows beneath the ground. These burrows create places where other small animals can hide safely from predators. Small animals also can take shelter in the burrows if the temperature outside is too hot or too cold. Without the burrows, these animals would have a harder time surviving in the desert environment.

Without the desert tortoise, desert plants would not grow as well either. As **herbivores**, tortoises eat grasses, wildflowers, and cactuses. As they move across the desert, the tortoises **transfer** the seeds from the plants they eat to other places where new plants will grow. These new plants, in turn, provide **essential** food and shelter for other animals.

Predators and disease can lower the tortoise population. When people build new roads and settlements in the desert, they can put desert tortoises in danger as well. The tortoises might not have enough room to dig their burrows, or they might be run over by vehicles traveling on the roads. Zoos and other groups are working to raise the population of wild desert tortoises. They know that protecting this keystone species is an important way to keep the desert ecosystem balanced.

 [NGReach.com](https://www.ngreach.com) Read Aloud eVisual 3.9



INTERACTIVE WHITEBOARD TIP: Draw arrows to show connections between related concepts.

Have partners note and summarize key concepts from the **Read Aloud**, explaining how this keystone species relates to other living things in the desert. For example, ask: *How do animals rely on the tortoise? How do tortoises help desert plants? What would happen if the tortoise population was threatened or endangered?* See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Relationships Between Concepts ✓

As students discuss “A Keystone Species,” check to see that they understand how key concepts in the science report are related.

If students have difficulty, ask them to listen as you reread the third paragraph. Point out the transition words *either* and *in turn* and explain that they give clues about the relationships between concepts. Work with students to discuss specific relationships between tortoises, plants, and other desert animals.

Writing

5 Write to Relate Concepts

Model writing to explain the relationship between key concepts in “A Keystone Species.”

Think Aloud

I want to explain how building activity relates to desert tortoise population.

Now, I'll explain how the population of desert tortoises relates to other animals.

Write

When roads and buildings are built in the desert, the population of the tortoises could drop. They could be crowded out of their homes or get run over by cars.

Fewer desert tortoises would mean fewer burrows for small animals to use as shelter. Also, fewer plants would grow without tortoises to transfer seeds.

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

After reviewing “Coyote and Badger,” have students write a paragraph explaining the relationship between the two animals. They should connect the key concepts, including how the animals affect each other and the overall food web.

WRAP-UP

Recall that students have seen many different animal adaptations in *On the Menu*. Have pairs discuss how those adaptations are part of nature’s network. Students can add their ideas to their unit concept maps.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T175k

Daily Grammar ✓

Point to the plural nouns in the **Try It Together** sentences on **Anthology** page 176. Then use page T175m to teach plural nouns.

Daily Writing Skills ✓

Point out how the author explains the concept of badgers and coyotes working together on **Anthology** page 172. Then use page T175o to practice explaining a concept.

Differentiate

SN Special Needs

ISSUE Students have difficulty connecting key concepts.

STRATEGY Provide sentence frames to focus students’ attention on key concepts: Plants/Animals need tortoises because _____. Without tortoises, the plants/animals would _____. Tortoises are keystone species because other plants and animals _____.

AL Above Level

ISSUE Students are ready to write their own texts that relate concepts.

STRATEGY Have students write a paragraph about how the loss of part of a food chain affects the other members. Encourage them to explain the relationships involved.

OBJECTIVES

Thematic Connection: Ecosystems

- ✓ Use Prefixes to Determine Word Meanings
- ✓ Summarize Text
- ✓ Explain Relationships Between Concepts


MATERIALS

timer

Power Writing

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

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



WARM-UP

Group students and assign each a different prefix. Ask groups to make lists of words that begin with their prefix. Have groups display and share their lists.

Vocabulary Strategy

1 More Prefixes ✓

Copy and display the chart and sentences below.

Prefix	Origin	Meaning	Example
de-	Latin	reverse	decompose
un-	Old English	not, reverse	unlike
trans-	Latin	across	transform

- After plants and animals die, their bodies decompose.
- Unlike producers, most animals cannot make their own food.
- Plants take the energy from the sun and transform the energy into food.

Model how to use the chart and context clues to determine the meaning of the word *decompose*: *I know that when you compose something, you put it together. Since the prefix de- means “reverse,” I can guess that decompose means “come apart.”* Have partners figure out the meanings of the other underlined words. Then have them brainstorm more words with these prefixes and use them in sentences.

Check & Reteach

OBJECTIVE: Use Prefixes to Determine Word Meanings ✓

Listen for whether students are able to use prefixes to determine word meanings.

If students have difficulty determining the meanings of words with prefixes, remind them that they can use context clues in a sentence for help. Model: *The word decompose puts together the prefix de- with the root word compose. If I do not know the root word compose, I can look for context clues. I read that things decompose after they die. From the prefix de, I know that it is the reverse of growing and living.* Help students find context clues in the other sentences.

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 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

- Determine Meanings of Words and Phrases CC.5.L.4
 Use Affixes as Clues to Meaning CC.5.L.4.b

Academic Talk

2 Preview and Predict

Remind students: *Before you read expository nonfiction, look at the title and text features, including photos and captions to predict what the text might be about.*

Project **Student eEdition** pages 177–181. Have students silently read the title and preview the text features. Then have partners discuss their predictions.

Living Links

by Diane Salisian

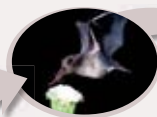
1 As the desert sun sets, a bat flies out of her cave. It's time for dinner. She lands on a nearby cactus and begins to dine on its fruit. Suddenly, an owl **snatches her**. It's time for the owl to eat, too!

The cactus, the bat, and the owl are parts, or links, in one desert **food chain**. In a food chain, each living thing **transfers** its energy to the living thing that eats it. 3

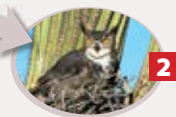
A Desert Food Chain



1. A saguaro cactus uses the sun's energy to make food.



2. The saguaro flower's pollen is food for the Mexican long-tongued bat.



3. The bat is food for the desert great horned owl.

In Other Words
Links Connections
snatches her takes her away

Before You Move On

1. **Summarize** In your own words, explain how a **food chain** works, beginning with the sun.
2. **Use Text Features** How does a bat get energy and pass it along?

177

Connect Across Texts Learn another way that living things depend on each other to survive.

Genre Expository nonfiction is any text that gives facts and information about a topic.

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NGReach.com

Anthology page 177

Reading

3 Read Expository Nonfiction

CONNECT ACROSS TEXTS Project **Student eEdition** page 177. Ask students to recall the relationship between the animals in the realistic fiction story "Coyote and Badger." Then have a volunteer read **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *Expository nonfiction explains what something is or means, and often how it works or why it is important.*

SCIENCE BACKGROUND Share information to build background:

- A **food chain** explains how living things depend on each other. Animals that are higher on the **food chain** feed on plants and animals that are lower on the chain.
- Although a **food chain** may include different plants and animals, the relationships between the living things in the **food chain** are generally the same.

Read and Build Comprehension

- 1 **Make Comparisons** *How are the bat and the owl alike and unlike?* (They both need food to eat. The bat is an **herbivore**, but the owl is a **carnivore**.)
- 2 **Relate Concepts** ✓ *Based on the photo in "A Desert Food Chain," what is the relationship between the owl and the saguaro?* (The saguaro is a home for the owl.)
- 3 **Make Inferences** *Why do you think the food system is called a chain?* (Possible response: I read that plants and animals are interconnected. I know that chains connect links. And so I think that even though an owl (link 3) may never eat a cactus flower (link 1), they are joined together by the bat (link 2).)

Fluency

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

Answers Before You Move On

1. **Summarize** ✓ Possible response: Plants in a **food chain** get energy from the sun. Animals eat the plants, so they get the sun's energy, too.
2. **Use Text Features** Possible response: A bat gets energy by eating the saguaro flower's pollen. It passes the energy along when it becomes food for the great desert horned owl.

Best Practices

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

Read and Build Comprehension

- 1 Summarize** ✓ *In your own words, tell what plants do in the **food chain**. Then share how you **summarized** the key concepts.* (Plants turn energy from the sun into food. They use the food to grow. Plants make food energy that all animals need. I summarized by listing important details in order.)
- 2 Interpret Visuals** *Look at the photo of the cacti and read the caption. How does the shape of the cacti help them **store** water?* (Possible response: The cacti have branches that make extra space to **store** more water.)
- 3 Make Connections** *In what way are people similar to **producers**?* (Possible response: I read that **producers** make food. I know that people grow and cook food for others to eat. So, I think that people can be like **producers** when they make food that others eat.)

Differentiate**SN Special Needs**

ISSUE Students do not understand the concept of an energy flow between consumers.

STRATEGY Have students write *plant, grasshopper, snake, and coyote* on four separate index cards. Then have them match each animal card to a plant or animal that it eats.

AL Above Level

ISSUE Students are ready to explain more than one concept related to food chains.

STRATEGY Encourage students to write a paragraph exploring how the geographic area is related to the plants and animals in a particular food chain. Encourage them to connect more than two key concepts.

Desert Producers

Plants are an important link in any food chain. Through the process of photosynthesis, they take in energy from the sun and **transform** it into food. They use this food to grow roots, stems, leaves, and flowers.

Plants are like living **energy storage lockers**. When a plant is eaten, all the energy it contains comes out of storage. The plant then transfers that energy to the animal that eats it. That's why plants

3 are called **producers**. They produce, or make, not only their own food, but also the food energy that other living things need for life. **1**



2 Plants **store** another thing—water! The shape of these cacti helps them store as much water as possible.

In Other Words
transform change
energy storage lockers places that **store** energy

178

Desert Consumers

Consumers are everywhere in the desert. Just listen for their **chirps**, rattles, growls, and **squeals**. Consumers are the animals that call the desert home. Unlike producers, they cannot make their own food. They must eat other things in order to survive.

Consumers are grouped by the kind of food they eat. **Herbivores** are animals that eat plants. In the desert, they may nibble on seeds, flowers, roots, and grasses. Some herbivores get most of their water from the plants they eat.

Carnivores are animals that eat other animals. Eagles, snakes, and bobcats are desert carnivores. **Omnivores**, on the other

6 hand, are not picky. They may eat any plant or animal that looks appetizing, including eggs, fruits, and insects. Consumers **form** another important link in any food chain. **4 5**



In Other Words
chirps quiet noises
squeals loud noises
form make

► Before You Move On

- 1. Main Idea** How do **producers** get energy? How do **consumers** get energy?
- 2. Analyze** How does the author organize her ideas? How does this organization help you understand the text?

179

Anthology
pages 178–179

4 Summarize ✓ *What are different kinds of **consumers** and what do they eat?* (**Herbivores** eat only plants. **Carnivores** eat only animals. **Omnivores** eat both plants and animals.)

5 Draw Conclusions *Read the definitions of **herbivore**, **carnivore**, and **omnivore**. What do you think the word part -vore must relate to?* (Possible response: I read that they are all different kinds of **consumers**. I read what each **consumer** eats. So I think that the word part -vore must relate to what something eats.)

6 Relate Concepts ✓ *Explain why all **consumers** must depend on plants for their food.* (Even though **carnivores** eat other animals, the animals they eat rely on plants for their food. Without plants, most **carnivores** would not have food to eat.)

Answers Before You Move On

- 1. Main Idea** **Producers** get energy from the sun and **transform** it into the food that other living things need. **Consumers** get energy by eating other things.
- 2. Analyze** The author organizes her ideas by explaining each link in a **food chain** and how it gets food. This makes it easier to understand the different ways that animals can get food and how they fit into the **food chain**.

Read and Build Comprehension

- 1 Draw Conclusions** *Why do deserts need decomposers?* (Possible response: I read that decomposers return nutrients to the soil. I also read that plants need these nutrients to survive. I think that without these nutrients, the **food chain** would eventually stop.)
- 2 Use Text Features and Graphics** *Look at the diagram on page 181. What do the words in the large box tell you?* (The words in the big box tell the title of the diagram and what the diagram shows.) *What do the words in the small boxes tell you?* (The words in the small boxes tell the names of different living things in the diagram.)
- 3 Relate Concepts** *Why do you need to understand the concept of energy flow in order to make sense of this diagram?* (Possible response: The diagram shows how the energy goes from one plant or animal to another.)

Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T175k

Daily Grammar ✓

Write *wolf/wolves*. Then use page T175m to practice plural nouns.

Daily Writing Skills ✓

Read aloud the second paragraph on **Anthology** page 180. Point out that precise language helps to explain the role of decomposers in a food chain. Then use page T175o to practice using precise language to explain a concept.

Check & Reteach

OBJECTIVE: Summarize Text ✓

Check that students understand how to accurately summarize what they read.

If students have trouble summarizing, have them write the key ideas in each paragraph they read. Then have them review each idea and ask: *If I had to explain this to someone, is this idea really important for the listener to understand what I read? If I left this idea out, would the key ideas still be clear?*

OBJECTIVE: Explain Relationships Between Concepts ✓

Monitor students for appropriate understanding of how to relate concepts.

If students cannot tie concepts together, make sure they understand the important ideas in each section before moving on to the next section. Explain that facts often build upon facts in expository nonfiction, so readers need to be sure they understand each part. Have students summarize the key ideas from one page and then connect them to ideas presented on the next page.

Answers Before You Move On

- 1. Details** Decomposers break down dead plants and animals. They return energy and nutrients to the soil for plants to use again.
- 2. Use Text Features** Students should describe the content of one **food chain** in the correct order.

Desert Decomposers

When a plant or an animal dies, the energy stored in its body does not go away. Instead, it is transformed once again. This time decomposers, such as fungi (including mushrooms) and bacteria, do the work.

Decomposers help break down dead plants and animals. As they dine, they return **essential nutrients** to the soil. Plants need these nutrients in order to survive.



✦ Bacteria are decomposers that live in the desert soil.

The sun, producers, consumers, and decomposers are all linked. In ecosystems like the desert, they form networks of food chains, called food webs. By studying food webs, we can better understand how all living things are connected. ❖

In Other Words
essential nutrients
what plants need to grow

180

A Desert Food Web 2

Food chains show a single path of energy. Food webs are made up of many different food chains. In food web diagrams, the arrows show where the energy goes.



Before You Move On

- 1. Details** What is the role of decomposers in an ecosystem?
- 2. Use Text Features** Find one **food chain** in the food web diagram. Explain how energy flows through it.

181

Anthology
pages 180–181

Writing

4 Write a Response

Remind students that when they write responses to what they read, they are showing what they learned from their reading. For this expository nonfiction selection, have students pick one link of a food chain and summarize its role. Model a response: **Herbivores** get their energy from plants. In return, they give energy to **carnivores** that eat them.

Ask students to think about another link on the food chain and write a detailed description of it, including examples. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students find it difficult to write about relationships between living things.

STRATEGY Provide sentence frames: _____ get their energy from _____. They give energy to _____.

AL Above Level

ISSUE Students are ready to describe more complex relationships within the food web.

STRATEGY Have students choose one animal and identify the multiple links for it on **Anthology** page 181, writing a sentence to explain each link.

WRAP-UP

Have pairs choose one pet animal and make lists of the foods that the animal is likely to eat. Then have each pair discuss whether the animal is an herbivore, carnivore, or omnivore. Have one student report out the findings to the class.

OBJECTIVES

Thematic Connection: Ecosystems
 Compare Content to Comprehend Text
 ✓ Grammar: Use Plural Nouns

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Food Web: Practice Master PM3.11
Plural Nouns: Practice Master PM3.12
Family Newsletter 3

TECHNOLOGY ONLY

Grammar Passage: eVisual 3.16

MATERIALS

timer • index cards • paper arrows • dictionary
 colored pencils • markers

Power Writing

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

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

COMMON CORE STANDARDS

Reading

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

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 CC.5.L.1
 Demonstrate Command of Spelling CC.5.L.2
 Acquire and Use Domain-Specific Words CC.5.L.6

WARM-UP

Remind students that on their **Family Newsletters** they asked about the living things which they depend on every day. Have students compare and discuss the results of their interviews with partners.

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 182 and point out the Key Words. Also display **resolution** and **summarize**. Chorally read all the words as a class. Pause after each word and have volunteers give the definition.

Have students list the words and divide them into syllables using a dictionary. Then have them write each syllable on a separate index card. Place all the cards face down. Have students pick five cards and try to put any syllables together to make a Key Word. Have them use the completed word in a sentence and then place face down the syllables they did not use. Continue until all cards are used.

Review and Integrate Ideas

2 Compare Content Anthology page 182

Read aloud the introduction on **Student eEdition** page 182. Review how plants and animals relate on a food web.

Have partners work together to think about what they learned about plant and animal relationships in “Living Links” and “Coyote and Badger.” Then have them use that information to complete **Practice Master PM3.11**. Have students compare the food web they made to the web on page 181 of “Living Links.”

Check & Reteach

OBJECTIVE: Compare Content to Comprehend Text

As students complete the food web, check for valid comparisons of content to comprehend the text.

If students have difficulty comparing content, have them use a Venn diagram with the labels: “Coyote and Badger” Food Web, “Living Links” Food Web, Both Food Webs.

- Prompt students to fill in the Venn diagram correctly: *What do both food webs include? Write that under “Both.” What does the “Coyote and Badger” food web show that the other does not? What does the “Living Links” food web show that the other does not?*
- After students fill in the Venn diagram, prompt them to make statements that accurately show the similarities and differences between the two food webs.

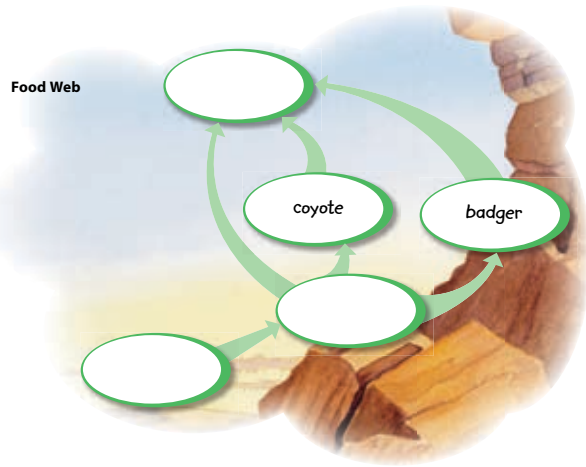


Key Words

carnivore	omnivore
consumer	partnership
cooperate	producer
essential	store
food chain	transfer
herbivore	

Compare Content

In "Living Links" you learned how plants and animals are connected in a food web. Where do the plants and animals from "Coyote and Badger" belong in a food web? With a partner, make a food web like the one below. Write each plant and animal name where it fits in the web.



Talk Together

How are the animals and plants in this food web connected? Use **Key Words** to talk about your ideas.

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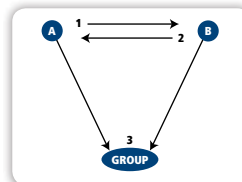
Academic Talk

3 Talk Together Anthology page 182

Have students talk about the connections between plants and animals in the food web. They can use a **Three-Step Interview** to discuss the topic.

- Have students form pairs.
- Ask Student A to interview Student B about how the plants and animals in the food web are connected.
- Have partners reverse roles.
- Ask students to share their partner's connections.

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



Three-Step Interview

Fluency

Practice Intonation As partners reread the expository nonfiction text aloud, circulate and listen for correct intonation.

Name _____ Date _____

Food Web

Compare Content
Add the names of plants and animals from "Coyote and Badger" to correct places in the food web.

Talk to a partner about how the animals and plants in this food web are connected.

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PM3.11 Unit 3 | Nature's Network

Differentiate

EL English Learners

ISSUE Many languages do not have so many variations on plural spellings.

STRATEGY Have students stop as they read and ask themselves: *Is there one or more than one?*

If it is more than one, have them refer to the chart on **Anthology** page 183 to understand the singular and plural forms.

BL Below Level

ISSUE Students are confused by the spelling variations of plural nouns.

STRATEGY Have students make a book of spelling rules. When they learn a new rule, have them write an entry for the complete rule at the top of a new page with examples of plural nouns below. When students come across a new noun, have them add the word and its plural form to the corresponding page.

Grammar Focus

4 Plural Nouns **Anthology** page 183

Project **Student eEdition** page 183. Have volunteers read aloud the introduction and review the chart.

Then display **eVisual 3.16** and read aloud the grammar passage, pausing to identify the first three plural nouns. Have students identify the spelling change from singular to plural according to the grammar rules.



Grammar Passage

An herbivore is an organism that mostly feeds on plants. Herbivores range in size from tiny insects such as aphids to large, lumbering elephants.

Herbivores often have physical features that help them eat tough, fibrous plant matter. Many herbivorous mammals have wide molars. These big teeth help them grind up leaves and grasses.

Many insects are herbivores. Some, such as grasshoppers, will eat every part of a plant. Others specialize in certain parts of the plant. Aphids drink sap, a sticky fluid that carries nutrients through the plant. Caterpillars eat leaves.

Herbivores depend on plants for their survival. If the plant population declines, herbivores cannot get enough food. Beavers, for example, feed on trees and plants that live near water. If the trees are removed to build houses and roads, the beaver population cannot survive.

NGReach.com Grammar Passage: eVisual 3.16



INTERACTIVE WHITEBOARD TIP: Underline the plural nouns and circle when there is a spelling change.

5 Read Plural Nouns **Anthology** page 183

Read aloud the directions and passage on page 183. After students find the plural nouns in the passage, have them identify additional plural nouns in "Living Links."

See **Differentiate**

6 Write Plural Nouns **Anthology** page 183

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM3.12**.

Check & Reteach

OBJECTIVE: Grammar: Use Plural Nouns

As students write plural nouns, check for understanding of the spelling rules.

If students have difficulty determining if a word ends in -s or -es, have students highlight the last letter(s) in the word and then use the chart to determine the correct plural spelling.

Name _____ Date _____

Grammar: Practice

What Do They Eat?

Grammar Rules Plural Nouns

- Add -s to make most nouns plural.
plant → plants
- Add -es to nouns that end in *x, ch, sh, ss, z*, and sometimes *o*.
branch → branches
- For **most** nouns that end in *y*, change the *y* to *i* and then add -es.
berry → berries
- For **most** nouns that end in *f* or *fe*, change the *f* or *fe* to *v* and then add -es.
life → lives

Write the plural nouns.

- A potato plant is a producer. It produces roots, stems, and leaves.
(leaf)
- Some animals eat potato plants.
(plant)
- They need the energy in the potatoes to survive.
(potato)
- Animals such as foxes also eat other animals.
(fox)
- Eagles sometimes eat badger babies.
(baby)





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PM3.12 Unit 3 | Nature's Network

Plural Nouns

A **noun** names a person, place, thing, or idea. A **singular noun** shows "one." A **plural noun** shows "more than one."

Grammar Rules Plural Nouns

	singular nouns	plural nouns
• Add -s to most nouns to show more than one.	tunnel	tunnels
• Add -es to nouns that end in x, ch, sh, ss, z, and sometimes o .	fox  echo →	foxes  echoes
• For most nouns that end in y , change the y to i and then add -es . BUT for nouns that end with a vowel and y , just add -s .	community → day →	communities days
• For most nouns that end in f or fe , change the f to v and add -es . For some nouns that end in f , just add -s .	leaf  cliff →	leaves  cliffs

Read Plural Nouns

Read aloud this passage. Talk to a partner about the plural nouns you find.

Herbivores are animals that eat plants. In the desert, they may nibble on seeds, flowers, roots, leaves, and grasses.

Write Plural Nouns

Talk to a partner about what you see on pages 162 and 163. Write a sentence. Include two plural nouns. Compare your sentence with your partner's.

183

Anthology page 183

Writing

7 Write to Reinforce Grammar

Have students look at the list of Key Words on page 182. Have them use as many Key Words and plural nouns as they can to write sentences about the relationships between producers and consumers, such as herbivores, carnivores, and omnivores. Model writing sentences with *producer* and *herbivore*: Plants are *producers* because they make their own food. *Herbivores* are consumers that eat plants and grasses.

After students write their sentences, have them underline any plural nouns, circle each plural ending, and then check if the endings are correct according to the grammar rules on **Practice Master PM3.12**. Then have students add their sentences to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work

Practice page T175l

Daily Grammar

Point out the plural nouns *grasses* and *leaves* in the **Grammar Passage**. Then use page T175n to practice plural nouns.

Daily Writing Skills

Point out the text on **Anthology** page 180 as an example of using concrete language to explain a concept. Then use page T175p to practice the skill.

WRAP-UP

Have students name any recent weather events in their area or in the news and discuss the kinds of effects such events can have on the food web.

OBJECTIVES

Thematic Connection: Ecosystems

- ✔ Compare Text Structures
- ✔ Use Prefixes to Determine Word Meanings

PROGRAM RESOURCES

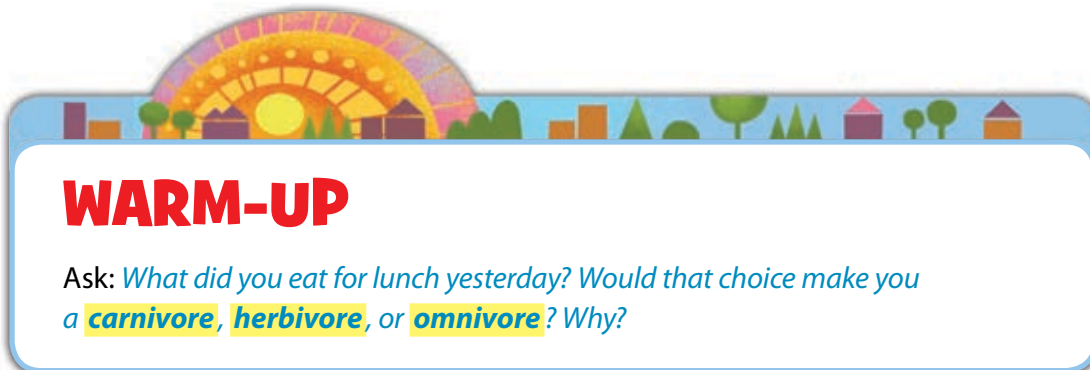
PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM3.13–PM3.16

TECHNOLOGY ONLY

Mark-Up Model 3.1 or Model 3.1 PDF

Vocabulary Strategy Practice: eVisual 3.17



WARM-UP

Ask: *What did you eat for lunch yesterday? Would that choice make you a **carnivore**, **herbivore**, or **omnivore**? Why?*

Comprehension

1 Compare Text Structures ✔

Remind students that they know how to compare and contrast. Explain: *Now you will read two science reports to compare ways authors organize information.*

SCREEN 1

1 Display **Mark-up Model 3.1** and read aloud the passage. Ask: *What is this paragraph about?* (tropical and temperate rain forests) *What is the author's purpose?* (to explain how they are similar and different) Have volunteers underline words that may signal the text structure and then click the Signal Words button to confirm. Have students mark up **Practice Master PM3.13** accordingly.

2 Have a volunteer determine the structure of the article and erase the box to confirm. Explain: *Signal words can help identify a text structure. For example, both, like, and also identify similarities; however, but, and in contrast can signal differences.* Emphasize that not every similarity or difference is preceded by a signal word: *The location and climate of the rain forests are contrasted without signal words.*

SCREEN 2

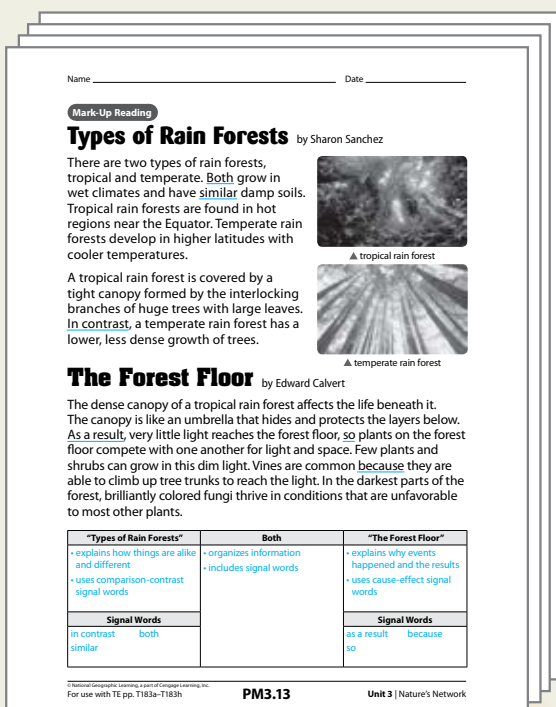
3 Display and read aloud the passage. Have students identify the topic of the paragraph (rain forest floor) and the author's purpose (to explain how the canopy affects the rain forest floor). Have volunteers underline words that may signal the text structure and click the Signal Words button to confirm.

4 Have students determine how the text is organized and then erase the box to confirm the text structure. Give examples of signal words for cause, such as *since* and *because*, and effect words such as *so*, *as a result*, and *consequently*. Have students mark up **Practice Master PM3.13** accordingly. Click the arrow to go to the next screen.

SCREEN 3

5 Ask: *What kinds of details does the author include in the first passage?* (similarities and differences) *What kinds of details does the author include in the second passage?* (causes and effects) Then have students compare and contrast the text structures. Invite volunteers to drag the labels to the correct column in the chart.

Have partners identify the text structures and underline signal words for **Practice Masters PM3.14–PM3.16** and complete the chart on **Practice Master PM3.16**.




Name _____ Date _____

Mark-Up Reading


Types of Rain Forests

by Sharon Sanchez

There are two types of rain forests, tropical and temperate. Both grow in wet climates and have similar damp soils. Tropical rain forests are found in hot regions near the Equator. Temperate rain forests develop in higher latitudes with cooler temperatures.



▲ tropical rain forest



▲ temperate rain forest

A tropical rain forest is covered by a tight canopy formed by the interlocking branches of huge trees with large leaves. In contrast, a temperate rain forest has a lower, less dense growth of trees.

The Forest Floor

by Edward Calvert

The dense canopy of a tropical rain forest affects the life beneath it. The canopy is like an umbrella that hides and protects the layers below. As a result, very little light reaches the forest floor, so plants on the forest floor compete with one another for light and space. Few plants and shrubs can grow in this dim light. Vines are common because they are able to climb up tree trunks to reach the light. In the darkest parts of the forest, brilliantly colored fungi thrive in conditions that are unfavorable to most other plants.

"Types of Rain Forests"	Both	"The Forest Floor"
<ul style="list-style-type: none"> • explains how things are alike and different • uses comparison-contrast signal words 	<ul style="list-style-type: none"> • organizes information • includes signal words 	<ul style="list-style-type: none"> • explains why events happened and the results • uses cause-effect signal words
Signal Words in contrast both similar		Signal Words as a result because so

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NGReach.com Practice Master PM3.13–PM3.16

COMMON CORE STANDARDS

Reading

Compare Text Structures CC.5.Rinf.5
 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 Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a
 Contribute to Discussions CC.5.SL.1.c
 Summarize Oral Information CC.5.SL.2

Language and Vocabulary

Determine Meanings of Words and Phrases CC.5.L.4
 Use Affixes as Clues to Meaning CC.5.L.4.b



SCREEN 1

Types of Rain Forests

by Sharon Sanchez

1 There are two types of rain forests, tropical and temperate. Both grow in wet climates and have similar damp soils. Tropical rain forests are found in hot regions near the Equator. Temperate rain forests develop in higher latitudes with cooler temperatures.



▲ tropical rain forest



A temperate rain forest is covered by a tight canopy formed by the interlocking branches of huge trees with large leaves. In contrast, a temperate rain forest has a lower, less dense growth of trees.

◀ temperate rain forest

1 Underline signal words.

2 What is the text structure of this passage? Comparison-contrast text structure explains how things are alike and different.

Signal Words **1**

SCREEN 2

The Forest Floor

by Edward Calvert

3 The dense canopy of a tropical rain forest affects the life beneath it. The canopy is like an umbrella that hides and protects the layers below. As a result, very little light reaches the forest floor, so plants on the forest floor compete with one another for light and space. Few plants and shrubs can grow in this dim light. Vines are common because they are able to climb up tree trunks to reach the light. In the darkest parts of the forest, brilliantly colored fungi thrive in conditions that are unfavorable to most other plants.



3 Underline signal words.

4 What is the text structure of this passage? Cause-effect text structure shows the relationship between causes and effects.

Signal Words **3**

SCREEN 3

Comparing Text Structure

5 Drag the features below to the correct column.

"Types of Rain Forests"	Both	"The Forest Floor"
explains how things are alike and different	organizes information includes signal words	explains why events happened and the results
uses comparison-contrast signal words		uses cause-effect signal words
Signal Words		Signal Words
in contrast both similar		as a result because so

Fluency ✓

Model and Practice Intonation Explain: *Fluent readers adjust their voices to stress important words and phrases.* Model reading aloud the first paragraph from **Practice Master PM3.13**. Have students mark words that you stressed. Then have partners read the passage aloud together, focusing on stressing the same words.

Check & Reteach

OBJECTIVE: Compare Text Structures ✓

Review students' charts to check that students have correctly identified the similarities and differences in the two text structures.

If students have difficulty comparing the text structures, support them with questions:

- *What do both text structures do?* (organize information)
- *How does the first text structure organize information?* (by comparing and contrasting)
- *How does the second text structure organize information?* (by cause-effect)

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T175l

Daily Grammar ✓

Have students find all the plural nouns in the first paragraph on **Practice Master PM3.14**. (*monkeys, parrots, decomposers, leaves, seeds, etc.*) Then use page T175n to review the spelling and pronunciation of plural nouns.

Daily Writing Skills ✓

Show how the author explains keystone species on **Practice Master PM3.16**. Then use page T175p to review how to explain a concept using precise language.

Vocabulary Practice**2 More Prefixes** ✓

Remind students that they have learned about prefixes and have a volunteer define *prefix*. (a letter or group of letters that come at the beginning of a word and have a meaning of their own) Display **eVisual 3.17**.

**Vocabulary Strategy Practice**

1. The effect of colder temperatures is a decrease in animal species as you move northward. decrease
Meaning: a reduction
2. Residents of the tropical rainforest can transform their menus simply by moving up or down in their world! transform
Meaning: change
3. A small food web tends to be unstable. unstable
Meaning: not stable
4. If it falls out of balance, the whole living network of the Arctic environment could begin to unravel. unravel
Meaning: untangle
5. Such changes can deform the small, fragile Arctic food web. deform
Meaning: distort



Vocabulary Strategy: eVisual 3.17

**INTERACTIVE WHITEBOARD TIP:** Have students highlight each word with a prefix.**Power Writing**

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

For *Writing Routine 1*, see page BP47.

Explain to students that each sentence contains a prefix they've learned this week. Have partners write the word from each sentence, use the prefix and context to determine the meaning of the word, and write the word's meaning.

Model with the first sentence: *The word decrease is made up of the prefix de-, which means "reverse," and a form of the base word create. So decrease means "making or growing less."*

Check & Reteach**OBJECTIVE:** Use Prefixes to Determine Word Meanings ✓

Monitor partners' exchanges to check that students can correctly determine the meanings of the words containing prefixes.

If students have difficulty using prefixes to determine word meanings, focus on the word *transform* in the second sentence and ask: *One meaning of the prefix trans- is "change." If you combine that with the base word form, what does transform mean?* (change form) Model how to use context to confirm the meaning of transform: *Context shows that by changing their position, rainforest animals transform their menus, which suggests that transform means "change."*

Writing

3 Write to Describe Content

Model writing a description of relationships in a food web using the Arctic food web explained in **Practice Master PM3.15**.

Think Aloud	Write
<i>First, I will write a main idea.</i>	The Arctic food web is very small and fragile.
<i>Next, I will give details about the food web, starting from the bottom.</i>	Arctic cold limits the kinds of plants, the producers of the food web, to shrubs, lichens, and mosses.
<i>Then I will describe the rest of the food web.</i>	The limited plant life means there are fewer herbivores, like caribou, that feed on plants.

Have students write their own descriptions based on one of the rain forest food webs described in “What’s on the Menu?” on **Practice Master PM3.14**.

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

See **Differentiate**

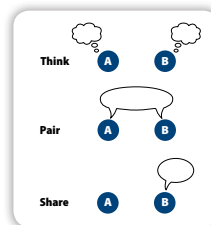
Academic Talk

4 Explain Concepts

Introduce the activity: *Now you will explain a concept, or important idea, related to the food web you wrote about. Explaining a concept to others helps you to understand it better.* Model a concept related to the Arctic food web: *Organisms in a food web depend on each other to survive. When the number of plants is limited, it affects the survival of animals that eat plants.*

Use a **Think, Pair, Share**. Have each student think of a concept related to the food web he or she described. Then have partners explain a concept related to their webs. Finally, have partners summarize each other’s webs for the class.

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



Think, Pair, Share

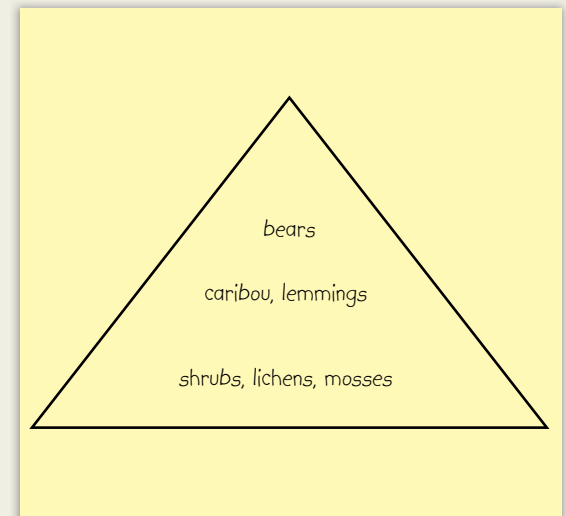
Differentiate

SN Special Needs

ISSUE Students have trouble following the sequence of a food web.

STRATEGY To help students build their food webs, have students draw a Three-Level Pyramid, placing plants at the bottom, followed by herbivores, then carnivores.

Three-Level Pyramid



EL English Learners

ISSUE Students lack the language to describe a food chain or ecosystem vividly.

STRATEGY Provide students with sentence frames.

- _____ are at the bottom of the food web.
- _____ eat _____.
- Then _____ eat _____.

WRAP-UP Form small groups. Have each group create a phrase related to the food web of the desert, the rain forest, or the Arctic. Offer an example: *What falls down gets eaten up.* Ask: *To which food web does this phrase apply?* (rain forest) Have each group present its phrase and have the rest of the class guess which food web it is.

OBJECTIVES

Thematic Connection: Ecosystems

- ✔ Use Prefixes to Determine Word Meanings
- ✔ Explain Relationships Between Concepts

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

Mark-Up Reading: Practice Masters PM3.13–PM3.16

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 3.19

Comparison Chart: eVisual 3.20

Power Writing

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

For *Writing Routine 1*, see page BP47.

COMMON CORE STANDARDS

Reading

Explain Relationships Between Concepts in Scientific Texts CC.5.Rinf.3

Writing

Write Informative/Explanatory Text to Convey Ideas CC.5.W.2

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

Speaking and Listening

Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a

Contribute to Discussions CC.5.SL.1.c

Summarize Oral Information CC.5.SL.2

Language and Vocabulary

Use Affixes as Clues to Meaning CC.5.L.4.b

Consult Print and Digital References CC.5.L.4.c

WARM-UP

Have teams of students list as many prefixes as possible and write examples for each. The team with the most prefixes and examples wins.

Vocabulary Practice

1 Prefixes ✔

Review with students the meanings of the prefixes *bio-*, *de-*, *mis-*, *trans-*, and *un-*. Display **eVisual 3.19**.



Vocabulary Strategy Practice

1. The biologist was researching food webs in tide pools.
2. Tropical rain forests have an incredible biodiversity of species.
3. The electrician deactivated the generator before it overheated.
4. We had to deodorize the smelly carpet after the pipes broke.
5. We mistrusted our skills and had to call a plumber.
6. The referee misjudged the hit and penalized the wrong player.
7. Huge cargo ships transport goods daily across the globe.
8. We transferred to another school when we moved.
9. It is difficult to find rain forests unaltered by human activities.
10. My homework assignment is unfinished.

NGReach.com Vocabulary Strategy: eVisual 3.19



INTERACTIVE WHITEBOARD TIP: Have students write the meaning of the prefixes in the chart.

Model using the meaning of *bio* to determine the correct word choices for sentences 1 and 2: *The prefix bio- means "living" or "life." A biologist is a scientist who studies living organisms and biodiversity is the variety of living organisms.*

Have partners rewrite the sentences with the correct words.

Check & Reteach

OBJECTIVE: Use Prefixes to Determine Word Meanings ✔

Review partners' sentences to check if students correctly identified the missing words.

If students have difficulty using the meanings of prefixes, reteach by asking the following question: *How are the meanings of the words biologist and biodiversity related?* (They both have to do with living things.)


Name _____ Date _____

Mark-Up Reading


Types of Rain Forests

by Sharon Sanchez

There are two types of rain forests, tropical and temperate. **Both** grow in wet climates and have **similar** damp soils. Tropical rain forests are found in hot regions near the Equator. Temperate rain forests develop in higher latitudes with cooler temperatures.



▲ tropical rain forest



▲ temperate rain forest

A tropical rain forest is covered by a tight canopy formed by the interlocking branches of huge trees with large leaves. In contrast, a temperate rain forest has a lower, less dense growth of trees.

The Forest Floor

by Edward Calvert

The dense canopy of a tropical rain forest affects the life beneath it. The canopy is like an umbrella that hides and protects the layers below. As a result, very little light reaches the forest floor, so plants on the forest floor compete with one another for light and space. Few plants and shrubs can grow in this dim light. Vines are common because they are able to climb up tree trunks to reach the light. In the darkest parts of the forest, brilliantly colored fungi thrive in conditions that are unfavorable to most other plants.

"Types of Rain Forests"	Both	"The Forest Floor"
<ul style="list-style-type: none"> explains how things are alike and different uses comparison-contrast signal words 	<ul style="list-style-type: none"> organizes information includes signal words 	<ul style="list-style-type: none"> explains why events happened and the results uses cause-effect signal words
Signal Words in contrast both similar		Signal Words as a result because so

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PM3.13 Unit 3 | Nature's Network

Name _____ Date _____

Mark-Up Reading



What's on the Menu?

by Valerie Kasiske

In the tropical rain forest, how high up you are might determine what's for dinner! In the canopy, monkeys and parrots feed mainly on fruit, leaves, and seeds. Some of this **same** food falls to the ground. **But** on the hot, damp forest floor, the fruit, leaves, and seeds quickly rot. This means that the forest floor has much more food for decomposers.

Although the forest floor swarms with tiny decomposers, it is also home to the largest rainforest predators, including the jaguar. While the canopy has far fewer large predators, these predators still make an impact on the food chain. For example, harpy eagles from the canopy prey on tree-dwellers such as sloths and monkeys.

While the menus of the canopy and forest floor are **different**, some animals, like the long-tailed raccoon-like coati, move freely between the zones in order to take advantage of **both** menus. Residents of the tropical rainforest can transform their menus simply by moving up or down in their world!

▲ Different plants and animals live in the rainforest canopy than on the forest floor.

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PM3.14 Unit 3 | Nature's Network

NGReach.com Practice Masters PM3.13–PM3.16

Review and Integrate Ideas

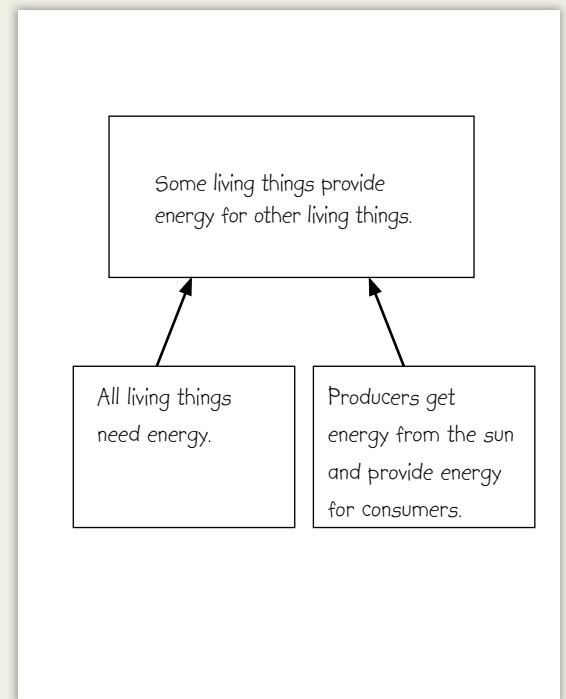
2 Relate Concepts

Write and display: (1) All living things need energy to survive. (2) Producers get energy from the sun and provide energy for consumers. Explain: *Concepts are big ideas. Concepts can be related. For example, the relationship between these two concepts is that some living things are able to provide energy for other living things.*

Model identifying and relating two concepts in the section "Arctic Producers" in **Practice Master PM3.15**: *One concept is that producers provide energy to all other species. A second concept is that the number of consumers depends on the number of producers. The relationship between these concepts is that consumers need energy from producers to survive.*

Have partners identify concepts in the section "A Keystone Species" in **Practice Master PM3.16** and describe their relationship in a Concept Diagram

Concept Diagram



Check & Reteach

OBJECTIVE: Explain Relationships Between Concepts 

Monitor partners' exchanges to check that students can relate the concepts in the section "A Keystone Species."

If students have difficulty relating the concepts, reteach by stating that a keystone species is a plant or animal that supports the food web. Ask: *How does a keystone species affect the food web?* (When its population increases, the populations of other species also increase.)



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T175l

Daily Grammar ✓

Have students find the plural noun in **Practice Master PM3.13** that follows the rule for most nouns that end in *f* (*leaves*). Then use page T175n to review and assess students' understanding of plural nouns.

Daily Writing Skills ✓

Point out how the author explains how light affects plant growth in tropical rain forests on **Practice Master PM3.13**. Use page T175p to review and assess students' understanding of how to explain a concept.

3 Compare Concepts

Introduce the activity: *Now you will compare key concepts in two articles and how these concepts are related.* Then display **eVisual 3.20**.



Comparison Chart

	"What's on the Menu?"	"Small Food Web—Big Trouble!"
Key Concepts	<ul style="list-style-type: none"> The rain forest has a great diversity of living things. Rain forest food chains exist in overlapping layers. 	<ul style="list-style-type: none"> Harsh environments have a limited population. Small food webs depend on keystone species.
How Related	<ul style="list-style-type: none"> A rain forest has many different food webs. 	<ul style="list-style-type: none"> A keystone species affects the survival of other animal populations.

NGReach.com Comparison Chart: eVisual 3.20



INTERACTIVE WHITEBOARD TIP:
Have students complete the chart.

Model completing the first entry with students for "What's on the Menu?" Have students recreate the chart and add their own related sets of concepts and explanations.

Writing

4 Write to Explain Concepts

Model writing a paragraph to explain how two concepts from "Small Food Web—Big Trouble" are related. Include quotes to support your ideas.

Think Aloud	Write
<i>First, I'll introduce two concepts.</i>	Lemmings are a keystone species in the Arctic food web. The Arctic food web is small and fragile.
<i>Then I'll explain the relationship between the concepts.</i>	When the population of lemmings decreases, so do the populations of their predators. So, lemmings play an important role in keeping the fragile Arctic food web balanced.
<i>Next, I'll support my idea with a quote from the text.</i>	When there are fewer lemmings, "smaller predators—then larger predators—are in danger of starving."

Have partners work together to write their explanations. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students cannot choose quotations that support the relationships discussed.

STRATEGY Have students underline sentences they found the most interesting in the article. Work with students to determine which sentences they selected to support their conclusions.

AL Above Level

ISSUE Students identify a lot of relationships between concepts, but not all of them are directly supported by the text.

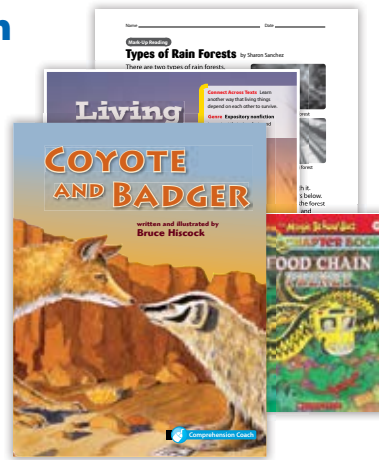
STRATEGY Have students identify the specific evidence in the article that supports the relationships mentioned. They may refer to prior knowledge, but instruct students to clearly identify which evidence they have inferred from the text and from their own knowledge.

Academic Talk

5 Relate Readings to the Big Question

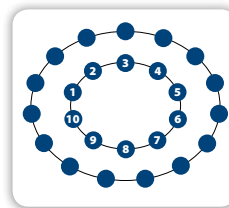
Have students recall the unit's Big Question:
What is nature's network?

Explain: *Think about "Coyote and Badger," "Living Links," "Small Food Web—Big Trouble!" "What's on the Menu?" and a Small Group Reading book you have read. How did these texts demonstrate networks in nature?*



Model a response to the question for the article "What's on the Menu?" on **Practice Master PM3.14**: *Each food web in the rain forest is a different network of plants and animals.* Add the idea to the unit concept map.

Use a **Fishbowl** to have students continue discussion about how the readings relate to the Big Question. Remind students to build on each other's ideas during their discussions.



Fishbowl

- Half of the class sits in a close circle, facing inward; the other half of the class sits in a larger circle around them.
- Suggest possible topics for discussion:
 - *The effect of a relationship between two species on the food web.*
 - *The effect of plants on different food webs.*
 - *The effect of a keystone species on a food web.*
- Students in the inside discuss a topic while those outside evaluate the discussion for ideas that relate to the Big Question. Students should also listen for the use of Key Words.
- Groups reverse positions.
- As a class, have students discuss their observations related to the Big Question.

Have students add their ideas to their unit concept maps.

Best Practices

Model Academic Language As students talk, encourage academic language by prompting their use of content and academic vocabulary words:

- *Can you say "meat-eater" and "plant-eater" in a different way?*
- *What Key Words relate to what you are saying?*
- *What Key Words can you use to support your point of view?*

WRAP-UP Have students think about all the ecosystems in the week's selections (rain forest, arctic, desert). Ask students where they would most like to live, and where a person would fall in that ecosystem's food web.

OBJECTIVES

Thematic Connection: Ecosystems
✔ Write A Science Report: Word Choice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A3.43

TECHNOLOGY ONLY

Sample Science Report : eVisual 3.13

Writing Trait: Word Choice: eVisual 3.14

Magazine Maker

MATERIALS

poster board • markers, crayons, or other drawing materials

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
Include Visuals	CC.5.W.2.a
Develop a Topic	CC.5.W.2.b
Use Precise Language	CC.5.W.2.d
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

Write a Science Report

Display and read aloud the prompt.

Your class will hold a mini science fair about food webs. Write a science report for the fair explaining a food web within one ecosystem. Use examples to explain the roles of producers and consumers. Include an explanation of how energy is transferred among living things. Feature a drawing of your food web. Present your final report as a poster.

Study a Model

Read a Science Report

Explain: *Let's read one student's report.* Display and read aloud **eVisual 3.13**.



Sample Science Report

An Ocean Food Web

The oceans are full of life, linked together in a food web. The food web begins with producers, such as algae and phytoplankton, that transform the sun's energy into food. The next layer of the food web includes small consumers like shrimp and newly-hatched fish that get their energy by eating microorganisms such as tiny ocean plants. Then, in the next layer, creatures such as halibut and tuna hunt the shrimp and small fish. In turn, these fish are consumed by large ocean animals including sharks and dolphins. People are a part of this food web, too. Many cultures rely on seafood for nutrients.

[NGReach.com](#) Sample Report : eVisual 3.13



INTERACTIVE WHITEBOARD TIP:

As you read, circle and explain *producer* and *consumer*.

Review the Trait: Word Choice

Review: *When you choose precise words, you include accurate definitions and relevant details to explain concepts. When you write about science, you define scientific terms and use details and examples to explain concepts.* Display and read aloud **eVisual 3.14**.



Writing Trait: Word Choice

You help your reader understand your facts and ideas when you

- provide definitions for unfamiliar terms
- use specific details and examples to explain concepts

[NGReach.com](#) Word Choice: eVisual 3.14



INTERACTIVE WHITEBOARD TIP:

Place a check next to each point as you explain it.

Have students suggest precise words to add to these sentences: *The food web begins with producers. They are used by consumers.* (Possible responses: definitions and examples of **producers** and **consumers** and details about what they do.)



Prewrite

Choose a Topic

Have a volunteer read the prompt, and then guide the discussion to help students understand the Role, Audience, and Form for the RAFT.

Role: Science fair participant

Audience: Teacher and other students

Form: Science report in poster format

Suggest students use one of the environments they have read about in the

Anthology for their food webs, or allow them to research another environment.

Have students complete the RAFT individually by choosing a topic.

Get Organized

Discuss how a three-column chart can help students understand a food web: *Write the name of an organism in the first column. In the middle, list the organism's source of energy. In the third column, list predators that may consume the organism.* Use "An Ocean Food Web" as a model: *You can see how organisms appear in more than one column. Shrimp are **consumers** of algae and phytoplankton, but are an energy source for both small fish and tuna. Look for these relationships to help draw and explain your food web.*

Organism	Energy Source(s)	Consumers/Predators
algae, phytoplankton	sun	shrimp, small fish
shrimp	phytoplankton	small fish, halibut, tuna
small fish	shrimp	halibut, tuna
tuna	small fish, shrimp	sharks, people

Have students create their own three-column charts based on the ecosystems they chose.

Draft

Write Ideas

Have students reread the descriptions of food webs in their text. Remind them to use details and definitions to explain how the food web works in their chosen ecosystem. Students can use the illustration of a food web on **Anthology** page 181 as a model for their drawings.

Remind them that their reports will be presented in poster form. Suggest that they sketch a poster layout and then choose a **Magazine Maker** format that will fit well within the space they plan for the report text.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students have difficulty explaining the relationships among organisms in a food web.

STRATEGY Have students print or cut out pictures of plants and animals in their selected ecosystem. Help them arrange the photos on chart paper, placing an energy source below each organism and a possible consumer of the organism above it. When all of the photos are placed, the student will have a model of the food web to follow in writing a report and making a drawing. Point out the food web diagram on **Anthology** page 181 for guidance.

EL English Learners

ISSUE Students lack English language proficiency to explain a food web.

STRATEGY Give these students sentence frames to use: *The _____ gets its energy from _____. Then, it is eaten by _____. These creatures then become food for _____.*



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T175k–T175l.

Daily Grammar ✓

Have students find the plural nouns in “An Ocean Food Web.” Use pages T175m–T175n to practice using plural nouns.

Daily Writing Skills ✓

Point out how definitions and details add precision that helps to explain the concepts and structure of a food web in “An Ocean Food Web.” Then use pages T175o–T175p to practice precise word choices.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Ask listeners to give feedback on the flow of events in the report. Display language frames to guide the discussion.

Language Frames	
Retell	Make Suggestions
In your food web the producers are _____.	I liked your definition of _____.
Consumers include _____, _____, and _____.	Can you be more precise in explaining _____?

Make Changes

Have students revise their reports, using the feedback from other students. Remind students to use definitions, explanations, and precise word choices to explain both the scientific concepts in a food web and how a specific food web works. Students should revise their reports to reflect any necessary changes.

Student Sample: Revise

The oceans are full of life, linked together in a food web. The food web begins with producers, such as algae and phytoplankton. The next layer of the food web includes small consumers that get their energy by eating microorganisms such as tiny ocean plants. Then, in the next layer, creatures hunt these smaller fish. In turn, these larger fish are consumed by some of the largest of the ocean animals. People are a part of this food web, too. Many cultures rely on seafood for nutrients.

Sample Analysis

I can add definitions of *producers* and *consumers*.

I can add details about the kinds of fish to help explain how an ocean food web works.

Differentiate

AL Above Level

ISSUE Students try to include an unwieldy number of living things in their food webs.

STRATEGY Suggest that students choose one or two examples from each layer of the food web and focus on clearly explaining the transfer of energy to and from those organisms.

EL English Learners

ISSUE Students have difficulty defining some of the words they use.

STRATEGY Remind students that they can look up definitions in a dictionary. Encourage them to use a print or online dictionary to read definitions. Then, as needed, help them to write the definitions in their own words.

See **Differentiate**



Edit and Proofread

Check the Science Report

Have students check their grammar and spelling, focusing on use of plural nouns and Week 2 spelling words.

Student Sample: Revise

Sample Analysis

The oceans are full of life, linked together in a food web. The food web begins with producers, such as algae and phytoplankton, that transform the sun's energy into food. The next layer of the food web includes small consumers like shrimps and newly-hatched fish that get their energy by eating microorganisms such as tiny ocean plants. Then, in the next layer, creatures such as halibut and tuna hunt the shrimps and small fish. In turn, these fish are consumed by large ocean animals including sharks and dolphins. People are a part of this food web, too. Many cultures rely on seafood for nutrients.

I mean *algae* here, not *algee*.

Shrimp is both the singular and plural form. I'll fix that in both places.

Publish and Present

Make a Final Copy

Have students create their posters to include a written description of a food web, printed in their chosen **Magazine Maker** format, and a drawing of the relationships.

Share with Others

Have students take turns presenting their posters in small groups. Have listeners give feedback on how well they understood the relationships in the food web. Then have the students display their posters in the classroom to create a mini science fair. Students should also make copies of their reports and drawings and add them to their Weekly Writing folders.

Student Sample: Publish

An Ocean Food Web

The oceans are full of life, linked together in a food web. The food web begins with producers, such as algae and phytoplankton, that transform the sun's energy into food. The next layer of the food web includes small consumers like shrimp and newly-hatched fish that get their energy by eating microorganisms such as tiny ocean plants. Then, in the next layer, creatures such as halibut and tuna hunt the shrimp and small fish. In turn, these fish are consumed by large ocean animals including sharks and dolphins. People are a part of this food web, too. Many cultures rely on seafood for nutrients.

Use the **Writing Rubric** to assess each student's work.

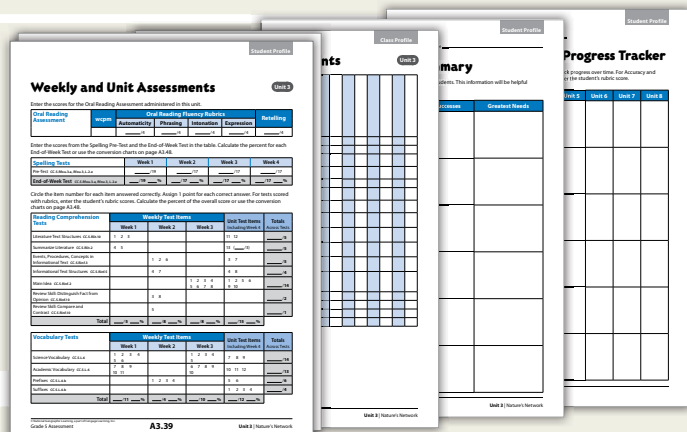
Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	-The writing has a clear focus and the writer's ideas are well developed. -Details are accurate and relevant, showing in-depth knowledge of the topic. -Most of the writing is relevant to the topic and reader's interest. -Most of the writing is relevant to the topic and reader's interest, showing accurate and relevant knowledge of the topic.	-Most of the writing has a clear structure and purpose. -Most of the writing is smoothly and logically organized. -Most of the writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writer's voice is clearly heard. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.
3	-The writing has a clear focus and the writer's ideas are well developed. -Details are accurate and relevant, showing in-depth knowledge of the topic. -Most of the writing is relevant to the topic and reader's interest.	-Most of the writing has a clear structure and purpose. -Most of the writing is smoothly and logically organized. -Most of the writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writer's voice is clearly heard. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.
2	-The writing has a clear focus and the writer's ideas are well developed. -Details are accurate and relevant, showing in-depth knowledge of the topic. -Most of the writing is relevant to the topic and reader's interest.	-Most of the writing has a clear structure and purpose. -Most of the writing is smoothly and logically organized. -Most of the writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writer's voice is clearly heard. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.	-Most of the writing is relevant to the topic and reader's interest. -The writing is relevant to the topic and reader's interest.
1	-The writing does not have a clear focus and the writer's ideas are not well developed. -Details are inaccurate and irrelevant, showing little or no knowledge of the topic. -Most of the writing is not relevant to the topic and reader's interest.	-The writing does not have a clear structure and purpose. -The writing is not smoothly and logically organized. -Most of the writing is not relevant to the topic and reader's interest.	-The writing does not have a clear voice. -The writing is not relevant to the topic and reader's interest.	-The writing does not have a clear word choice. -The writing is not relevant to the topic and reader's interest.	-The writing does not have a clear fluency. -The writing is not relevant to the topic and reader's interest.	-The writing does not have a clear conventions. -The writing is not relevant to the topic and reader's interest.	-The writing does not have a clear presentation. -The writing is not relevant to the topic and reader's interest.



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A3.39–A3.40
- Class Profile: Weekly and Unit Assessments** A3.41
- Student Profile: Strengths and Needs Summary** A3.42
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Relate Concepts: Reteaching Master RT3.4**
- Compare Text Structures: Reteaching Master RT3.5**
- Determine Importance: Reteaching Master RT3.6**

ADDITIONAL PRACTICE

Comprehension Coach

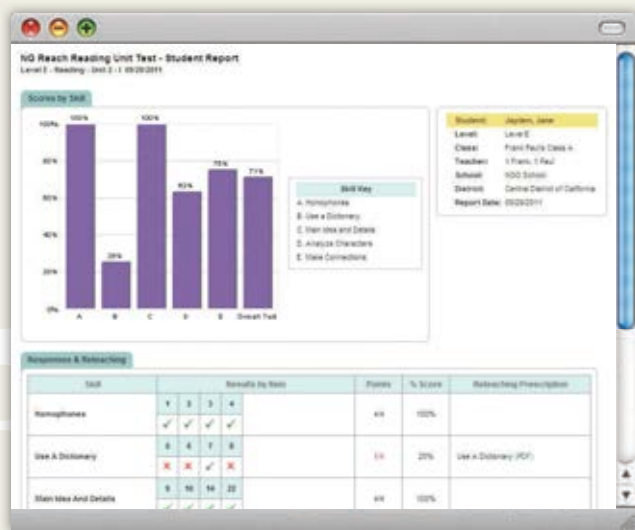
Fluency

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 T175k–T175l

Grammar and Writing

RETEACH

- Plural Nouns: Anthology Handbook, page 640**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Word Choice: Reteaching Master RT3.7**

ADDITIONAL PRACTICE

More Grammar Practice PM3.18 Daily Writing Skills Practice, pages T175o–T175p

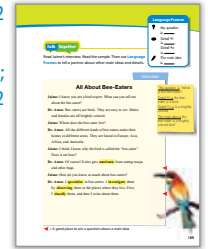
Week 3 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME			
Anthology	Speaking and Listening ⌚ 5–10 minutes	Listen and Comprehend	Read and Comprehend
	Language and Vocabulary ⌚ 15–25 minutes	Academic Talk CC.5.SL.1 Engage in Conversation T184	Academic Talk CC.5.Rinf.2; CC.5.SL.1.d; Review Key Ideas T186a CC.5.SL.2
	Reading ⌚ 20–40 minutes	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; ☑ Words with Long <i>a, i, o, u</i> in VCe Form, CC.5.L.2; Words with Long and Short Vowels, and CC.5.L.2.e; Commonly Misspelled Words T183s CC.5.L.4.c	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T183s CC.5.Rfou.3.a; CC.5.L.2
	Writing ⌚ 15–45 minutes	Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.2.d ☑ Punctuate Titles T183u	Daily Grammar CC.5.L.1; CC.5.L.2 ☑ Capitalize Titles T183u
		Science Vocabulary CC.5.L.6 ☑ Key Words T184–T185 chlorophyll conversation magnify microscope nutrients photosynthesis	Academic Vocabulary CC.5.L.6 ☑ More Key Words T186a–T187 classify determine investigate observe propose specialize
	Fluency CC.5.Rfou.4.b ☑ Model Expression T185a	Reading CC.5.Rinf.2 Read an Interview	
	Power Writing T184 CC.5.W.10 Daily Writing Skills CC.5.W.7; CC.5.W.8 ☑ Evaluate Sources T183w	Comprehension CC.5.Rinf.2; CC.5.SL.1.d; CC.5.SL.2 ☑ Determine Importance T188	
	Writing CC.5.Rinf.2; CC.5.W.2; CC.5.W.10 Write About Main Idea and Details T186	Fluency CC.5.Rfou.4.b ☑ Practice Expression T188	
	Research Project: Animal CC.5.W.4; CC.5.W.5; CC.5.W.6; CC.5.W.8 Plan T207a	Power Writing T186a CC.5.W.10 Daily Writing Skills CC.5.W.7; CC.5.W.8 ☑ Evaluate Sources T183w	
		Writing CC.5.Rinf.2; CC.5.W.2; CC.5.W.10 Write to Identify Details T188–T189	
		Research Project: Animal CC.5.W.4; CC.5.W.5; CC.5.W.6; CC.5.W.8 Research T207a	



		Read Science Articles	Read Nonfiction Books
SMALL GROUP READING TIME			
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.10 Read and Comprehend Informational Text SG16–SG17 Build Comprehension SG17 Use Quotes to Explain Text SG16–SG17	Reading CC.5.Rinf.1; CC.5.Rinf.2; CC.5.Rinf.10; CC.5.Rlit.2; CC.5.SL.a Introduce SG18–SG19 Read and Integrate Ideas SG18–SG21 ☑ Main Idea and Details SG20 ☑ Determine Importance SG20–SG21



		LEARNING STATION TIME	
Learning Station	⌚ 20 minutes		
		Speaking and Listening T183q CC.5.SL.4 Language and Vocabulary T183q CC.5.L.6 Writing T183q CC.5.W.1; CC.5.W.2 Cross-Curricular T183r CC.5.W.7 Reading and Intervention T183r; SG68 CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.Rfou.4.c; CC.5.Rinf.10	

BIG Question What is nature's network?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.1.a; CC.5.SL.2
Preview and Predict T190


Daily Spelling and Word Work CC.5.Rfou.3;
✓ Practice T183t CC.5.Rfou.3.a; CC.5.L.2; CC.5.L.2.e

Daily Grammar CC.5.L.1
✓ Collective Nouns T183v

Vocabulary Practice CC.5.L.6
✓ Expand Word Knowledge T190

Reading CC.5.Rinf.10
Read an Interview T191–T196

Comprehension CC.5.Rinf.2;
✓ Main Idea CC.5.Rinf.10; CC.5.L.6
and Details T192–T196
✓ Determine Importance
T192–T196



Fluency CC.5.Rfou.4.b
✓ Practice Expression, Accuracy, and Rate T192–193

Power Writing T190 CC.5.W.10
Daily Writing Skills CC.5.W.7; CC.5.W.8
✓ Evaluate Sources T183x

Writing CC.5.W.2; CC.5.W.10
Write About Features T197

Research Project: Animal CC.5.W.4; CC.5.W.5;
Research T207a CC.5.W.6; CC.5.W.8

Day 4

Read and Comprehend

Academic Talk CC.5.Rinf.2; CC.5.Rinf.10;
Summarize Reading T198 CC.5.SL.1; CC.5.SL.2


Daily Spelling and Word Work CC.5.L.2.e; CC.5.L.4.c
✓ Practice T183t

Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.2.d
Grammar and Writing T183v

Vocabulary Practice CC.5.L.6
✓ Share Word Knowledge T198

Reading CC.5.Rinf.2; CC.5.Rinf.10
Read an Interview T199–T205

Comprehension CC.5.Rinf.2;
✓ Main Idea and CC.5.Rinf.10
Details T200–T201, T204
✓ Determine Importance
T200–T201, T204
Technical Data T202–203



Fluency CC.5.Rfou.4.b
✓ Practice Expression, Accuracy, and Rate T199

Power Writing T198 CC.5.W.10
Daily Writing Skills CC.5.W.7; CC.5.W.8
✓ Evaluate Sources T183x

Writing CC.5.W.2.a; CC.5.W.10
Write Interview Questions T205

Research Project: Animal CC.5.W.2.a; CC.5.W.4;
Organize T207b CC.5.W.5; CC.5.W.6; CC.5.W.10

Day 5

Review and Apply

Academic Talk CC.5.SL.1; CC.5.SL.1.c; CC.5.SL.1.d
Talk About It T206

Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.2.d
Review T183v

Vocabulary Practice CC.5.L.6
✓ Apply Word Knowledge T205a

Reading CC.5.Rinf.2
Reread an Interview T191–T205

Comprehension CC.5.Rinf.2; CC.5.SL.1; CC.5.SL.1.c;
✓ Main Idea and Details T206a CC.5.SL.1.d

Fluency CC.5.Rfou.4.b
✓ Practice Expression T206a

Power Writing T205a CC.5.W.10
Daily Writing Skills CC.5.W.7; CC.5.W.8
✓ Evaluate Sources T183x

Writing CC.5.W.1; CC.5.W.10
Write About It T206


Research Project: Animal CC.5.W.2.a;
Present T207b CC.5.W.4

Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG18–SG21

Reading CC.5.Rinf.1; CC.5.Rinf.2;
Read and CC.5.Rinf.10;
Integrate Ideas CC.5.Rlit.2;
SG18–SG21 CC.5.SL.a

✓ Main Idea and Details SG20
✓ Determine Importance
SG20–SG21




Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG18–SG21

Reading CC.5.Rinf.1; CC.5.Rinf.2;
Read and CC.5.Rinf.10;
Integrate Ideas CC.5.Rlit.2;
SG18–SG21 CC.5.SL.a

✓ Main Idea and Details SG20
✓ Determine Importance
SG20–SG21


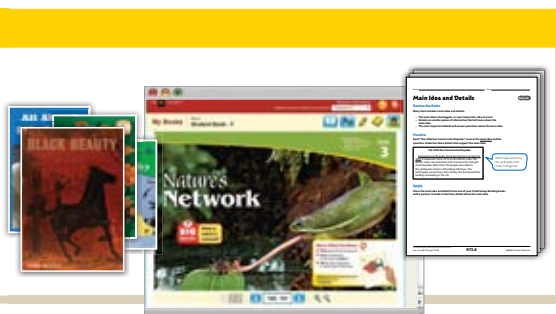


Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through
Wide Reading SG18–SG21

Reading CC.5.Rinf.2
Connect Across Texts
SG21

Writing CC.5.W.10
Choose a Writing Option
SG20–SG21

ASSESSMENT & RETEACHING

Assessment and Reteaching T207c–T207d

✓ Reading Comprehension Test A3.17–A3.20 CC.5.Rinf.2
✓ Reading Strategy Assessment SG3.30–SG3.31 CC.5.Rinf.10
✓ Oral Reading Assessment A3.1–A3.3 CC.5.Rfou.4.b
✓ Vocabulary Test A3.21–A3.22 CC.5.L.6

✓ Spelling Test: Words with Long *a, i, o, u* in VCe Form, Words with Long and Short Vowels, and Commonly Misspelled Words T183s CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e; CC.5.L.4.c
✓ Writing, Revising, and Editing Test A3.23–A3.25 CC.5.W.7; CC.5.W.8
Reteaching Masters RT3.8–RT3.9

Week 3 Learning Stations

Speaking and Listening

Option 1: Present a Food Web



Present a Food Web

- Look at the **Language Builder Picture Cards** of ocean animals.
- Plan a presentation about the ocean food web. Review "Fish of the Future" to help you. Write notes on index cards.

Talk Together

Hold up a picture card to show the part of the food web you are describing.

This is a _____
It is a _____
It eats _____

As you make your presentation, speak slowly and clearly. Answer questions. Ask questions after other presentations.

Sharks eat small sunfish.

Sharks are predators of small sunfish.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 21

Digital Library: Language Builder Picture Cards F36–F39

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

index cards

Report on a Text and Speak Clearly

CC.5.SL.4

Option 2: Jellies' Bellies



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

Have students watch two videos about jellies, choose one of the jellies featured, and present a detailed oral description of their chosen jelly for their partners.

To view the videos, have students go to Resources > Unit 3 > Learning Stations > Week 3 > Jellyfish.

Report on a Topic

CC.5.SL.4

Language and Vocabulary

Key Words

chlorophyll · classify · conversation · determine
investigate · magnify · microscope · nutrients
observe · photosynthesis · propose · specialize

Option 1: Vocabulary Games

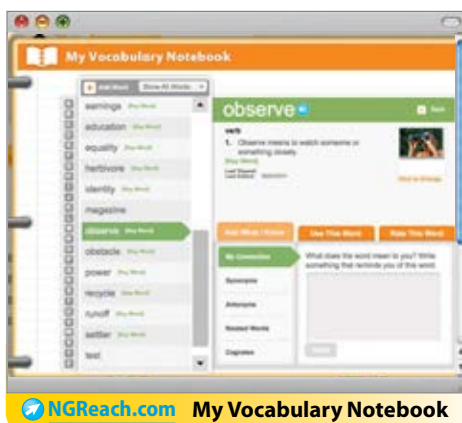


[NGReach.com](https://www.ngreach.com) Online Vocabulary Games

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

Option 2: My Vocabulary Notebook



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

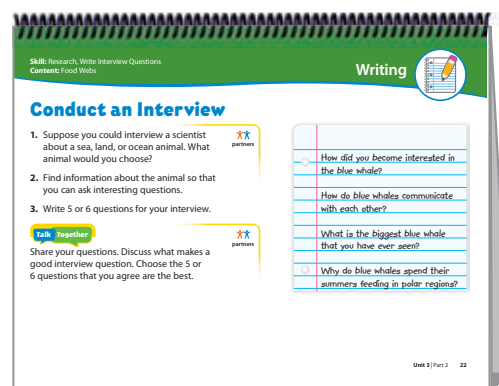
Have students expand their word knowledge. Under Add More Information > Use This Word > Write a Sentence, have students use Key Words in sentences about the Big Question.

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

Writing

Option 1: Conduct an Interview



Conduct an Interview

- Suppose you could interview a scientist about a sea, land, or ocean animal. What animal would you choose?
- Find information about the animal so that you can ask interesting questions.
- Write 5 or 6 questions for your interview.

Talk Together

Share your questions. Discuss what makes a good interview question. Choose the 5 or 6 questions that you agree are the best.

How did you become interested in the blue whale?
How do blue whales communicate with each other?
What is the biggest blue whale that you have ever seen?
Why do blue whales spend their summers feeding in polar regions?

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 22

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

books and magazine articles about animals · encyclopedia

Write Informative/Explanatory Text to Examine a Topic

CC.5.W.2

Option 2: I'd Like to Be ...



Have students consider what it would be like to be a marine biologist and then write opinions about the work they might do.

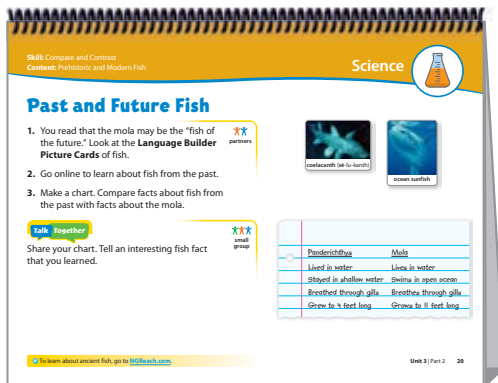
- Ask students to write what they would enjoy most and least about the work.
- Have students share their opinions with partners.

Write Opinions on Topics

CC.5.W.1

Cross-Curricular

Option 1: Past and Future Fish



Science

Past and Future Fish

1. You read that the mola may be the "fish of the future." Look at the **Language Builder Picture Cards** of fish.

2. Go online to learn about fish from the past.

3. Make a chart. Compare facts about fish from the past with facts about the mola.

Talk Together
Share your chart. Tell an interesting fish fact that you learned.

Panderichthys	Mola
Lived in water.	Lives in water.
Stayed in shallow water.	Swims in open ocean.
Breathed through gills.	Breathes through gills.
Grew to 3 feet long.	Grows to 8 feet long.

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 20

Digital Library: Language Builder Picture Cards F37 and F40

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

Student Resources Directory

Conduct Research CC.5.W.7

Option 2: Animal Games



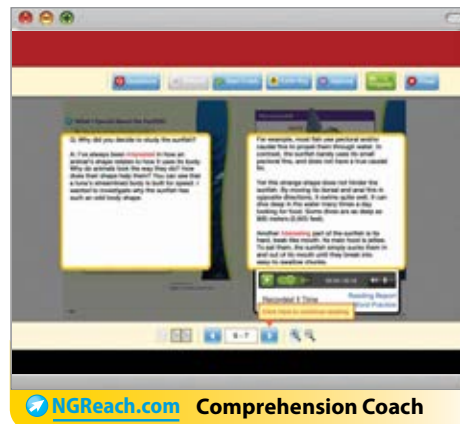
NGReach.com Student Resources

Have students work in pairs and play the Snippy's Adventure game.

- To play the game, have students go to Resources > Unit 3 > Learning Stations > Week 3 > Snippy's Adventure.
- After each partner has played the game separately, have students tell each other facts that they learned from the game.

Reading

Option 1: Comprehension Coach



NGReach.com Comprehension Coach

Read and Comprehend Informational Texts CC.5.Rinf.10
Read with Accuracy and Fluency to Support Comprehension CC.5.Rfou.4

Option 2: Working with Sunfish



NGReach.com Student Resources

Have students visit Tierney Thys's Web site and learn more about her research.

- To visit the Web site, have students go to Resources > Unit 3 > Learning Stations > Week 3 > Tierney Thys.
- Have students write short paragraphs explaining what they learned.
- Have students share and compare their work with classmates.

Read and Comprehend 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 RT3.8–RT3.9.

Additional Resources

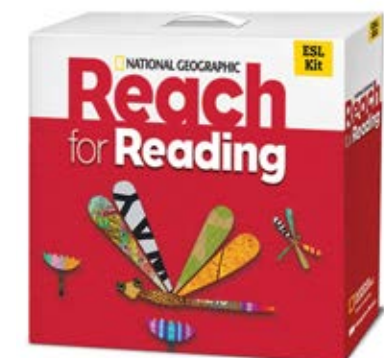
Reach into Phonics



Lessons 40, 41, and 42

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

ESL Kit



ESL Teacher's Edition pages T184–T207

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Ocean Exploration

- ✔ Spell Words with Long *a, i, o, u* in VCe form
- ✔ Spell Words with Long and Short Vowels
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Multisyllabic Words

1. agitate	If you stir up, or agitate , the water in any way, the small school of fish will swim away.
2. attribute	High intelligence is an attribute , or trait, of dolphins.
3. biome	An ocean biome is a complex environment filled with diverse plants and animals.
4. canine	The Dog Snapper is a reef fish with large canine teeth to bite its victims.
5. clone	If I could clone my hermit crab, I would have a second crab that is an exact copy of the first one.
6. despise	I despise the fact that people throw their trash on the beach, so I pick it up and throw it away.
7. fascinate	I can't look away because moray eels fascinate me.
8. graze	Sea turtles graze on seagrass, nibbling bits all day long.
9. hibernate	Animals use less energy when they hibernate than when they are active and searching for food.
10. introduce	Our teacher knew the diver and introduced us to her.
11. intrude	Don't intrude because the scientist wants to be alone.
12. pesticide	A pesticide not only kills garden pests, but the runoff can flow into the ocean and poison the sea life.
13. provoke	Don't provoke a crab or it will get mad and pinch you!
14. vile	The vile , awful smell from the oil spill made me sick.
15. wholesome	The movie about whales was wholesome for children since it proper and decent.

Watch-Out Words

16. choral	The choir sang choral music at the aquarium's opening.
17. coral	We saw fish swim all around the rocky coral reef.
18. chorale	The choir sang a special song called a chorale .
19. corral	After their song, the choir director tried to corral the children together like a herd of cattle.

Long Vowels

Day 2



Option 1

MATERIALS

index cards, 15 per group of students

Teach

- Display the word *intrude*. Divide the word and point out the syllables *in/trude*. Write VCe under the letters *ude* to indicate the VCe pattern and draw an arrow from *e* to *u*. Explain: *When a word or syllable ends with a consonant followed by e, the vowel before it is usually long.*
- Display the word *whole/some* and underline *whole*. Explain that in this word, only the first syllable follows the pattern.

Prepare

Arrange students in groups of three. Have students collaborate to print each of the first 15 spelling words on a separate index card and stack the cards face down.



Play a Game

- Have players take turns choosing a card.
- Player 1 reads aloud the word. Player 2 spells the word without looking at it. Player 3 identifies the long vowel(s) and tells the sound that the long vowel(s) make.
- Students take turns choosing cards, spelling words, and identifying long vowels, until all of the words have been spelled correctly.
- Players check that other players' responses are correct.
- Have students keep the index cards for use on Day 3.

Apply Phonics Skills

CC.5.Rfou.3

Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words

CC.5.Rfou.3.a

Plan a Commercial

Day 2



Option 2

Write a Script

- Have partners write a script for a commercial using as many spelling words as possible, including the Watch-Out Words. Tell them to underline the spelling words.
- Allow partners time to rehearse their scripts, and then have pairs perform their commercials.

Do you have trouble sleeping? Well, worry no more! We're here to introduce something that will fascinate you. It's a wholesome snack that you'll want to graze on all day. It will even help you relax before bedtime. Our new snack is called the Canine Cookie. Its natural ingredients are grown in a coral reef biome. Once you sink your teeth into this tasty snack, nothing will provoke or agitate you again. In fact, you will be so relaxed that you'll want to curl up in your bed and hibernate. Never lose sleep again!

Demonstrate Command of Spelling

CC.5.L.2



What's the Pattern?

Day 3



Option 1

MATERIALS

index cards, 15 per pair of students (or cards from Day 2) • one red and one blue marker and one dictionary, per pair of students

Teach

Display and read the word *introduce* and circle *in*. Divide the word and point out the syllables *in/tro/duce*. Explain: *When a syllable ends with a consonant, the vowel is usually short.*

Prepare

Have partners collaborate to print each of the first 15 spelling words on separate index cards or reuse the cards from Day 2.



Play a Game

- Have Partner 1 choose a word and read it aloud.
- Partner 2 writes the word. If a short vowel is present, Partner 2 underlines the short vowel with a blue marker. If a long vowel is present, the student underlines the long vowel with a red marker.
- Have partners check that each word is spelled correctly and that long and short vowels are correctly identified, checking a dictionary if necessary.
- Have partners take turns choosing and spelling words until all words have been correctly spelled.

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

Homophone Help

Day 3



Option 2

Write Tongue Twisters

- Have students write tongue twisters to help them remember the spelling and meaning of each Watch-Out Word.
- Have students consult a dictionary to be sure they are using the correct Watch-Out Words for the context, and that they are spelling the words correctly.
- Have students share their tongue twisters with the class and spell each Watch-Out Word.

Can the Coral Reef
 Cowboys sing a chorale
 while they corral a
 crowd of cows?

Demonstrate Command of Spelling CC.5.L.2
 Consult References CC.5.L.2.e

Oh No!

Day 4



Option 1

MATERIALS

index cards, 15 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 groups shuffle all the cards, including the "Oh no!" cards, and place them face down in a stack.
- Have players take turns selecting a card and reading it aloud to the person on his or her right.
- That player spells the word. If it is correct, the speller keeps the card. If not, it goes back in the stack.
- If a student draws an "Oh no!" card, all the cards he or she has gathered go back in the stack.
- When time is called, the player with the most cards wins.

Spell Grade-Appropriate Words CC.5.L.2.e

Fishy Mobile

Day 4



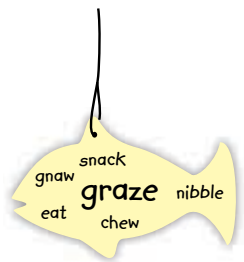
Option 2

MATERIALS

thesaurus, one per pair of students • index cards, 10 per pair of students • scissors • coat hanger • yarn • colored pencils • hole punch

Prepare

- Have pairs cut out each card in the shape of a fish and punch a hole at the top.
- Have students cut ten pieces of yarn of various lengths. Tell them to thread the yarn through the holes and tie the yarn so that the fish are secure.



Make a Mobile

- Have pairs choose ten spelling words and work together to write each one in the center of a fish.
- Have partners collaborate to look up each spelling word in a thesaurus and write several synonyms around the word and on the back of the fish.
- When all the cards have been completed, have students tie them onto a coat hanger for display.

Spell Grade-Appropriate Words CC.5.L.2.e
 Consult Print References CC.5.L.4.c

OBJECTIVES

Thematic Connection: Ocean Exploration

- ✔ Capitalize and Punctuate Titles of Works
- ✔ Use Collective Nouns

COMMON CORE STANDARDS

- Demonstrate Command of Grammar and Usage CC.5.L.1
- Demonstrate Command of Capitalization, Punctuation, and Spelling CC.5.L.2
- Punctuate Titles with Underlining, Quotation Marks, and Italics CC.5.L.2.d

Day 1

PROGRAM RESOURCES

Punctuate Titles: eVisual 3.22

MATERIALS

markers or chips, 1 per group of students

Teach the Rules

Use the suggestion on page T186 to introduce punctuating titles. Then display **eVisual 3.22** to teach the rules.

Punctuate Titles

- | | |
|---|---|
| <ul style="list-style-type: none"> • On a computer, <i>italicize</i> titles of books, plays, movies, and TV series. | <p><i>Birds of the World</i>
<i>The Last Lions</i></p> |
| <ul style="list-style-type: none"> • If you are handwriting a title of a book, play, movie, or TV series, <u>underline</u> it. | <p><u>Holes</u></p> |
| <ul style="list-style-type: none"> • Use quotation marks for titles of: poems, short stories, magazine and newspaper articles, chapters of a book, and episodes of a TV series. | <p>"The Shell"
"Shark Encounter"
"Chapter 2: Clams"
"Secrets of Whales"</p> |

NGReach.com Punctuate Titles: eVisual 3.22

Play a Game

Have groups use the words listed below to play a game. Explain:

- *Work with your group to draw a grid with ten boxes. Write one title category in each square.*
- *Take turns tossing a marker onto the grid. Write a real or made-up title for the category your marker lands on. Punctuate it correctly.*
- *If other players agree that you have used correct punctuation, score a point. The player with the most points after four rounds wins.*

magazine article	short story	TV episode	poem	book
newspaper article	book chapter	TV series	movie	play

Differentiate

BL Below Level

ISSUE Students confuse the rules for different title types.

STRATEGY Stretch out your arms: *italicize titles of longer works*. Make "air quotes" with your fingers: *Use quotation marks for shorter works*. Have students repeat your motions and name real titles.

Day 2

PROGRAM RESOURCES

Capitalize Titles: eVisual 3.24

Game: Practice Master PM3.20

MATERIALS

large paper clips • index cards

Teach the Rules

Use the suggestion on page T189 to introduce capitalizing titles. Display **eVisual 3.24** to teach the rules.

Capitalize Titles

- | | |
|---|--|
| <ul style="list-style-type: none"> • Capitalize all words in a title other than articles, coordinating conjunctions, and prepositions of fewer than five letters (such as <i>to, into, of, on</i>). | <p>"The Flying Fish That Flew into the Boat"</p> |
| <ul style="list-style-type: none"> • Capitalize the first and last words in a title. | <p>Far from Shore
"Into the Water"</p> |

NGReach.com Capitalize Titles: eVisual 3.24

Play a Game

Distribute paper clips and **Practice Master PM3.20**.

Have partners play "Spin for the Title."

Name _____ Date _____

Grammar Game


Spin for the Title

Directions:

1. Play with a partner. Take turns.
2. Spin the paper clip. Punctuate and capitalize the title that you land on.
3. Win two points for correct punctuation and capitalization. Subtract one point for incorrect punctuation or capitalization. Spin again if you land on a title that has already been written correctly.
4. After all titles have been used, the partner with more points wins. "Atlantic Ocean Fisheries in Trouble"

Make a Spinner

1. Place one loop of a paper clip over the center of the circle.
2. Push a sharp pencil through the loop and the paper.
3. Spin the paper clip around the pencil.



For use with TE 3, TE 4c PM3.20 Unit 3 | Nature's Network

NGReach.com Practice Master PM3.20

Differentiate

SN Special Needs

ISSUE Students forget which words should not be capitalized.

STRATEGY Give students index cards, and have them write each term—*articles, coordinating conjunctions, prepositions*—at the top of a card in all lowercase letters. Guide students in listing examples of each type of word. To reinforce the capitalization rules, have students make sure all the letters are lowercase. Have students use their cards as guides when they play the game.



Day 3

PROGRAM RESOURCES

Collective Nouns: eVisual 3.26

MATERIALS

index cards, 12 per group of students

Teach the Rules

Use the suggestion on page T197 to introduce collective nouns. Display eVisual 3.26 to teach the rules.

Collective Nouns

<ul style="list-style-type: none"> A collective noun names a group of people, animals, or things. 	community, jury, herd, flock, crowd, convoy
<ul style="list-style-type: none"> When the collective noun refers to a group acting as one, use a <u>singular verb</u>. 	A majority <u>wants</u> to study salmon.
<ul style="list-style-type: none"> When the collective noun shows members of a group acting separately, use a <u>plural verb</u>. 	The majority of salmon <u>make</u> it up the fish ladder.

NGReach.com Collective Nouns: eVisual 3.26

Play a Game

Display the word bank. Distribute index cards. Explain the game:

- Make a word card for each listed word. Stack the cards face down.
- Taking turns, draw a card and tell whether the noun is collective. Then use the noun to write a sentence.
- Score one point if you correctly identify the noun and one point if your group agrees that your sentence is correct. Play until one player has six points.

boat	family	team	experiment	cave	crowd
whale	class	shark	committee	flock	ocean

Differentiate

EL English Learners

ISSUE Students lack sufficient English vocabulary to make a sentence with certain collective nouns.

STRATEGY Before the game, have students use a dictionary to look up unfamiliar words in the word bank. Have them write a sentence for each unfamiliar word and refer to their sentences for help during the game.

Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM3.21

Grammar and Writing

Distribute **Practice Master PM3.21**. Have students use editing and proofreading marks to correct errors with titles of works and collective nouns.

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 punctuation and capitalization of titles
- correct agreement of verbs with collective nouns

Editing and Proofreading Marks	
^	Add.
↵	Take out.
≡	Capitalize.
/	Make lowercase.
—	Italicize or underline.

I am fascinated by sharks. When our family ^{CS}go to the city aquarium, I head straight to the shark exhibit.

I started liking sharks when I saw the movie ^{CS}"Jaws." Now I take a class about sharks at the aquarium, and I learn from realistic TV shows like ^{CS}Shark men. My favorite episode is ^{CS}Blood in The Water. It is about a team that ^{CS}try to capture and study a great white shark.

Our class ^{CS}are reading a book called ^{CS}"Great white sharks." I like a chapter called ^{CS}Status about why sharks are endangered. If more people read that chapter, they might try to protect sharks.

For use with TE, T183v PM3.21 Unit 3 | Nature's Network

NGReach.com Practice Master PM3.21

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A3.23–A3.25

Review and Assess

Have partners copy the following chart. Explain: *In column 2, write rules for each type of title. In column 3, write sample titles. Two titles must have collective nouns. One must have a verb.*

book		
movie		
TV series		
magazine article		
chapter of book		

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

Week 3 Daily Writing Skills

OBJECTIVE

Thematic Connection: Ocean Exploration

Evaluate Sources

COMMON CORE STANDARDS

Conduct Research
Gather Information

CC.5.W.7
CC.5.W.8

Introduce Evaluating Sources Day 1

PROGRAM RESOURCES

Web Site URLs: eVisual 3.23

Teach the Skill

Introduce: *When doing research, it is important to use reliable sources.*

Explain the qualities of a reliable print or online source:

- If online, the author is an expert and/or a reliable organization manages the Web site. If print, the author is an expert, and the publisher is reputable.
- The purpose is to give objective information.
- The book publication date or the last update for the Web site is current.
- Another reliable source confirms the information.

Then explain: *Sources from the government and from schools are generally reliable. Other sources may be reliable as well. However, it is up to you to make sure they have the qualities listed above.*

Display and discuss **eVisual 3.23**. Remind students that knowing the author or the organization that maintains the site will help them determine whether a Web site is reliable.

Web Site URLs

URL Ending	Web Site Manager
.gov	the federal government
state abbreviation followed by .us	a state government (e.g., .tx.us for Texas)
.edu	a school, college, or university
.com, .net, or .org	a business or an individual

Web Site URLs: eVisual 3.23

INTERACTIVE WHITEBOARD TIP: Highlight the extension of each type of Web site as you discuss it.

Encourage students to suggest names of reliable sources in each category. Begin a list of reliable sources, such as **www.nasa.gov**.

Point out that it is also important to decide if a source is primary or secondary. Explain: *A primary source comes from an eyewitness, someone who experienced what he or she is writing about. A secondary source comes from someone who learned information through research.* Point out that a secondary source can be just as reliable as a primary source, as long as its information is accurate.

Evaluate Print Sources Day 2 Option 1

PROGRAM RESOURCES

Print Sources: eVisual 3.25

Practice

Ask groups to imagine they are researching the Gulf Stream, the warm ocean current that flows from the Gulf of Mexico to the Atlantic Ocean. Display **eVisual 3.25**. Then have groups answer the questions below.

Print Sources

Oresena, Erik E. *Portrait of the Gulf Stream: In Praise of Currents*. London: Armchair Traveler, Haus Publishing, 2008.

Heiligman, Deborah. *The Mysterious Ocean Highway: Benjamin Franklin and the Gulf Stream*. Austin: Steck-Vaughn, 1999.

Ulanski, Stan, PhD. *The Gulf Stream: The Powerful River in the Atlantic*. Chapel Hill: University of North Carolina Press, 2008.

Print Sources: eVisual 3.25

INTERACTIVE WHITEBOARD TIP: Circle the publication date of each book.

- Which source might be too old to use for your report?
- Why might a travel book not be a reliable source for a science report?
- Why is the third source probably reliable?

Identify Reliable Sources Day 2 Option 2

MATERIALS

novels • nonfiction books • encyclopedia • magazines • newspapers • access to Web site pages or print-outs thereof

Introduce

Remind students of the qualities of a reliable source that they learned on Day 1.

Practice

Ask partners to find three reliable books, articles, or other print sources for a report on tsunamis. Have them write a sentence or two that provides reasons why each source seems reliable.



SUGGESTED PACING

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

Evaluate Online Sources

Day 3



Option 1

PROGRAM RESOURCES

Online Sources: eVisual 3.27

Introduce

Display **eVisual 3.27**. Ask partners to imagine they are researching scuba-diving equipment.



Online Sources

National Oceanic and Atmospheric Administration. "Scuba Diving: Essential Equipment." February 2, 2006. <http://oceanexplorer.noaa.gov/technology/diving/scuba/scuba.html>.

National Association of Underwater Instructors (NAUI). "The Latest Gear for Scuba Divers." September 17, 2011. <http://www.nauai.org/gear.aspx>.

Diverse Divers Equipment Supply Company, Inc. "The Best Scuba-Diving Equipment." December 12, 2011. <http://www.diversedivers.com>.



Online Sources: eVisual 3.27



INTERACTIVE WHITEBOARD TIP: Circle the extension of each Web site.

Practice

Have partners evaluate the reliability of each source and write a sentence about it that includes their reasoning.

Evaluate Online Sources

Day 3



Option 2

Practice

Have each student copy the chart below and fill in the *Reliable or Not?* column for the first source. In the second row, have students make up a plausible unreliable source that they might find online and explain why it is unreliable.

Site/URL	Reliable or Not?
Walsh, Bryan. "Ripple Effects After an Offshore Oil Rig Explosion." <i>Time</i> . April 24, 2012. http://www.time.com/time/health/article/0,8599,1984338,00.html	

Classify Sources

Day 4



PROGRAM RESOURCES

Classify Sources: eVisual 3.29

Practice

Display **eVisual 3.29**. Have students classify each source as primary (sources 2 and 3) or secondary (source 1). Then tell each student write a paragraph comparing and contrasting the reliability of the sources.



Classify Sources

Sahlman, Rachel. "Jacques Cousteau." *Spectrum Home & School Network*. March 14, 2011. <http://www.incwell.com/Biographies/Cousteau.html>.

Cousteau, Jacques and Alexis Sivirine. *Jacques Cousteau's Calypso*. New York: H. N. Abrams, 1983.

Cousteau, Jean-Michel and Daniel Paisner. *My Father, the Captain: My Life with Jacques Cousteau*. Washington: National Geographic, 2010.



Classify Sources: eVisual 3.29



INTERACTIVE WHITEBOARD TIP: Circle the names of the authors.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.23–A3.25

Review the Skill

Display the following primary account of an expedition. Have small groups of students list the qualities of a reliable source that they learned on Day 1. Then have them use the list to evaluate whether the following source would be reliable to use for a research project.

Woods Hole Oceanographic Institution. "Live from the Poles: Arctic Sea Floor Expedition." *Polar Discovery*. July 1–August 10, 2007. <http://polardiscovery.whoi.edu/expedition2/index.html>.

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

OBJECTIVES

Thematic Connection: Ocean Exploration

- Use Domain-Specific Words
- Determine Main Ideas and Supporting Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 3
- Picture Dictionary
- Unit Concept Map: Practice Master PM3.1
- Tree Diagram: Practice Master PM3.19

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 3.21

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- Determine Main Ideas of Text CC.5.Rinf.2
- Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing


- Write Informative/Explanatory Texts to Convey Information CC.5.W.2
- Write Over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

- Discuss Topics, Building on Others' Ideas CC.5.SL.1

Language and Vocabulary

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



WARM-UP

Ask: *What are some plants, insects, and animals you have seen near your home?*
 Display a list in the classroom. (Possible responses: grass, ants, birds) *How are these living things connected?* (Possible response: A tree gives shelter to a bird.)

Academic Talk

1 Engage in Conversation Anthology page 184

Read aloud the instructions. Play the **Sing with Me Language Song**: “Why Are Bees Special?” Explain: *When you have a **conversation**, you talk about a topic. You share your opinions and ideas, listen, and build on what others say.*

Explain that people engaging in conversation often ask questions. Model identifying a place in “Why Are Bees Special?” where Jaime asks Josie to share her opinion, such as lines 3–4. Have students identify another example.

Have pairs hold conversations about living things they have seen. Remind students to express their ideas and opinions and ask questions to about their partners’ ideas.

Science Vocabulary

2 Key Words Anthology page 185

Explain and model using **Vocabulary Routine 1** and the diagram on **Student eEdition** page 185 to learn the Key Words.

- **Pronounce the word** and point to the word or image: **microscope**.
- **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 **microscope** is a tool that makes very small things look larger.
- **Elaborate**. Relate the words to your experience: I used a **microscope** in science class to **magnify** tiny bacteria.

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


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

Have partners take turns repeating the routine for each word using page 185. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

chlorophyll · magnify · microscope
 nutrients · photosynthesis



My Vocabulary Notebook

observe

Observe means to watch someone or something closely.

What does the word mean to you? Write something that reminds you of the word.

NGReach.com My Vocabulary Notebook



Language Frames

- Why do you feel _____?
- What do you think _____?

Engage in Conversation

Listen to Jaime and Josie's conversation. Then use **Language Frames** to talk with a partner about the importance of small things in nature.

Why Are Bees Special? Dialogue (MP3)

- Jaime:** You have so many bees! Where do they all live?
Josie: I build beehives for them. We can move closer to see one.
Jaime: I think I'll stay here. Why do you feel it's important to work with bees?
Josie: Bees are important to the food web. They help plants grow.
Jaime: How do bees do that?
Josie: They spread pollen from plant to plant as they look for food inside flowers. Plants need pollen to make seeds.
Jaime: What do you think is the most interesting thing about bees?
Josie: They communicate by dancing. I like to watch them do a waggle dance.
Jaime: When do they do that dance?
Josie: They do a waggle dance to show each other how to get to a good source of food.
Jaime: Who makes sure they have enough food?
Josie: Bees don't need help with that. They can start a hive wherever there are flowering plants nearby.

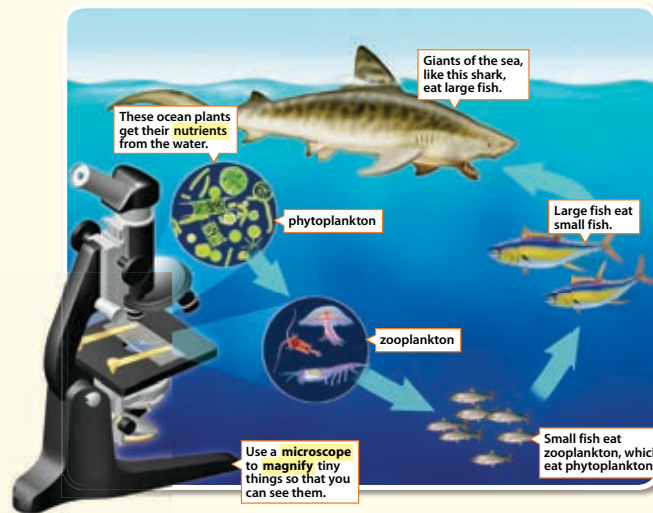


Science Vocabulary

- Key Words**
- chlorophyll
 - magnify
 - microscope
 - nutrients
 - photosynthesis

Key Words

The sun helps plants, including those in the ocean, make food. This is called **photosynthesis**. **Chlorophyll** in plants changes the sun's energy into food. Look at this diagram. Use **Key Words** and other words to talk about an ocean food chain.



Talk Together

How do tiny things fit into nature's network? With a partner, try to use **Language Frames** and **Key Words** to have a conversation about this question.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 184–185

3 Talk Together Anthology page 185

Review the ocean food chain on **Anthology** page 185 with students and explain that each organism is an important part of the chain. Point out the images of phytoplankton and zooplankton and explain that they have been magnified because otherwise they would be too small to be visible.

Ask: *How are tiny things like **nutrients** or **chlorophyll** related to larger plants or animals? What do you think would happen to sharks if phytoplankton didn't have enough **nutrients**?* Have students discuss the questions in pairs. Ask volunteers to share ideas or questions from their conversations with the class.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As partners share ideas or questions in their conversations, listen for correct usage of the Key Words.

If students use words incorrectly, ask questions about the words, such as the following:

- *What things in food help plants and animals survive?* (**nutrients**)
- *Which word means "to make something appear larger"?* (**magnify**)
- *What helps plants make food?* (**chlorophyll**)

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T183w–T183x)
- ✓ Power Writing (T184, T186a, T190, T198, T205a)
- ✓ Writing (T186, T188–T189, T197, T205, T206)
- ✓ Research Project (T207a–T207b)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

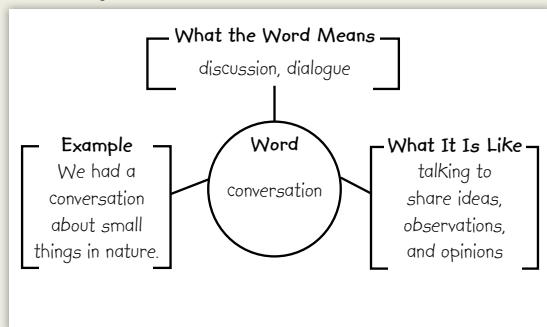
chlorophyll/clorofila *magnify/magnificar*
microscope/microscopio *nutrients/nutrientes*
photosynthesis/fotosíntesis

BL Below Level

ISSUE Students struggle with the concepts of science words.

STRATEGY Review the words using photos, definitions, and examples from the **Picture Dictionary** that begins on **Anthology** page 660.

Word Map



Fluency

Model Expression Explain the concept: *Reading with expression means that you use your voice to convey feeling as you are reading text. You can use punctuation as a guide for when to read more quickly or slowly, or when to change your voice when there is an exclamation or question.* Model reading with expression using the first paragraph of “Small Size, Big Help: Pollinators.” Have students practice reading aloud the dialogue on **Anthology** page 184.

Comprehension

4 Main Idea and Details Anthology page 186

Read aloud the first paragraph on page 186. Use a Word Map to review the term **conversation**. Instruct: *As I read aloud, think about what the main ideas are.* Then display **eVisual 3.21** and read aloud “Small Size, Big Help: Pollinators.”



Read Aloud

Informational Text

Small Size, Big Help: Pollinators

Josie is a beekeeper. She and Jaime are having a **conversation** about bees. Jaime wants to **investigate** bees and **observe** how they behave. Josie tells Jaime that one very important thing bees do is help plants grow. Jaime asks, “How can bees help plants grow?” Josie says that bees are pollinators. They spread pollen from plant to plant as they look for food.

Jaime asks, “How does pollination work?” Josie explains that pollination occurs when pollen from the male part of one flower is moved to the female part of another flower and fertilizes it. Flowers rely on the wind and animals to move pollen. Once pollinated, flowers can make fruit and seeds that can be used as food by animals. When planted, the seeds can grow into new plants.

Jaime asks, “Are there pollinators other than bees?” Josie explains that butterflies, flies, beetles, small birds, and even bats are also pollinators. Just like bees, they play an important part in helping plants grow. Without pollinators, fewer fruits, vegetables, and nuts would grow for wildlife and people to eat.

[NGReach.com](https://www.ngreach.com) Read Aloud eVisual 3.21



INTERACTIVE WHITEBOARD TIP: Circle key ideas that indicate the main idea.

5 Map and Talk **Anthology** page 186

After students read how to use a tree diagram, ask them to identify the main idea in the **Read Aloud**. (Bees help plants grow.) Ask students to identify another detail from the **Read Aloud** that supports this main idea. (When seeds are planted, they grow into new plants.)

6 Talk Together **Anthology** page 186

As one partner explains why a small animal or plant is important, have the other use **Practice Master PM3.19** to make a tree diagram of the explanation.

Check & Reteach

OBJECTIVE: Determine Main Ideas and Supporting Details

As partners interview each other, check for understanding of main ideas and details with prompts: *What is the main idea of your conversation? What details support the main idea?*

If students have trouble identifying details, ask them to explain how their partner answered the question, “What small plant or animal do you think is important?” Ask: *What questions could you ask to learn more? The answers are the details that support the main idea.*



Main Idea and Details

When someone gives you information, they sometimes give you the big idea, or main idea. Then you ask questions to get the details.

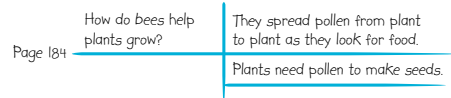


Map and Talk

You can use a tree diagram to keep track of the main idea and details in a conversation. Here's how you build one.

Start with the main point, or main idea, of the section. Write it next to the page where it appears. List the important details.

Tree Diagram



Talk Together

Interview your partner about a small plant or animal he or she thinks is important. Use a tree diagram to keep track of the main idea and details.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T183s

Daily Grammar ✓

Point out the instruction sentence on **Anthology** page 187. Explain that quotation marks are used to indicate the titles of the readings. Then use page T183u to teach punctuating titles of works.

Daily Writing Skills ✓

Explain that it is important to use reliable sources when you are writing a report or informational article. Then use page T183w to teach how to evaluate reliable sources.

Writing

7 Write About Main Idea and Details

Introduce: *Now you will write a paragraph to summarize the main idea and details of your interview in **Talk Together**.* Model the process using the **Read Aloud**.

Think Aloud

First, I write the main idea.

Next, I write some details that support the main idea.

Write

Pollinators help plants grow by spreading pollen.

Flowers need pollen to make food. Bees, butterflies, flies, beetles, small birds, and bats are pollinators.

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

Have students use the tree diagrams they prepared in **Talk Together** to help them write about their partner's ideas. Have students share their paragraphs in small groups and add them to their Weekly Writing folders.

WRAP-UP

Remind students that they read about sharks and plankton in one of today's readings. Have pairs discuss roles both organisms play in nature's network. Have students add ideas to their unit concept maps.

Name _____ Date _____

Tree Diagram

Small Things, Big Idea!

Use the tree diagram below to track the details your partner gives about why a small plant or animal is important.

Main Idea	Details
Possible response: Earthworms are important.	Possible response: Earthworms break down rotting plants. Possible response: Earthworms leave small holes behind giving soil air and drainage. Possible response: Earthworms bring nutrients up from underground to where plant roots can reach them.

Have your partner review your tree diagram and make suggestions for possible additions.

OBJECTIVES

Thematic Connection: Ocean Exploration

- Use Academic Words
- Determine Importance to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3

TECHNOLOGY ONLY

Sing with Me MP3

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 a living thing that they would like to research.

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

COMMON CORE STANDARDS

Reading

Determine Main Ideas of Text CC.5.Rinf.2
Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

Write Informative/Explanatory Texts to Convey Information CC.5.W.2
Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Review Key Ideas CC.5.SL.1.d
Summarize Oral Information CC.5.SL.2

Language and Vocabulary

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

WARM-UP

Have groups list different insects and discuss each insect's role in food chains. Tell students that today they will be reading about a predator that eats bees.

Academic Talk

1 Review Key Ideas

Explain that when students engage in discussion, they can listen for a speaker's key, or important, ideas. Elaborate: *Key ideas are different than main ideas because they aren't part of a text. They emerge as part of a discussion about a topic. Sometimes, you recognize the key ideas in a discussion only after the discussion has taken place.* Replay the **Sing with Me Language Song**: "Why Are Bees Special?" and model how to determine and review key ideas.

- *I hear Josie builds beehives. This may or may not be a key idea. I'll keep listening.*
- *Later, Josie says that bees are important to the food web. This sounds like a key idea. Josie uses the word important and gives details to explain how bees help plants.*

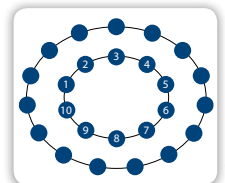
Have students identify and review more key ideas from the dialogue.

Then have students review "Living Links" on pages 177–181.

Have students share and review key ideas. Use a **Fishbowl**:

- Students on the inside choose one desert animal and discuss how it is special.
- Students on the outside review the speakers' key ideas.
- Groups reverse positions and repeat for a different animal.

For **Fishbowl**, see page BP45.



Fishbowl

Academic Vocabulary

2 More Key Words Anthology page 187

Instruct: *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:** **classify**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** When you **classify** things, you put them into groups.
- **Elaborate.** Relate the word to your experience: Scientists **classify** consumers as herbivores, carnivores, and omnivores based on the type of food they eat.

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

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

Key Words

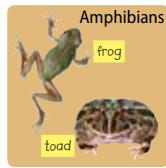
classify · investigate · observe
propose · specialize

More Key Words

Use these words to talk about "Fish of the Future" and "Phyto-Power!"

classify

(klay-si-fi) verb



When you **classify** things, you put them into groups based on their similarities.

investigate

(in-ves-te-gat) verb



When you **investigate** something, you try to find out more about it.

observe

(ub-zerv) verb



Observe means to watch someone or something closely. The hikers **observe** birds in the tree.

propose

(pri-pōz) verb



Propose means to suggest something, such as an idea or plan. He **proposes** the blue one.

specialize

(spe-shu-līz) verb



To **specialize** is to learn or know a lot about one thing. He **specializes** in fixing bicycles.

Talk Together

Use a **Key Word** to write a question. Your partner uses a different **Key Word** to answer the question. Use each **Key Word** twice.

Questions	Answers
What animals would you like to investigate?	I propose that we learn more about ocean organisms.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 187

Have partners use page 187 to take turns repeating the routine for each word. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 187

Have partners take turns writing questions for their partners to answer. Have pairs read aloud the questions and answers to each other. 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 3** for translations in seven languages. Use cognates for Spanish speakers:

classify/clasificar *investigate/investigat*
observe/observar *specialize/especializarse*

SN Special Needs

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

STRATEGY Have students name other words related to their interests and add them to **My Vocabulary Notebook**, using definitions from online or print resources. Then prompt them with questions, such as: *Why do you like to investigate _____? What do you observe?* Have students use both Key Words and their added words together in sentences.

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners take turns writing and reading their questions and answers, listen for correct usage of the Key Words.

If students use words incorrectly, ask questions that use the words. Have students respond using the Key Word, for example:

- *What are some things in nature that you can **classify**?* (Possible responses: You can **classify** types of rocks, birds, and plants.)
- *If you visit a forest, what can you **observe**?* (Possible response: You can **observe** different kinds of trees and the birds, animals, and insects that live in them.)

Wordbench

determine
[dī-tur-mun]
determined determining
Meaning: to figure out or decide

Fluency

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

Comprehension

4 Learn to Determine Importance Anthology page 188

Use a Wordbench to teach the term **determine**. Explain: *Today we are going to learn how to determine the main idea of a text or image.*

Project **Student eEdition** page 188 and read aloud the instructions. Remind students that the main idea is the big idea or the main point of the text or image. Supporting details tell more about the main idea. Explain: *To help you determine the main idea, use the following techniques:*

- *Think about what all the details in the text or image have in common.*
- *Turn the title or heading into a question and try to answer that question*

Point to details in the illustration as you model how to determine the main idea:

- *I will turn the large heading into a question: What type of store is Your Getaway?*
- *First I study the words in the heading. Getaway is another word for a trip.*
- *Then I notice how the mannequins are dressed: for skiing, for the beach, and for camping. These are all things people do for recreation.*
- *The main idea of the image is that Your Getaway is a travel and recreation store.*

5 Talk Together Anthology page 189

Read aloud the instructions. Have two volunteers read aloud the first question and answer in the interview. Then go over the sample note about main idea and details. Ask: *How does identifying main ideas help you remember information you read or hear?* (Possible response: I use my own words to summarize a main idea, so the idea is easier to remember.)

Partners read the rest of the interview and pause to identify main ideas and supporting details. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Determine Importance to Comprehend Text 

Monitor comprehension as students identify main ideas and details in “All About Bee-Eaters.”

If students cannot determine the importance of information, use prompts, such as these:

- *What details do we learn about what bee-eaters eat?*
- *What is most important about those details?*

Writing

6 Write to Identify Details

Introduce: *We are going to write a paragraph about how the title and important details from a text help us to determine a main idea.* Model the process using the dialogue “Why Are Bees Special?” on page 184.



Learn to Determine Importance

To determine what's important, focus on what matters. One way to do this is to find the **main idea**, or what something is mostly about.

Look at the picture of the store window. What is the main idea of the picture? Look for **details** to support your main idea.



When you read, you can identify the **main idea and details**, too.

How to Identify Main Idea and Details

- | | | |
|--|--|--|
| | 1. Think about the title. Turn the title into a question. | My question is _____. |
| | 2. Look for information that answers your question. These are the details. | Detail #1 is _____.
Detail #2 is _____. |
| | 3. Think about how the details answer your question. The answer is your main idea. | The main idea is _____. |

188

Language Frames

- My question is _____.
- Detail #1 is _____.
- Detail #2 is _____.
- The main idea is _____.

Talk Together

Read Jaime's interview. Read the sample. Then use **Language Frames** to tell a partner about other main ideas and details.

Interview

All About Bee-Eaters

Jaime: I know you are a bird expert. What can you tell me about the bee-eater?

Dr. Amos: Bee-eaters are birds. They are easy to see. Males and females are all brightly colored.

Jaime: Where does the bee-eater live?

Dr. Amos: All the different kinds of bee-eaters make their homes in different areas. They are found in Europe, Asia, Africa, and Australia.

Jaime: I think I know why the bird is called the "bee-eater." Does it eat bees?

Dr. Amos: Of course! It also gets **nutrients** from eating wasps and other bugs.

Jaime: How do you know so much about bee-eaters?

Dr. Amos: I **specialize** in bee-eaters. I **investigate** them by **observing** them in the places where they live. First, I **classify** them, and then I write about them.

"My question is, 'What is the bee-eater?'"
Detail #1 is the bee-eater is a bird.
Detail #2 is it is brightly colored.
The main idea is the bee-eater is a brightly colored bird."



← A good place to ask a question about a main idea

189

Anthology
pages 188–189

Think Aloud

First, I write the question I asked based on the title.

Then I write about what the details have in common.

Finally, I explain how these details helped me to **determine** the main idea.

Write

My question is the same as the title of the interview: "Why Are Bees Special?"

One detail is that bees spread pollen. Another detail is that plants need pollen to make seeds.

These details are all about how bees help plants. The answer to the question of the title is that bees are special because they help plants make seeds.

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

Have partners write about how important details helped them determine the main idea of "All About Bee-Eaters." Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

Daily Language Arts

Daily Spelling and Word Work

Practice page T183s

Daily Grammar

Point out the title "All About Bee-Eaters" on **Anthology** page 189. Then use page T183u to teach how to capitalize the titles of works.

Daily Writing Skills

Point out that in the interview "All About Bee-Eaters" on **Anthology** page 189, Dr. Amos is a bird expert, so the information is reliable. Then use page T183w to practice evaluating print sources.

Differentiate

AL Above Level

ISSUE Students write about too many unimportant details.

STRATEGY Have partners read each other's paragraphs and cross out any details that do not answer the question. Then have partners discuss which details they crossed out and why.

WRAP-UP

Have small groups collaborate to write sentences summarizing what they learned from reading the Explorer Book *Shark Tales*. Have them use the Key Words from today in their sentences.

OBJECTIVES

Thematic Connection: Ocean Exploration

- ✔ Determine Main Ideas and Supporting Details
- ✔ Determine Importance to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings:
MP3 or CD 2 Track 4

Comprehension Coach

MATERIALS

timer • chart paper • colored markers

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Determine Main Ideas of Text Read and Comprehend	CC.5.Rinf.2
Informational Texts	CC.5.Rinf.10
Read Orally with Expression on Successive Readings	CC.5.Rfou.4.b

Writing


Write Informative/Explanatory Texts to Examine a Topic	CC.5.W.2
Write over Shorter Time for Specific Purposes	CC.5.W.10

Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1.a
Summarize Quantitative 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

Have partners use what they have learned about bees, flowers, and bee-eaters to draw and label a simple food chain. Invite partners to share their work with the class.

Vocabulary Practice

1 Expand Word Knowledge ✔

Students will practice Key Words by creating Frayer Model Visual Organizers. Use **Vocabulary Routine 2** to model how to make an organizer for the word **magnify**.

- Divide a page into four squares. Then draw an oval in the center and write **magnify** inside the oval.
- In the upper left square, add a definition: to make something appear larger.
- In the upper right square, add characteristics of the word: a verb, used in science and technology.
- In the bottom two squares, add examples and nonexamples.

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

Key Words

chlorophyll	·	classify
conversation	·	determine
investigate	·	magnify
microscope	·	nutrients
observe	·	photosynthesis
propose	·	specialize

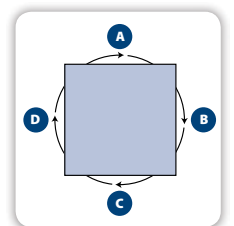
Assign a Key Word to each set of partners. After they complete their organizers, have them add the definitions to **My Vocabulary Notebook**.

Academic Talk

2 Preview and Predict

REVIEW *One way to preview a text is to look at the photographs, captions, charts, and diagrams, and predict what the selection will be about.* Have students use **Team Word Webbing** to share predictions about “Fish of the Future.”

- Have students preview the selection, focusing on one of the following features: photos, captions, charts, or diagrams.
- Form teams of four. Give each team a large sheet of paper and a different colored marker for each student.
- Have each student use the feature he or she previewed to write a prediction about the selection.
- Have team members rotate their paper until they see another student’s prediction. They can either add evidence to support the prediction or write their opinion on whether it will come true.
- Team members rotate the paper until they have responded to each prediction.
- Teams review their responses and share their best predictions with the class.



Team Word Webbing

For **Team Word Webbing**, see page BP46.

Read an Interview

Genre

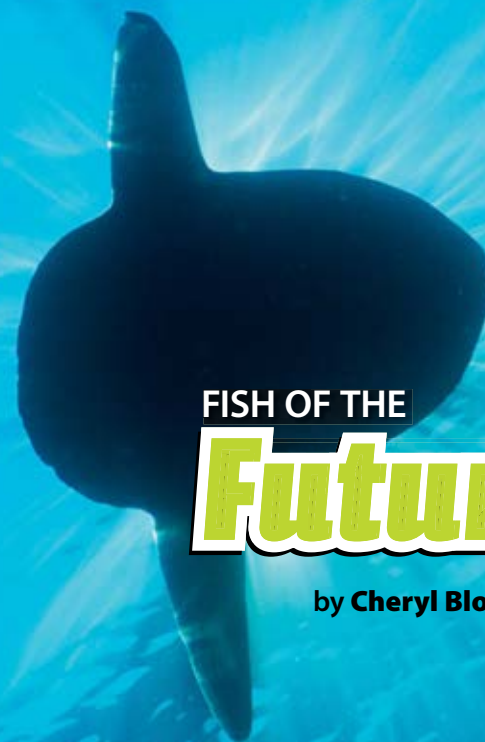
An **interview** gives information and opinions. In an interview, one person asks questions and another person answers them.

Text Features

Charts and **tables** are used to organize information. A chart may take the form of a table, graph, diagram, or picture.

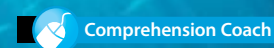
A table is a specific kind of chart that shows facts and figures in rows and columns.

Sunfish Size Comparisons		
Animal	Average Length	Average Weight
sea lion	2.7 m (9 ft)	566 kg (1,248 lbs)
sunfish	1.8 m (6 ft)	999 kg (2,202 lbs)
great white shark	4.6 m (15 ft)	2,268 kg (5,000 lbs)
blue whale	29.9 m (98 ft)	99,800 kg (220,021 lbs)



FISH OF THE Future

by Cheryl Block



STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

Anthology
pages 190–191

Reading

3 Read an Interview Anthology pages 190–191

GENRE Have a volunteer read aloud the definition of an interview. Elaborate: *In an interview, the person who answers gives facts, ideas, and opinions about a subject.*

TEXT FEATURES Ask a volunteer to read aloud the definition of charts and tables. Reinforce the concept: *As you read, think about how each chart helps you understand information from the interview.*

SCIENCE BACKGROUND Share information to build background:

- *Some scientists study ocean ecosystems to identify living things that live there.*
- *Scientists also identify issues such as how human actions affect life in the oceans and how people can protect ocean life for the future.*

Have students read pages 192–197. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ ALOUD Display the Key Words. Read aloud the selection. Pause to explain, discuss, and elaborate on the meaning of each one.

OL On Level

READ TOGETHER Have partners take turns reading aloud interview questions and answers. Use the comprehension questions to build understanding.

AL Above Level

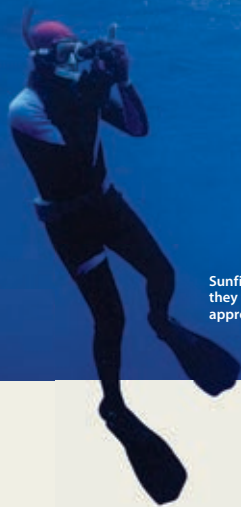
READ INDEPENDENTLY As students read silently, have them note the main idea of the answer to each question. Use the notes to build comprehension.

Best Practices

Group Strategically For the **Academic Talk** on page T190, assess students' strengths and needs periodically, and rearrange groupings so that students may grow at their own rates and find themselves continually challenged.

► **Set a Purpose 1**
Learn about a unique fish that is part of the ocean ecosystem.

When you think of large predators, you may think of **fierce** lions in the jungle or **giant grizzly bears** in the forest. In the ocean, you may think of **streamlined** sharks and powerful killer whales. But who would think of this funny-looking sunfish, or *Mola mola*, as an important predator in the ocean food web? Dr. Tierney Thys certainly does. **2**



Sunfish are predators, but they will not harm humans if approached gently.

In Other Words
fierce dangerous
streamlined smooth, fast

192

Understanding the Ocean Ecosystem

3
BL
SN
Dr. Tierney Thys is a marine biologist who has made it her life's work to learn more about the ocean ecosystem. She has focused her research on the sunfish, a unique fish that most people have never even heard about. She uses a variety of technologies, including satellite tracking, to study this giant fish.



▲ Dr. Tierney Thys has been interested in the ocean since she was a girl.

Tierney has two goals—to better understand the ocean sunfish and to increase public awareness of ocean conservation. “We need to learn as much as we can about our ocean in order to conserve its great resources for the future. Understanding the **connectedness** of the ocean environment is critical to its health and our survival.” In the following interview, Tierney explains her reasons for thinking this way.

In Other Words
connectedness of close relationships between living things in

► Before You Move On

- 1. Use Text Features** Reread the photo captions on pages 192 and 193. What do you think this interview is about?
- 2. Visualize** Imagine a fierce predator. What animal do you think of? Why?

193

Anthology
pages 192–193

Fluency

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

Answers Before You Move On

- 1. Use Text Features** One caption tells about Dr. Tierney Thys's interest in ocean life. The other tells about sunfish as ocean predators. The interview will be about Tierney's interest in the sunfish.
- 2. Visualize** Possible responses: When I imagine a fierce predator, I think of a tiger or a shark. They have sharp teeth and are very dangerous.

Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement. Discuss what students already know about living things in ocean ecosystems.
- 2. Analyze Text** *The text on page 192 introduces the topic of this interview. What will it be about?* (Possible response: Dr. Tierney Thys's work with sunfish)
- 3. Determine Importance** ✓ *How can you find the most important idea of the first paragraph on page 193?* (Turn the headings into questions. Then look for information to answer the questions.) *What is the most important idea of the paragraph?* (Tierney researches sunfish to learn more about the ocean ecosystem.)

Differentiate

BL Below Level

ISSUE Students have difficulty distinguishing between main ideas and details for question 3, above.

STRATEGY Have students reread the paragraph in pairs. Partner A writes phrases that sound like big ideas. Partner B writes phrases that seem like details. Have partners check to see that all of the details support the big ideas and that no details are in the big ideas section. Have them choose the big idea that has the most support.

SN Special Needs

ISSUE Students cannot identify the main idea on page 193.




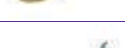
STRATEGY Have students identify the main idea in the photo caption. Then display the heading. Have students turn these two ideas into a complete sentence and then reread the paragraph to see if their sentence tells what the paragraph is mostly about.

What's Special About the Sunfish?

Q: Why did you decide to study the sunfish?

A: I've always been interested in how an animal's shape relates to how it uses its body. Why do animals look the way they do? How does their shape help them? You can see that a tuna's streamlined body is built for speed. I wanted to **investigate** why the sunfish has such an odd body shape. **4**

Basic Body Shapes of Fish

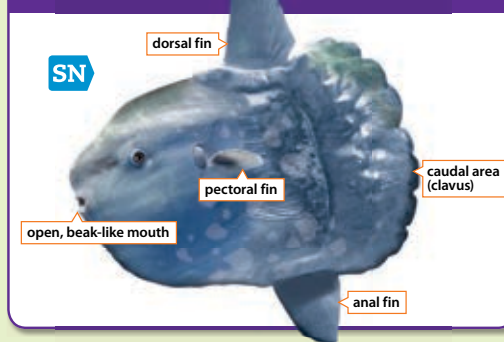
Type	Body Shape	Fish
torpedo (fusiform)	rounded body that tapers	
compressed	tall body with flat sides	
depressed	flat body	
eel-like	thin, snake-like body	

◀ This tuna's tapered body is built for speed.

In Other Words
tapers get smaller toward the back

194

Parts of a Sunfish



For example, most fish use pectoral and/or caudal fins to propel them through water. In contrast, the sunfish barely uses its small pectoral fins, and does not have a true caudal fin.

Yet this strange shape does not **hinder** the sunfish. By moving its dorsal and anal fins in opposite directions, it swims quite well. It can dive deep in the water many times a day looking for food. Some dives are as deep as 800 meters (2,625 feet). **5**

Another interesting part of the sunfish is its hard, beak-like mouth. Its main food is **jellies**. To eat them, the sunfish simply sucks them in and out of its mouth until they break into easy-to-swallow chunks. **6 EL**

In Other Words
hinder hold back
jellies jellyfish

▶ Before You Move On

- 1. Main Idea** What is unique about the sunfish's body shape?
- 2. Use Text Features** Which of the four basic body shapes of fish does the sunfish have?

195

Anthology
pages 194–195

- 4 Paraphrase** *Using your own words, tell why Tierney is interested in the sunfish's body shape.* (Possible response: She wants to find out how its odd shape helps it move.)
- 5 Compare and Contrast** *How is the way a sunfish moves similar to and different from the way most fish move?* (Possible response: Sunfish and most other fish move their fins to propel themselves. But sunfish use their dorsal and anal fins, while most fish use their pectoral and caudal fins.)
- 6 Determine Importance** *What details help answer the question in the heading on page 194?* (Possible response: The sunfish's odd body shape and hard, beak-like mouth are details that explain why the sunfish is special.)

Differentiate

EL English Learners

ISSUE Students do not have the vocabulary to discuss important details.

STRATEGY Provide students with frames to use to help them organize their ideas:

- My question about this section is _____.
- One important detail that answers this question is _____.
- Another important detail is _____.

SN Special Needs

ISSUE Students become confused by the information in the diagram on page 195.

STRATEGY Have students focus on one label at a time, pointing to each caption, reading it, and then pointing to the corresponding part on the sunfish.

Answers Before You Move On

- 1. Main Idea** The shape of a sunfish's body is unique because a sunfish has small pectoral fins and almost no caudal fin.
- 2. Use Text Features** The sunfish looks most like the compressed body shape, with a tall body and flat sides.

Q: What else can you tell us about the sunfish?

A: It gets its common name from its habit of lying on its side at the ocean's surface, as if it is sunning itself.

The sunfish is a floating buffet. It is covered with parasites, which feed on its body. These parasites are food for other animals, such as cleaner fish, and sea birds.

The sunfish holds three world records! As it grows, it increases in weight more than any other **vertebrate**—up to 60 million times its size at **hatching**. If you grew that much, you'd be as big as 30 thousand school buses!

Second, it is the world's heaviest bony fish. The heaviest sunfish ever recorded weighed more than 2,300 kilograms (over 5,000 pounds). That's as heavy as ten grand pianos, or five large cows!

Third, the sunfish produces more eggs at one time than any other vertebrate. Scientists found one mother sunfish carrying **an estimated** 300 million eggs. **1**

Seagulls like this one like to dine on parasites that cover the sunfish. ▶



In Other Words
vertebrate animal with a backbone
hatching birth
an estimated what they calculated were

196



cleaner fish

Sunfish Size Comparisons

Animal	Average Length	Average Weight
sea lion	2.7 m (9 ft)	566 kg (1,248 lbs)
sunfish	1.8 m (6 ft)	999 kg (2,202 lbs)
great white shark	4.6 m (15 ft)	2,268 kg (5,000 lbs)
blue whale	29.9 m (98 ft)	99,800 kg (220,021 lbs)

▲ The sunfish can be compared to some of the largest animals in the ocean. **2**

▶ Before You Move On

- 1. Details** How does the sunfish help birds and other animals?
- 2. Use Text Features** About how many sea lions would equal the weight of one sunfish?

197

Anthology
pages 196–197

Read and Build Comprehension

- 1. Determine Important Details** ✓ *What are the sunfish's three world records?* (Its weight increases as it grows more than any other vertebrate; it is the heaviest bony fish; it produces more eggs than any other vertebrate.)
- 2. Analyze Text Features** *What information does the chart on page 197 compare?* (average lengths and weights of different sea animals.) *How is information presented differently in the chart on page 194?* (The chart on page 194 uses words and pictures instead of words and numbers.)

Check & Reteach

OBJECTIVE: Determine Main Idea and Supporting Details ✓

Check for accurate responses to all the main idea and details comprehension questions. If students cannot explain how a detail relates to the main idea, ask questions to prompt understanding: *What information does this detail give? How does it relate to the topic?*

OBJECTIVE: Determine Importance to Comprehend Text ✓

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

If students struggle to determine importance, provide them with sentence frames:

- The question I am trying to answer is _____.
- The details that answer my question are _____.
- The details show me that the main idea is _____.

Answers Before You Move On

- 1. Details** ✓ The sunfish has parasites on its body that provide a food source for birds, fish, and other animals.
- 2. Use Text Features** According to the chart, about two sea lions would equal the weight of one sunfish.

Writing

4 Write About Features

Display **Student eEdition** page 194 and discuss ways that text features like tables and charts can support text on a page:

- *What information does this table show?* (It provides descriptions and pictures of four basic fish body shapes.)
- *What information does the text on page 194 provide on this same topic?* (According to the text, Tierney is interested in why sunfish have the shape they do and explains that a tuna has a streamlined body that is built for speed.)
- *How does the table support the text on this page?* (The text describes a tuna's streamlined body shape. The table shows a tuna's body shape and other fish body shapes, as well.)

Explain that each student will write a paragraph that describes how tables and charts support text and provide detailed information about content. Model the activity using the table on page 194.

Think Aloud	Write
<i>First, I write a topic sentence that states my main idea.</i>	Tables and charts are helpful in nonfiction text because they provide more detailed information about a topic.
<i>Then I explain how detailed information in a table provides information that is not in the text.</i>	For example, the text on page 194 only describes the tuna's body shape, but the table shows examples of four basic body shapes to compare.

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

Have students work independently to write their paragraphs about the table on **Anthology** page 197. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓
Practice page T183t

Daily Grammar ✓

Show the collective noun *fish* in the second paragraph on **Anthology** page 196. Then use page T183v to teach rules for collective nouns.

Daily Writing Skills ✓

Point out that a Web site about sunfish by Dr. Tierney Thys would be a reliable online source because she is a sunfish expert. Then use page T183x to practice evaluating online sources.

Differentiate

EL English Learners

ISSUE Students have difficulty crafting main idea sentences.

STRATEGY Explain that sometimes it is helpful to write all the ideas and examples down first. Then provide students with a sentence frame to organize their ideas: Tables and charts are helpful because they show _____.

BL Below Level

ISSUE Students write too much detail about the specific information in the chart.

STRATEGY Have students review the information they have gathered and consider which details support their main idea most strongly. Suggest that students consult with a partner about their choice before writing their final draft.

WRAP-UP Have pairs play the parts of an interviewer and a sunfish expert. Ask students to use what they have read to ask and answer interview questions about the features of a sunfish. Invite pairs to act out one exchange for the class.

OBJECTIVES

Thematic Connection: Ocean Exploration

- ✓ Determine Main Ideas and Supporting Details
- ✓ Determine Importance to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 2
Tracks 5–6

My Vocabulary Notebook
Comprehension Coach

MATERIALS

timer • self-stick notes

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Summarize and Determine Main Ideas of Text CC.5.Rinf.2

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

Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

Introduce a Topic, Provide a Focus, and Group Related Information Logically CC.5.W.2.a

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

Speaking and Listening

Discuss Texts, Building on Others' Ideas CC.5.SL.1

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

WARM-UP

Have small groups review the fish body shapes chart on **Anthology** page 194 and list examples of fish for each category.

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Have students use the Frayer Model Visual Organizers they made on Day 3. Review what the organizers 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 organizers.
- Have partners discuss how the examples show the meanings of the Key Words.
- Have partners create sentences using both Key Words.
- Then have each student add the sentences to **My Vocabulary Notebook**.

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

Key Words

chlorophyll · classify · conversation
determine · investigate · magnify
microscope · nutrients · observe
photosynthesis · propose · specialize

Academic Talk

2 Summarize Reading

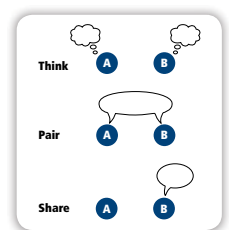
REVIEW Remind students: *When you summarize something, you briefly explain the most important parts.* Explain that students will use Key Words to summarize what they have read of “Fish of the Future.”

Write these Key Words: *investigate, observe, specialize.*

Use **Think, Pair, Share** to help students summarize pages 192–197.

- Have students spend time independently thinking about what they have read.
- Have pairs summarize the selection together.
- Have students individually share their summary with the class.
- Remind students to use Key Words in their summaries.

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



Think, Pair, Share

The Sunfish and the Ocean Food Web

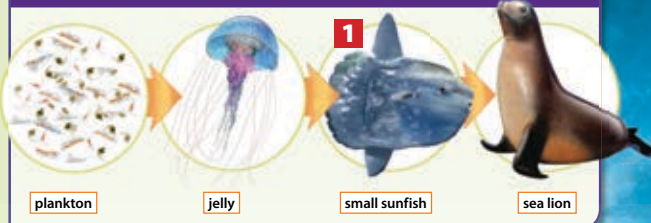
Q: How does the sunfish fit into the ocean food web?

A: The sunfish is a carnivorous predator. Its main food is jellies, which eat plankton. It may also eat fish and squid.

The sunfish can also be prey. Smaller, younger sunfish are prey to sea lions, sharks, and killer whales. However, the adult sunfish's huge size helps protect it from most predators, except humans.

Right now, many things are changing the ocean food web. One major factor is our overfishing. We catch and consume too many large predators, like tuna and sharks, as well as their food supply.

Sunfish Food Chain



Q: How does overfishing affect the the food web?

A: When too many large predators and their prey are caught, jellies can move into their empty **niches**. When jelly populations grow too large, they can compete with other sea creatures for food.

The good news is that the sunfish **specializes** in eating jellies. **2 SN AL**



These photos show some different jelly species.

In Other Words
niches places in the ocean food web
species types

Before You Move On

- 1. Summarize** How does overfishing affect the ocean food web?
- 2. Draw Conclusions** Why could the sunfish become even more important as a carnivore?

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

198

199

Anthology
pages 198–199

Reading

3 Read and Build Comprehension

- 1. Make Inferences** *Why do you think the diagram on page 198 only includes a small sunfish?* (Possible response: I read that a large sunfish's size protects it from predators. I know that the diagram needs to show the kind of sunfish that is prey to a sea lion. And so I think only a small sunfish is shown because that is the only kind that is prey.)
- 2. Determine Main Idea and Supporting Details** *What are the main idea and important details on pages 198–199?* (Possible response: The main idea is that the sunfish fits into the ocean food web by being both predator and prey. Important details are that sunfish eat jellies, fish, and squid. They are eaten by sea lions, sharks, and killer whales.)

Differentiate

SN Special Needs

ISSUE Students find it hard to concentrate or stay engaged with the text.

STRATEGY Have students write symbols on self-stick notes and place them as follows: checkmark (✓) for what they already know; question mark (?) for confusing ideas; exclamation point (!) for new ideas; and plus (+) for things they want to learn more about.

AL Above Level

ISSUE Students have questions about the text that go beyond the information given.

STRATEGY As students read, have them note their questions on self-stick notes. When they finish reading, have students check print or digital sources to find answers to any remaining questions.

Fluency

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

Answers Before You Move On

- 1. Summarize** Overfishing reduces the number of predators and puts the ocean food web out of balance.
- 2. Draw Conclusions** Possible response: I read that jellies can grow too large if there aren't enough predators to eat them. I also read that sunfish eat jellies. And so I think that the sunfish could become even important as a carnivore by helping control jelly overpopulation and balancing the food web.

Q: Why is it important to us that sunfish eat jellies?

A: To answer this question, we need to understand that jellies are near the bottom of ocean food webs. They eat producers, such as algae, and plant plankton, or phytoplankton.

They also eat zooplankton, or animal plankton. This includes the **larvae** of many different kinds of animals such as fish, crabs, and sponges.

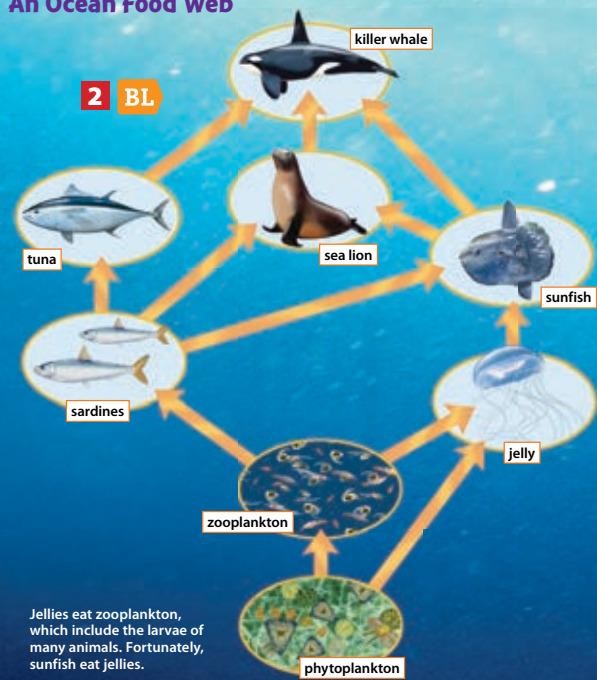
An increase in jellies could mean a decrease in zooplankton. This, in turn, could mean a decrease in many other animals, including the fish that people eat.

By slurping up jellies, the sunfish **has the potential** to keep jelly populations from getting out of control. **1 SN**

In Other Words
larvae babies
has the potential may be able

200

An Ocean Food Web



Before You Move On

- 1. Main Idea** What could result from an increase in jellies in the ocean?
- 2. Use Text Features** Study the diagram. Explain how a sunfish depends on phytoplankton.

201

Anthology
pages 200–201

Read and Build Comprehension

- 1. Determine Importance** *What information on page 200 is most important to know?* (The heading asks why it is important for sunfish to eat jellies. The main idea is that sunfish save many of the fish that people eat.)
- 2. Explain Cause and Effect** *Why would a decrease in zooplankton affect what people eat?* (Possible response: If there were fewer zooplankton, there would be less food for bigger fish and fewer fish for people to eat.)
- 3. Determine Main Idea and Supporting Details** *What is the main idea of page 202?* (Technology helps scientists study sunfish.) *What details support this idea?* (Technology gives data about how sunfish move and live.)

Differentiate

SN Special Needs

ISSUE Students have difficulty distinguishing important and unimportant ideas.

STRATEGY Identify the main idea and then leave out unimportant details as you read aloud page 200. Note that students can understand the main idea with only the text you read. Explain why the left-out details were not necessary to understand the main idea.

BL Below Level

ISSUE Students have difficulty distinguishing between causes and effects.

STRATEGY Refer to An Ocean Food Web on page 201 and prompt with questions: *If there were no zooplankton, what would the effect be on sardines?* (They would die off.) *The cause of people not having sardines to eat is _____.* (a decrease in zooplankton)

Answers Before You Move On

- 1. Main Idea** An increase in jellies might cause a decrease in zooplankton and therefore a decrease in the fish that people eat.
- 2. Use Text Features** According to the diagram, the sunfish eats animals that feed on phytoplankton. Without phytoplankton, the sunfish's food sources would die out.

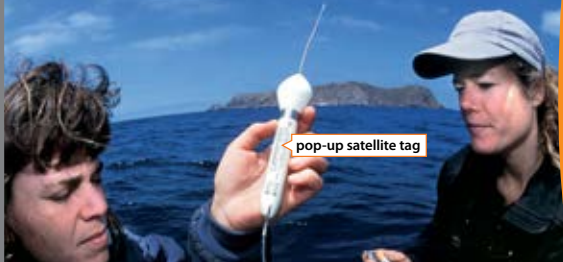
Technology Rules!

Q: How do you study the ocean sunfish?

A: We track the sunfish using pop-up satellite tags. These tags are attached to the animal with a dart. The tag contains sensors and a mini-computer that help us track the animal's movement for up to two years. Then the tag releases from the animal's body, floats to the surface, and **uploads data** to a satellite. The data are then downloaded to our computers.

Q: What have you learned from tagging?

A: Tagging lets us see the ocean through the eyes of the fish. We have learned that sunfish make repeated deep dives into **cold** waters but spend most of their time in **warmer** waters. We're also learning about their home ranges and **migration routes**. **3**



▲ Tierney (right) and fellow scientist, Dr. Dewar, use satellite tags to gather information about the sunfish.

In Other Words

uploads data sends information
cold 1-2° Celsius (34-35° Fahrenheit)
warmer 13-19° Celsius (55-66° Fahrenheit)
migration routes where they go when they leave their home ranges

202

How to Track a Sunfish

Follow the steps below to learn how Tierney and her team track a sunfish using information from a satellite tag.

1. Look at the geographical coordinates, or numbers, in the first row of the list below.

Geographical Coordinates

N 32, W 117

N 30, W 117

N 28, W 117

2. Find the horizontal line on the map labeled 32° N.

3. Find the vertical line labeled 117° W.

4. With your fingers, follow both lines until they meet. Notice the sunfish **icon**. This is the first location from which the tag sent data.

5. Look at the next two rows of geographical coordinates. You can use them to find the next two locations from which the tag sent data.



In Other Words

icon symbol

Before You Move On

1. **Summarize** Explain in logical order the process of tracking a sunfish.
2. **Use Text Features** Find where the next two icons belong on the map. In which direction is the sunfish moving?

203

Anthology
pages 202–203

Mini Lesson

Interpret Technical Data

Explain that technology plays a key role for scientists learning about the sunfish. Ask: *Why do scientists track the sunfish?* (to learn where it goes) *How does this information help them?* (Scientists learn where the sunfish lives and where it travels.)

Display **Student eEdition** page 203 and point out the geographical coordinates. Elaborate: *The coordinates on the map give information not only about where the sunfish goes, but also about the conditions in which it lives. Given a coordinate, scientists can identify the water temperature and depth for that location.*

Have students look at the coordinates in step 1 on page 203. Explain that the first number (N 32) refers to latitude, the horizontal lines measuring distances from north to south. The second number (W 117) refers to longitude, the vertical lines measuring distances from east to west. Have a volunteer demonstrate how to map the location by marking where the location's horizontal and vertical coordinates intersect.

Have partners look at each set of coordinates and determine what kinds of information they can learn about the sunfish based on these locations. Ask: *As you use the coordinates to track the sunfish's movements on the map, what might you infer about the conditions where the sunfish is going?* (The sunfish is heading away from the coast, so the water may be deeper and/or colder.)

Answers Before You Move On

1. **Summarize** To track a sunfish, a tag is attached to it using a dart. The tag records where the sunfish goes for two years. Then the tag releases from the sunfish and floats to the surface of the ocean. The tag uploads all the information to a satellite. Then the scientists download the information to their computers.
2. **Use Text Features** Students should plot the sunfish at the appropriate coordinates and determine that the sunfish is traveling southwest.

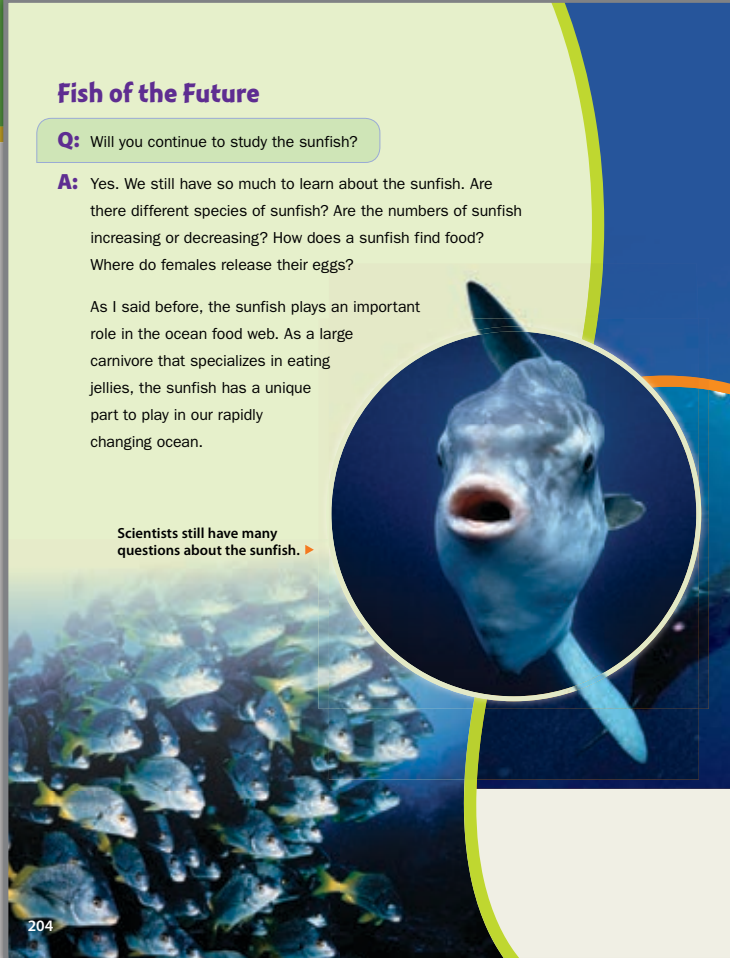
Fish of the Future

Q: Will you continue to study the sunfish?

A: Yes. We still have so much to learn about the sunfish. Are there different species of sunfish? Are the numbers of sunfish increasing or decreasing? How does a sunfish find food? Where do females release their eggs?

As I said before, the sunfish plays an important role in the ocean food web. As a large carnivore that specializes in eating jellies, the sunfish has a unique part to play in our rapidly changing ocean.

Scientists still have many questions about the sunfish. ▶



Anthology page 204

Read and Build Comprehension

- 1 Distinguish Fact from Opinion** *What are two opinions Tierney has about sunfish?* (She thinks sunfish may help us understand the ocean. She also believes that sunfish may be considered very important fish someday.) *How can you tell these are opinions?* (They are ideas that cannot be proven true.)
- 2 Evaluate Author's Purpose** *What was the author's purpose for writing this interview?* (Possible response: The author wanted to inform readers about sunfish by collecting information from a scientist who studies them.)
- 3 Make Judgments** *Do you think Tierney's work is important? Use evidence from the text to support your answer.* (Possible response: Yes, it is important to study ocean food webs to understand how organisms depend on one another. Sunfish are important because they keep the food web in balance.)

Check & Reteach

OBJECTIVE: Determine Main Ideas and Supporting Details ✓

Check for accurate responses to all of the questions about main idea and details. If students cannot identify main idea and details, ask forced-choice questions, such as: *Which is more important, [x] or [y]? Can you understand the main idea without [x]?*

OBJECTIVE: Determine Importance to Comprehend Text ✓

Check for accurate responses to all questions about determining importance. If students cannot determine important information, have them examine a section's heading for important words and then take notes about details to help write a main idea.

Answers Before You Move On

- 1. Paraphrase** Possible response: Tierney helps protect the sunfish by teaching people why it is an important part of the ocean food chain.
- 2. Synthesize** Possible response: I read that scientists are working hard to tell people about how important sunfish are to the ocean's ecosystem, so I think that there will be more sunfish in the future.

Q: What do you hope your research will accomplish?

1 A: I see the sunfish as **an ambassador** for understanding the ocean. Finding answers to our questions will help us learn the best ways to protect it. We also hope to protect the sunfish by making the public and the fishing industry aware of it and its importance to the ocean ecosystem.

2 3 In fact, the sunfish might just be the fish of the future. It shows us that all creatures in nature have a part to play, and that it's important to keep all parts of the ocean environment **intact**. ❖

Every ocean creature has a part to play in keeping the ocean environment healthy.

In Other Words
an ambassador a messenger
intact together

Before You Move On

- 1. Paraphrase** In your own words, explain how Tierney helps to protect the sunfish.
- 2. Synthesize** Do you think there will be more sunfish in the future? Why or why not?

205

Anthology page 205



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T183t

Daily Grammar ✓

Point out the collective nouns *plankton* and *phytoplankton* on **Anthology** page 200. Then use page T183v to practice collective nouns.

Daily Writing Skills ✓

Explain that the information on **Anthology** page 202 about how scientists study ocean sunfish is a first-hand account. Then use page T183x to practice using first-hand and second-hand sources.

Writing

4 Write Interview Questions

Review: *In an interview, one person asks another person questions.* Explain that students will write questions that they would like to ask Tierney Thys.

Display **Student eEdition** page 202 as a reference of the interview format.

Provide additional tips for writing interview questions:

- Begin questions with words such as *Who, What, Where, When, Why, and How.*
- Organize questions so that the answer to one leads to a follow-up question.

Model writing a question: What will happen if people overfish sunfish?

Have pairs brainstorm ideas and then have students write the interview questions independently. Have students add the questions to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students cannot remember the questions they had while reading.

STRATEGY Have students skim the selection, posting questions on self-stick notes beside the text to which each question refers. Have students use their notes to prompt interview questions.

EL English Learners

ISSUE Students lack practice writing questions in English.

STRATEGY Have students copy the question words *who, what, where, when, why, and how* and explain how they should use each one to begin interview questions: *Use who to ask about a person; what to ask about a thing; where to ask about a place; when to ask about a time; why to ask the reason for something; and how to ask about the way something happens.*

WRAP-UP

Remind students that they read about fish tracking technology. Have pairs discuss other technologies that could study fish.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Ocean Exploration

- ✓ Determine Main Ideas and Supporting Details
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM3.22
- Tree Diagram: Practice Master PM3.23
- Fluency Practice: Practice Master PM3.24

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 6

Power Writing

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

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

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T183s

Daily Grammar ✓

Explain that since “Fish of the Future” is an interview, its title is written with quotation marks. Then use page T183v to review and assess punctuating and capitalizing titles.

Daily Writing Skills ✓

Point out that Tierney Thys is a primary source of information about her sunfish research. Then use page T183x to assess students’ understanding of sources.

COMMON CORE STANDARDS

Reading

- Determine Main Ideas of Text CC.5.Rinf.2
- Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

- Write Opinions on Topics CC.5.W.1
- Write over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

- Discuss Topics, Building on Others’ Ideas CC.5.SL.1
- Pose Questions CC.5.SL.1.c
- Review Key Ideas CC.5.SL.1.d

Language

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

WARM-UP

Tell students that they will be playing a science game today. Have pairs list as many different fields of science as they can in three minutes. The winning team is the one with the longest list.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **conversation**, **determine**. Call students’ attention to the other Key Words on **Student eEdition** page 206. Then have students apply their knowledge of the Key Words to play a game called “Around the World.” Explain the instructions:

- *I will give a “Traveler” and a “Challenger” a definition clue. For example, These are things found in food that help plants, animals, and people survive.*
- *Whoever responds first with the correct word becomes the Traveler and challenges a new student.*
- *A Traveler who continues to respond first and returns to his or her own seat has gone “around the world.”*

Have students begin the game.

- Choose a Traveler. The Traveler moves from his or her seat to stand by a neighboring student, the Challenger.
- Give the Traveler and the Challenger a definition of a Key Word. Whoever responds first with the correct word becomes the Traveler and moves to stand by the next Challenger.
- Continue the challenge until the final student returns to his or her seat. That student wins the game.

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

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

Key Words

- chlorophyll · classify
- conversation · determine
- investigate · magnify
- microscope · nutrients
- observe · photosynthesis
- propose · specialize



NGReach.com Online Vocabulary Games

Part 2
Think and Respond

Key Words	
chlorophyll	nutrients
classify	observe
investigate	photosynthesis
magnify	propose
microscope	specialize

Talk About It

1. What is Tierney Thys like, based on her **interview**?
2. Imagine that you meet Tierney Thys. What kind of **conversation** would you have with her? Think of questions you might ask her to start your conversation.


What do you _____?
Why do you _____?
3. Compare the ocean sunfish to another animal that is both a predator and prey in its own ecosystem.

Learn test-taking strategies.
NGReach.com

Write About It

Write a paragraph that describes the kind of scientist you would most like to be. What would you like to **investigate**?

If I were a scientist, I would **specialize** in _____. I would **investigate** _____. I think _____.



206

Anthology page 206

STUDENT TECHNOLOGY

- Student eEdition
- Comprehension Coach
- Fluency Model
- Assessment

NGReach.com

Answers Talk About It

1. **Interview** Possible response: The interview shows that Tierney Thys is a smart scientist because she **specializes** in the sunfish and knows a lot of information about them. It also shows that she cares a lot about the environment because she **investigates** how to protect ocean life.
2. **Engage in Conversation** Possible responses: I would like to ask Tierney Thys more about ocean conservation: "What do you think will happen to sunfish in the next ten years? Why do you believe sunfish are so important to ocean conservation?"
3. **Compare** The sunfish is like a snake. Snakes are predators like large sunfish because they eat mice. However, wild snakes are also prey like small sunfish because hawks eat them.

Academic Talk

2 Talk About It Anthology page 206

Have partners use Key Words to discuss the **Talk About It** questions. Remind students to review the key ideas from the text, especially as they think about questions to use during a conversation with Tierney Thys in question 2. Remind students: *Reviewing key ideas helps you summarize and remember information.*

Then use the test-taking strategy lesson from NGReach.com and **Practice Master PM3.22** to ask more questions about the selection.

Writing

3 Write About It Anthology page 206

Read the directions aloud. Point out the sentence frames and explain: *You can use the sentence frames to begin your paragraph.*

Encourage students to use Key Words as they write about the kinds of scientists they would like to be. Provide an example: If I were a scientist, I would **specialize** in studying plants. I would **investigate** how to **classify** plants and how **chlorophyll** lets green plants use sunlight to make food during **photosynthesis**. I think it is important to **observe** plants to **determine** how best to conserve them.

Have students add their paragraphs to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "Fish of the Future." Choose the best answer.

Sample

- 1 What happens after the tag releases from the sunfish's body?
 - Ⓐ It sinks to the bottom.
 - Ⓑ It floats to the surface.
 - Ⓒ It attaches to another fish.
 - Ⓓ It follows the sunfish.
- 2 How does the sunfish eat jellyfish?
 - Ⓐ The sunfish uses its caudal fins to eat the jellyfish.
 - Ⓑ The sunfish dives deep into the water many times a day.
 - Ⓒ The sunfish sucks the jellyfish in and out of its mouth until it breaks.
 - Ⓓ The jellyfish swim directly into the sunfish's mouth.
- 3 What has a negative affect on the food web?
 - Ⓐ technology
 - Ⓑ plankton
 - Ⓒ sunfish
 - Ⓓ overfishing

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

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PM3.22 Unit 3 | Nature's Network

Differentiate

SN Special Needs

ISSUE Students have difficulty completing the chart.

STRATEGY After students write the big idea of each section on the left, have them write various details on self-stick notes and then experiment with sticking the notes on the right side and removing any that do not help answer the question.

BL Below Level

ISSUE Students have difficulty distinguishing between main ideas and details.

STRATEGY Have students work in pairs. Partner A writes down statements that sound like big ideas. Partner B writes down statements that seem like details. Partners discuss what they have written and agree what the big idea is. Then have partners match up main ideas with the details that support each one.

AL Above Level

ISSUE Students' main idea summaries include unimportant details.

STRATEGY Challenge students to compete, writing shorter and shorter summaries. After five minutes, have students present their summaries to the class to critique for completeness. The shortest complete summary wins.

Name _____ Date _____	
Tree Diagram	
"Fish of the Future"	
p. 194–196 What's special about the sunfish?	It has a strange body shape. It lies on its side at the ocean's surface as if it's sunning itself. It has a beak-like mouth. It is covered with parasites.
p. 198–201 How does the sunfish fit into the ocean food web?	It eats jellies, fish, and squid It is prey for sea lions, sharks, and killer whales. It keeps the food web balanced by eating jellies.
p. 202–203 How is technology used to study the ocean sunfish?	Scientists attach pop-up satellite tags to sunfish. The tags send information to satellites. Scientists download satellite information to see where sunfish travel and how they live.
With a partner, use your tree diagrams to determine the main idea of the interview.	
<small>© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T206a PM3.23 Unit 3 Nature's Network</small>	

Comprehension

4 Main Idea and Details Anthology page 207

REVIEW Display **Student eEdition** page 207. Read aloud the instructions and remind students that the main idea is the big idea or main point of the text. Important details tell more about the main idea. Read aloud the labels that name parts of the tree diagram.

Then review **Anthology** page 195 and model how to add another detail to the tree diagram on page 207: *Unlike most fish, it uses its dorsal and anal fins to swim.*

Review the interview and point out the section headings (pages 194, 198, 202, and 204). Have students find the main idea and details in two other sections of the interview to complete the tree diagram on **Practice Master PM3.23**. Suggest that students fill in the first column of their diagrams with headings that they have turned into questions. Use prompts to guide groups through the exercise:

- *What is this page mostly about?*
- *What are some important details in this section?*
- *What is a main idea that puts all your details together?*

Once students have finished, have them use their completed tree diagrams to summarize the interview.

See **Differentiate**

Check & Reteach

OBJECTIVE: Determine Main Ideas and Supporting Details 

As students work to complete their tree diagrams, check for correct understanding of main ideas and details.

If students confuse main ideas and details, prompt them to isolate the main idea by also looking at the images on the page. For example, ask: *What images do you see on the pages? What does each image tell you about what the main idea might be?* When students have identified a main idea, ask: *What details in the text tell more about this main idea?*

5 Fluency Anthology page 207

Have students read aloud the passage on **Practice Master PM3.24** or use **Comprehension Coach** to practice fluency.

Check & Reteach

OBJECTIVE: Read with Fluency 

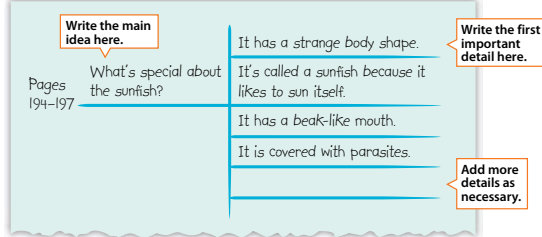
Monitor students' oral reading.

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

Main Idea and Details

Use a tree diagram to keep track of the main idea and details of each section of the interview. Each section begins with a heading.

Tree Diagram



Now use your tree diagram to summarize the interview to a partner.

The interview is mainly about _____.

Fluency Comprehension Coach

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

Talk Together

Why should we care about the small things in nature? Write a poem that praises something small in nature. Include **Key Words** in your poem. Share your poem with the class.



6 Talk Together Anthology page 207

Give small groups of students three minutes to brainstorm information about small things in nature. Then have one group member call out the names of small living things and the rest of the group say why each thing is important. Explain: *You can use these ideas for your poem.* Post the Key Words so that students can refer to them as they write their poems. Ask volunteers to share their poems with the class.

WRAP-UP

Ask partners to play a game in which one partner names a living thing mentioned in the readings from this week, and the other names another living thing and explains how the two are connected. Partners continue the game until they have thought of four pairs of connected living things. Ask partners to share one pair of living things with the class.

Name _____ Date _____

Fluency Practice

“Fish of the Future”

Use this passage to practice reading with proper expression.

The sunfish holds three world records! As it grows, the sunfish increases in weight more than any other vertebrate—up to 60 million times its size at hatching. If you grew that much, you'd be as big as 30 thousand school buses!

Second, it is the world's heaviest bony fish. The heaviest sunfish ever recorded weighed more than 2,300 kilograms (over 5,000 pounds). That's as heavy as ten grand pianos, or five large cows!

Third, the sunfish produces more eggs at one time than any other vertebrate. Scientists found one mother sunfish carrying an estimated 300 million eggs.

Intonation

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

Accuracy and Rate Formula

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

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

OBJECTIVES

Thematic Connection: Ocean Exploration

- ✓ Research an Animal
- ✓ Evaluate Sources
- ✓ Speak with Expression

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A3.44

TECHNOLOGY ONLY

Project Checklist: eVisual 3.28

MATERIALS

index cards, 3 to 4 per student

SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

COMMON CORE STANDARDS

WRITING

Gather Information	CC.5.W.8
Use Technology	CC.5.W.6
Include Multimedia	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

Research an Animal

Display and read aloud the prompt.

An aquarium in your area is having a contest for students. To enter, you must research an ocean animal that interests you and prepare an oral presentation. Your presentation must include multimedia elements, such as an online video or live web-cam that shows how the animal behaves in its ocean habitat. Contest winners will share their presentations with aquarium visitors on "Young Scientists' Day."

Plan

Choose a Topic

Guide the discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

Role: Student contestant

Audience: Contest judges and aquarium visitors

Form: Oral presentation with multimedia

REVIEW Remind students: *Good research topics are not too broad. The topic "fish" is too broad. Narrowing the topic to "sunfish," for example, is a good decision.*

Encourage students to look through **Anthology** pages 190–213 for ocean animals they might choose. Have them explore more possibilities at [NG Reach.com](http://NGReach.com)> Resources>Unit 3>Week 3>Research Project>ocean animals. Have students decide on an ocean animal to research and complete the RAFT.

Develop Research Questions

REVIEW Remind students: *To guide your research, come up with several questions you want to answer about your topic.*

Suggest that students write three to four questions about their ocean animal and place each on a separate index card.

What do sunfish eat?

Research

Gather Information

Remind students to use reliable sources. (See page T183w.) Then have students conduct their research and record information that answers their research questions. Explain that they should take notes about only relevant details.

In addition to using print sources, suggest that students visit [NG Reach.com](http://NGReach.com)> Resources>Unit 3>Week 3>Research Project>ocean animals to find interesting information and videos. Students may also want to observe their animal's behavior and take notes while watching a video or live webcam, such as the one at the Monterey Bay Aquarium. To view the Web site, have students go to [NG Reach.com](http://NGReach.com)> Resources>Unit 3>Week 3>Research Project>Monterey Bay Aquarium.



Organize

Arrange Information

Have students review the information they have gathered and decide what to use in their presentations. Suggest that they plan to include enough information to fill ten minutes. Also have them decide what videos or webcams they would like to share during the presentation. Display and read aloud **eVisual 3.28**.



Project Checklist

- Confirm that the information you want to use comes from reliable sources.
- Use relevant information that you think will interest your audience.
- Decide what equipment you will need to display videos or webcams.

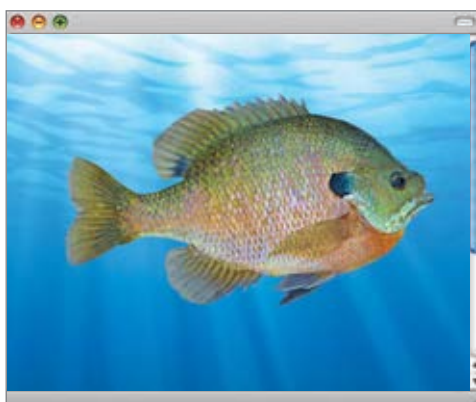
[NGReach.com](https://www.ngreach.com) Project Checklist: eVisual 3.28



INTERACTIVE WHITEBOARD TIP: As you read each item, place a check mark next to it.

Draft Ideas

Have students create a set of notes they can refer to during their presentations. Suggest that they plan to start their presentations with an introduction stating why they chose their ocean animal. They can then include interesting facts and details from their research. Encourage students to indicate in their notes when they will display videos or webcams.



Present

Practice Speaking Skills

Remind students of the importance of speaking clearly and with expression. Explain that this applies to reading aloud and to oral presentations. Say: *When you speak in front of people, raise and lower the pitch of your voice to match the information you are sharing. Expression shows that you care about your topic and will make your audience more interested in your presentation.*

Allow students time to rehearse their presentations with a partner.

Share with Others

Have students share their oral presentations with the class. After each presentation, ask volunteers to provide feedback on what they have learned about each ocean animal and ask questions to find out more about it. Use the **Research Rubric** to evaluate students' presentations.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students want to use an online research source that has an interesting, easy-to-read presentation, but may not be credible.

STRATEGY Ask students to take notes on the most relevant information on the suspect site. Then have them identify other, more credible Web sites run by the government, educational institutions, or established wildlife organizations. Ask students to check for the same information on the more credible established sites. If the sites do not agree, explain that they should use the more credible Web sites because experts develop that information.

EL English Learners

ISSUE Students have difficulty comprehending the information in research sources.

STRATEGY Have students print out relevant Web pages from their research sources and then circle what they identify as key facts. Pair students with more proficient English speakers to review the circled facts and discuss whether those are the most relevant ideas.

Research Rubric

Unit 3, Week 3

Scale	Content	Presentation
4	<ul style="list-style-type: none"> • Presentation is well organized, matching relevant facts to the main ideas represented by the research questions. • Multimedia elements complement the spoken presentation. • Student uses reliable sources and understands why those sources were considered reliable. • Student mixes personal observation (as appropriate) with solid research. 	<ul style="list-style-type: none"> • Speaker explains his or her topic clearly and is able to answer questions about the topic. • Student clearly explains which sources were used and why they were credible. • Multimedia elements are woven in at appropriate points.
3	<ul style="list-style-type: none"> • Presentation is organized, but may lack some logical structure. • Multimedia elements are interesting but might not complement the spoken presentation. • Student uses reliable sources but may not be clear on why some sources are more reliable. • Student's personal observations are at times unfocused or not relevant to student's research. 	<ul style="list-style-type: none"> • Speaker explains his or her topic and reads clearly, but may struggle to answer questions that are not part of the presentation. • Student may have used an unreliable source or been unable to explain why a source was considered credible. • Multimedia elements are included but not seamlessly integrated.
2	<ul style="list-style-type: none"> • Presentation, including any multimedia elements, is not clearly focused on the topic or does not provide sufficient meaningful information about the topic. • Student makes no attempt to discriminate between reliable and unreliable resources. • Student's personal observations are very unfocused or not at all relevant to student's research. 	<ul style="list-style-type: none"> • Speaker struggles to explain the topic or is unable to answer feedback. • Student does not appear to have done sufficient research. • The multimedia portion of the presentation is not effective.
1	<ul style="list-style-type: none"> • Presentation lacks focus, is confusing, or does not come close to time allotted. • Personal observations are confused or off-topic. 	<ul style="list-style-type: none"> • Speaker struggles to explain his or her topic and to explain which sources were used for information. • Student is unable to respond to any feedback. • No multimedia elements are included.

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Grade 5 Assessment

A3.44

Unit 3 | Nature's Network

Week 3 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Determine Main Ideas and Supporting Details
- ✓ Determine Importance to Comprehend Text

ASSESSMENTS

Reading Comprehension Test Unit 3, Week 3

Sweet Partnership

In Africa, a delicate bird and a tough badger work as partners. Although the two creatures are very different, they both love the food that honeybees provide. The bird, called a honeyguide, uses honeycombs. The badger is called a honey badger. Honey badgers will eat almost anything, but as their name suggests, they especially love honey.

The honeyguide is a good flier and knows how to find bees' nests, but it is a tiny, delicate bird. It is not strong enough to break into the nests to reach the honeycomb. The honey badger, however, is a fierce, powerful animal. Its long sharp claws are perfect for breaking open bees' nests. In addition, it has thick fur and tough skin to protect it from stinging bees.

The two animals cooperate to get what they both want. When the honeyguide is ready for a meal, it looks for a honey badger. The honeyguide hovers around the badger's head, leaving its tail and calling to get the badger's attention. The honey badger follows the honeyguide to the bees' nest. The honeyguide stops every few seconds to wait for the badger. Upon arriving at the bees' nest, the honey badger breaks it open and eats the honey. The honeyguide waits patiently for its turn. Once the honey badger has satisfied its appetite, the honeyguide eats the honeycomb and bee larvae that remain. The bird and the badger have a sweet partnership!

A3.17

Reading Comprehension Test Unit 3, Week 3

1. Which detail is important because it supports the idea that the badger gets the honey?
 (A) Both love honey.
 (B) They are very different.
 (C) They are not afraid of bees.
 (D) They cooperate to get food.

2. Which detail supports the idea of a partnership?
 (A) The honeyguide calls to the badger.
 (B) The badger especially loves to eat honey.
 (C) The honeyguide is good at finding bees' nests.
 (D) The badger's thick skin protects it from stinging bees.

3. Which detail is important because it supports the idea that the badger can open bees' nests?
 (A) The badger is called a honey badger.
 (B) It has long sharp claws.
 (C) Its long sharp claws are perfect for breaking open bees' nests.
 (D) The honey badger follows the honeyguide to the bees' nest.

A3.18

Reading Strategy Assessment Unit 3

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

Ask: What do you do when you are confused? 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	Did You Use It?	How Well Did You Use It?
1. Previewing	Yes/No	4/3/2/1
2. Annotating	Yes/No	4/3/2/1
3. Summarizing	Yes/No	4/3/2/1
4. Questioning	Yes/No	4/3/2/1
5. Visualizing	Yes/No	4/3/2/1
6. Making Connections	Yes/No	4/3/2/1
7. Monitoring Comprehension	Yes/No	4/3/2/1
8. Self-Correction	Yes/No	4/3/2/1
9. Fixation	Yes/No	4/3/2/1
10. Fixation	Yes/No	4/3/2/1

A3.19

Reading Comprehension Test A3.17–A3.20

Reading Strategy Assessment SG3.30–SG3.31

Fluency

- ✓ Expression
- ✓ Accuracy and Rate

Oral Reading Assessment Unit 3

All living things need energy. They use energy to carry out their life processes: to grow, and to reproduce. Plants are able to use water, soil, sunlight, and air to produce their own food for energy. Animals cannot do this. They have to eat other living things to get their energy. Some animals, such as rabbits and deer, eat plants. Other animals, such as lions and hawks, eat other animals that eat plants.

A food chain is a group of living things that are related in a special way. Think of a food chain as a chain hanging straight down. Each of the "links" in the chain is a living thing, and each depends on the next lower link for food. For example, at the bottom of one chain may be wheat grain. The next link in the chain might be field mice, which eat the grains of wheat. At the top of the chain might be red-tailed hawks, which hunt the field mice. The living things in a food chain are interdependent. Any change that affects one link also affects the others. For example, if there is a drought and the wheat doesn't grow well, the field mice won't have enough to eat, and some will die. This, in turn, will mean that there aren't as many mice for the hawks to eat. Some hawks will die, too.

Many animals, including cats, squirrels, and humans, can eat both plants and other animals. This means that these animals are part of more than one food chain. Humans are at the top of several different food chains. This means we have a wide food supply. When one type of food is scarce, we can usually find a different food to eat.

A3.1

Oral Reading Assessment Unit 3

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Accuracy	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%
Fluency	100%	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%
Expression	100%	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%

A3.2

Oral Reading Assessment Unit 3

Score	4	3	2	1
1. Fluency	100%	95%	90%	85%
2. Accuracy	95%	90%	85%	80%
3. Expression	100%	95%	90%	85%

Oral Reading Assessment Wrap-up

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

- How did you feel about reading this passage?
- How did you understand the passage?
- How did you know when you were finished?
- Show the positive things you noticed about the student's reading, for example, "I noticed that you read with a lot of expression. Your reading kept me interested. You read it very clearly and you sounded like you were enjoying it."
- Make suggestions about what improvements are needed, for example, "The way you read the first sentence was very good. Next time, try to read the second sentence a little more clearly."
- If you asked the student to read the story, make notes about what the student needs to improve on, e.g., distinguish the main idea from details, or present ideas in the proper sequence.

A3.3

Oral Reading Assessment A3.1–A3.3

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

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Spell Words with Long a, i, o, u in VCe form
- ✓ Spell Words with Long and Short Vowels
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 3, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. _____ plants change the sun's energy into food.
 (A) animals (B) insects (C) producers (D) consumers

2. The scientist _____ the butterfly.
 (A) captured (B) released (C) observed (D) collected

3. This is a _____.
 (A) shape (B) culture (C) necklace (D) microscope

4. These vegetables have many _____.
 (A) vitamins (B) nutrients (C) minerals (D) proteins

5. _____ is how plants make food using the sun's energy.
 (A) Oxygen (B) Language (C) Employment (D) Photosynthesis

A3.21

Vocabulary Test Unit 3, Week 3

1. When you _____, you watch someone or something closely.
 (A) inspect (B) observe (C) examine (D) decrease

2. When you _____, you suggest something, such as an idea or plan.
 (A) conduct (B) propose (C) reflect (D) invent

3. When you _____ things, you put them into groups based on their similarities.
 (A) inspect (B) identify (C) classify (D) transmit

4. To _____ about one thing, you think about it.
 (A) speculate (B) question (C) analyze (D) balance

5. When you _____ something, you try to find out more about it.
 (A) discover (B) investigate (C) mandate (D) monitor

A3.22

Spelling Words

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

Multisyllabic Words

- agitate If you **agitate**, the water in a hot tub, the small school of fish swim away.
- attribute High intelligence is an **attribute**, or trait, of dolphins.
- biome An ocean **biome** is a complex environment filled with diverse plants and animals.
- canine The Dog Snapper is a reef fish with large **canine** teeth to bite its victims.
- clone If I could **clone** my hamster, I would have a second crab that is an exact copy of the first one.
- despite **Despite** the fact that people throw their trash on the beach, we **lack** top and three 2 energy.
- fascinate I can't look away because myrae cells **fascinate** me.
- graze Sea turtles **graze** on seaweeds, nibbling bits all day long.
- hibernate Animals can **hibernate** when they **hibernate** when they are active and searching for food.
- introduce Our teacher knew the diver and **introduced** us to her.
- intrude Don't **intrude** because the scientist wants to be alone.
- poiside **A pesticide** not only kills garden pests, but the runoff can flow into the ocean and poison the sea life.
- provoke Don't **provoke** a crab or it will get mad and pinch you!
- vile The **vile** smell came from the oil spill made me sick.
- wholesome The movie about whales was **wholesome** for children since it proper and decent.

Watch-Out Words

- choir The choir sang **choir** music at the aquarium's opening.
- cord We saw fish swim all around the rocky **coral** reef.
- chorale The choir sang a special song called a **chorale**.
- corral After their song, the choir director tried to **corral** the children together like a herd of cattle.

A3.23

Vocabulary Test A3.21–A3.22

Spelling Pretest/Spelling Test T183s

Grammar and Writing

- ✓ Use Capitalization, Quotation Marks, Italics, and Underlining for Titles of Works
- ✓ Use Collective Nouns
- ✓ Evaluate Sources

Writing, Revising, and Editing Test Unit 3, Week 3

Directions: Read the paragraphs. Then answer the questions.

I have been watching a lot of nature shows lately. First, I watched the movie on DVD. I love it in the movie theater when I was little, but it was fun to see again. It follows a family of penguins. The family an incredible journey to a breeding ground where other penguins gather. The majority of penguins but sadly, some do not.

Last week, I watched another movie called with my mom. It had penguins in it, too, but my favorite part was watching the elephants. I can't believe a herd in single file without a teacher leading them to.

Now I am working my way through the television series . So far, my favorite episode is . The ocean is like another world. Also, when a school of dolphins together, it makes me want to be there with them. I can't wait to see what animals and habitats get to learn about next!

1. Choose the answer that goes in Blank 1.
 (A) "March of the Penguins"
 (B) "March of the Penguins"
 (C) March of the Penguins
 (D) March of The Penguins

2. Choose the answer that goes in Blank 2.
 (A) make
 (B) making
 (C) makes
 (D) make's

3. Choose the answer that goes in Blank 3.
 (A) swim
 (B) swims
 (C) swimming
 (D) swiming

4. Choose the answer that goes in Blank 4.
 (A) Earth
 (B) earth
 (C) "earth"
 (D) "Earth"

A3.23

Writing, Revising, and Editing Test Unit 3, Week 3

1. Choose the answer that goes in Blank 5.
 (A) march
 (B) marches
 (C) marching
 (D) marchin'

2. Choose the answer that goes in Blank 6.
 (A) planet earth
 (B) "planet earth"
 (C) "Planet earth"
 (D) PlanetEarth

3. Choose the answer that goes in Blank 7.
 (A) play
 (B) plays
 (C) playing
 (D) playin'

A3.24

Research Rubric Unit 3, Week 3

Area	Content	Presentation
1	1. Researcher has a clear purpose, including a thesis statement, and uses relevant evidence to support the thesis.	1. Researcher uses a clear thesis statement, and uses relevant evidence to support the thesis.
2	2. Researcher uses a variety of sources, including primary and secondary sources, and evaluates the credibility of the sources.	2. Researcher uses a variety of sources, including primary and secondary sources, and evaluates the credibility of the sources.
3	3. Researcher uses a variety of sources, including primary and secondary sources, and evaluates the credibility of the sources.	3. Researcher uses a variety of sources, including primary and secondary sources, and evaluates the credibility of the sources.
4	4. Researcher uses a variety of sources, including primary and secondary sources, and evaluates the credibility of the sources.	4. Researcher uses a variety of sources, including primary and secondary sources, and evaluates the credibility of the sources.

A3.44

Writing, Revising, and Editing Test A3.23–A3.25

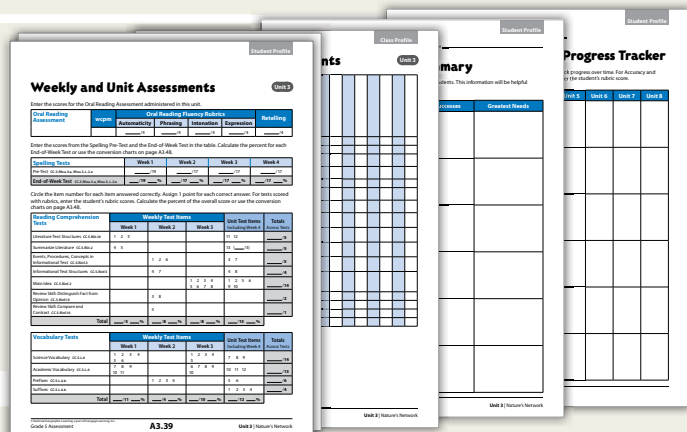
Research Project Rubric A3.44



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A3.39–A3.40
- Class Profile:** Weekly and Unit Assessments A3.41
- Student Profile:** Strengths and Needs Summary A3.42
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Main Idea and Details:** Reteaching Master RT3.8
- Determine Importance:** Reteaching Master RT3.9

ADDITIONAL PRACTICE

Comprehension Coach

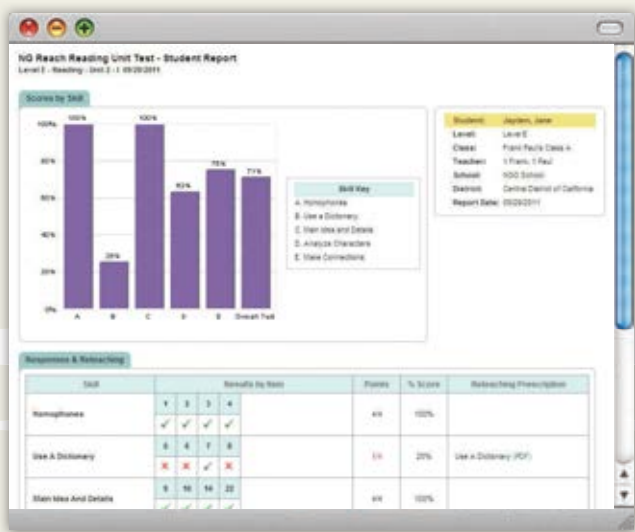
Fluency

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 T183s–T183t

Grammar and Writing

RETEACH

- Punctuation:** Anthology Handbook, page 659
 - Collective Nouns:** Anthology Handbook, page 640
 - Writing:** Reteaching Writing Routine, page BP51
- ADDITIONAL PRACTICE**
- More Grammar Practice PM3.25
 - Daily Writing Skills Practice, pages T183w–T183x

Week 4 Planner

Online Lesson Planner
NGReach.com

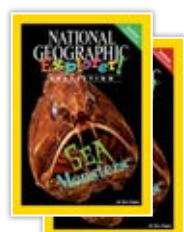


☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Speaking and Listening 🕒 5–10 minutes		Academic Talk CC.5.SL.1.a; CC.5.SL.1.d Discuss the Big Question T207o	Academic Talk CC.5.SL.2 Preview and Predict T208c
Language and Vocabulary 🕒 15–25 minutes		Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2; CC.5.L.2.e ☑ Words with Plurals Formed by Adding -s, -es and Commonly Misspelled Words T2071	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e ☑ Practice T207i
		Daily Grammar CC.5.L.1; CC.5.L.2 Count/Noncount: Collective Nouns T207k	Daily Grammar CC.5.L.1; CC.5.L.2 ☑ Irregular Nouns T207k
		Vocabulary Strategy CC.5.L.4; CC.5.L.4.b; CC.5.L.5 ☑ Suffixes T207o	Vocabulary Strategy CC.5.L.4; CC.5.L.4.b; CC.5.L.5 ☑ More Suffixes T208c
Reading 🕒 20–40 minutes	Anthology	Reading Read Aloud a Science Feature Article T208 Comprehension CC.5.Rinf.2 ☑ Explain How Main Ideas Are Supported by Details T208a–T208b	Reading CC.5.Rinf.2; CC.5.Rinf.10 Read a Science Article T209–T213 Comprehension CC.5.Rinf.2; CC.5.Rinf.10; CC.5.SL.2 ☑ Main Idea and Details T210–T212 ☑ Determine Importance T209–T212 Summarize Visual Information T211
		Fluency CC.5.Rfou.4 ☑ Model Phrasing T208a	Fluency CC.5.Rfou.4 ☑ Practice Phrasing, Accuracy, and Rate T209
Writing 🕒 15–45 minutes		Power Writing T207o CC.5.W.10 Daily Writing Skills CC.5.W.1.a; CC.5.W.2 ☑ Establish a Purpose and Identify an Audience T207m	Power Writing T208c CC.5.W.10 Daily Writing Skills CC.5.W.1.a; CC.5.W.2 ☑ Establish a Purpose and Identify an Audience T207m
		Writing CC.5.Rinf.2; CC.5.W.2; CC.5.W.10 Write with Supporting Details T208b	Writing CC.5.W.1 Write a Response T213
		Writing Project: Expository CC.5.W.2; CC.5.W.2.a; CC.5.W.4; CC.5.W.5 Study a Model T216	Writing Project: Expository CC.5.W.2; CC.5.W.2.a; CC.5.W.4; CC.5.W.5; CC.5.W.10 Prewrite T216



SMALL GROUP READING TIME		Read Science Articles	Read Nonfiction Books
Fiction & Nonfiction 🕒 20 minutes		Vocabulary CC.5.L.6 Learn Science Vocabulary SG23	Vocabulary CC.5.L.6 Learn Story Words SG24–SG25
		Reading CC.5.Rinf.2; CC.5.Rinf.10 Read and Comprehend Informational Text SG22–SG23 Build Comprehension SG23 Determine Main Ideas SG22	Reading CC.5.Rinf.1; CC.5.Rinf.2; CC.5.Rinf.10; CC.5.SL.1.a Introduce SG24–SG25 Read and Comprehend Literature SG24–SG27 ☑ Main Idea and Details SG26–SG27 ☑ Determine Importance SG26–SG27



LEARNING STATION TIME			
🕒 20 minutes			
		Speaking and Listening T207g CC.5.SL.2 Language and Vocabulary T207g CC.5.L.6 Writing T207g CC.5.W.7; CC.5.L.4.c; CC.5.L.5.c Cross-Curricular T207h CC.5.W.7 Reading and Intervention CC.5.Rfou.3; CC.5.Rfou.4.c; T207h; SG68 CC.5.Rinf.2; CC.5.W.2	

BIG Question What is nature's network?

Day 3

Read and Comprehend

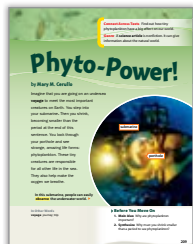
Academic Talk CC.5.SL.1; CC.5.SL.1.d
Talk Together T214

Daily Spelling and Word Work CC.5.L.2.e
✓ Practice T207j

Daily Grammar CC.5.L.1;
✓ Irregular Plural and Collective Nouns T207l, T214a

Vocabulary Review CC.5.L.6
Review Science and Academic Vocabulary T213a

Reading CC.5.Rinf.2;
Reread a Science Article T213a
Comprehension CC.5.Rinf.10
Compare Genres: Interview and Science Article T213a



Fluency CC.5.Rfou.4
✓ Practice Phrasing T214

Power Writing T213a CC.5.W.10
Daily Writing Skills CC.5.W.1.a; CC.5.W.2
✓ Establish a Purpose and Identify an Audience T207n
Writing CC.5.W.10; CC.5.L.1;
Write to Reinforce Grammar T215 CC.5.L.3
Writing Project: Expository CC.5.W.2; CC.5.W.2.a;
Draft T217 CC.5.W.4; CC.5.W.5; CC.5.W.10

Day 4

Read and Comprehend

Academic Talk CC.5.Rinf.2; CC.SL.1.a;
Determine Main Ideas T215d CC.5.SL.1.d

Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e
✓ Practice T207j

Daily Grammar CC.5.L.1; CC.5.L.2
Grammar and Writing T207l

Vocabulary Practice CC.5.L.4; CC.5.L.4.b; CC.5.L.5
✓ More Suffixes T215c

Reading CC.5.Rinf.2
Read a Science Article
Comprehension CC.5.Rinf.2
✓ Identify Implied Main Idea T215a–T215b



Fluency CC.5.Rfou.4
✓ Model and Practice Phrasing T215b

Power Writing T215c CC.5.W.10
Daily Writing Skills CC.5.W.1.a; CC.5.W.2
✓ Establish a Purpose and Identify an Audience T207n
Writing CC.5.W.2; CC.5.W.10
Write a Description T215d
Writing Project: Expository CC.5.W.2; CC.5.W.2.a; CC.5.W.4;
Revise/Edit and Proofread T218 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; CC.5.SL.1.d
Relate Readings to the Big Question T215h

Daily Grammar CC.5.L.1; CC.5.L.2
Review T207l

Vocabulary Practice CC.5.L.4; CC.5.L.4.b; CC.5.L.5
✓ Suffixes T215e

Reading CC.5.Rinf.2
Read a Science Article
Comprehension CC.5.Rinf.2;
✓ Explain CC.5.SL.1.a; CC.5.SL.1.c;
How Main Ideas Are Supported by Details T215f–T215g CC.5.SL.1.d



Power Writing T215e CC.5.W.10
Daily Writing Skills CC.5.W.1.a; CC.5.W.2
✓ Establish a Purpose and Identify an Audience T207n
Writing CC.5.Rinf.2; CC.5.W.9.b; CC.5.W.10
Write to Explain Details T215g
Writing Project: Expository CC.5.W.2; CC.5.W.2.a; CC.5.W.4;
Publish and Present T218–T219 CC.5.W.5; CC.5.W.10

Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27
Reading CC.5.Rinf.1; CC.5.Rinf.2;
Read and Comprehend CC.5.Rinf.10;
Literature SG24–SG27 CC.5.SL.1.a
✓ Main Idea and Details SG26–SG27
✓ Determine Importance SG26–SG27



Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27
Reading CC.5.Rinf.1; CC.5.Rinf.2;
Read and Comprehend CC.5.Rinf.10;
Literature SG24–SG27 CC.5.SL.1.a
✓ Main Idea and Details SG26–SG27
✓ Determine Importance SG26–SG27



Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27
Reading CC.5.Rlit.2
Connect Across Texts SG27
Writing CC.5.W.10
Choose a Writing Option SG26–SG27



ASSESSMENT & RETEACHING

Assessment and Reteaching T219a–T219b
✓ Reading Comprehension Unit Test A3.26–A3.32 CC.5.Rinf.5
✓ Reading Strategy Assessment SG3.30–SG3.31 CC.5.Rinf.10
✓ Oral Reading Assessment A3.1–A3.3 CC.5.Rfou.4
✓ Vocabulary Unit Test A3.33–A3.34 CC.5.L.6

✓ Spelling Test: Words with Plurals Formed by Adding -s, -es and Commonly Misspelled Words T207l CC.5.Rfou.3; CC.5.L.2; CC.5.L.2.e
✓ Writing, Revising, and Editing Unit Test A3.35–A3.38 CC.5.W.1.a; CC.5.W.2
Reteaching Masters RT3.10–RT3.12



Week 4 Learning Stations

Speaking and Listening

Option 1: Main Idea



NGReach.com Student Resources

Have students watch and summarize a video about the concept of main idea.

- To view the video, have students go to Resources > Unit 3 > Learning Stations > Week 4 > Main Idea.
- Have partners take turns summarizing the information in the video.
- Then have partners discuss how their summaries differ.

Summarize Oral Information CC.5.SL.2

Option 2: Crunch, Nibble, Gulp, Bite



NGReach.com Student Resources

Have students play an online game to learn how fish's mouths determine what they eat in coral reefs.

- To play the game, have students go to Resources > Unit 3 > Learning Stations > Week 4 > Crunch, Nibble, Gulp, Bite.
- Have students summarize what they learned for their classmates.

Language and Vocabulary

Key Words

chlorophyll · classify · conversation · determine
investigate · magnify · microscope · nutrients
observe · photosynthesis · propose · specialize

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

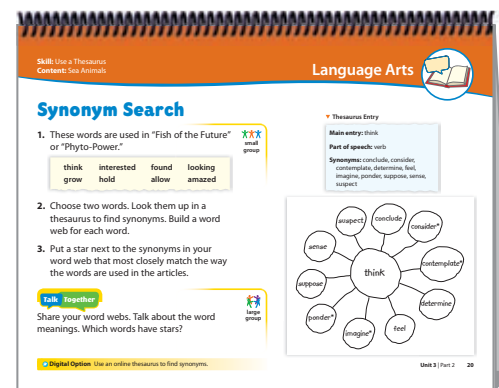
Have students expand their word knowledge.

- Under Add More Information > Related Words, have students add -s or -es to form the plural of each regular noun.
- Under Add More Information > My Connection, have students write about something that reminds them of a Key Word of their choice.

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

Writing

Option 1: Synonym Search



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 20

Teacher's Guide on NGReach.com

thesaurus

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

Option 2: Write Field Notes



NGReach.com Student Resources

Have students study satellite images of phytoplankton, write field notes on what they observe, and then compare notes.

- Explain that field notes are notes written during the observation process.
- To view the images, have students go to Resources > Unit 3 > Learning Stations > Week 4 > Phytoplankton Images.

Conduct Research CC.5.W.7

Cross-Curricular

Option 1: Chart the Ocean Sunfish



Chart the Ocean Sunfish

- Look at the **Language Builder Picture Card** of the sunfish. Find out more about this fish. You can use these resources:
 - Experts teachers, librarians
 - Books encyclopedia
 - Online NGReach.com
- Answer some of these questions:
 - Where are ocean sunfish found?
 - What do they eat?
 - Do ocean sunfish have predators?
- Make a chart to list the facts you found.

Talk Together
Share your chart. Compare the information.

Ocean Sunfish	
Oceans	Atlantic, Pacific, Indian
Length	can reach 10 feet
Diet	jellyfish, squid
Predators	orca

Digital Option Use software to make a chart.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 21

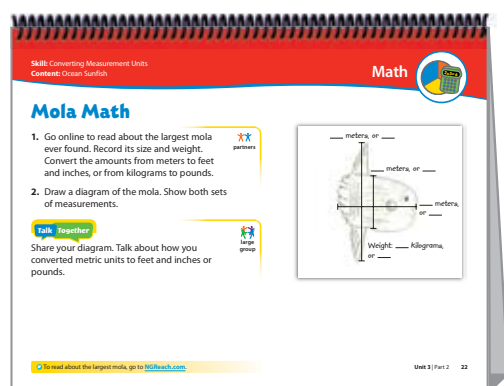
Digital Library: Language Builder Picture Card F37

Teacher's Guide on NGReach.com
books about fish • encyclopedia

Conduct Research

CC.5.W.7

Option 2: Mola Math



Mola Math

- Go online to read about the largest mola ever found. Record its size and weight. Convert the amounts from meters to feet and inches, or from kilograms to pounds.
- Draw a diagram of the mola. Show both sets of measurements.

Talk Together
Share your diagram. Talk about how you converted metric units to feet and inches or pounds.

Diagram labels: meters, or _____; Weight: kilograms, or _____

Digital Option Search about the largest mola; go to NGReach.com

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 22

Teacher's Guide on NGReach.com
Student Resources Directory

rulers • markers

Reading

Option 1: Giant Jellies



NGReach.com Student Resources

Have students read and summarize an article about giant jellyfish.

- To read the article, have students go to Resources > Unit 3 > Learning Stations > Week 4 > Giant Jellyfish Invasion.
- Ask students to take notes as they read and use their notes to write a summary of what they learn.

Summarize Text

CC.5.Rinf.2

Option 2: Interview with Sylvia Earle



NGReach.com Student Resources

Have students read an interview with Sylvia Earle and about the ocean food web.

- To read the interview, have students go to Resources > Unit 3 > Learning Stations > Week 4 > Interview with Sylvia Earle.
- Ask students to write a description that details Sylvia's concerns.

Write Informative/Explanatory Text to Convey Ideas

CC.5.W.2

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 RT3.10–RT3.13.

Additional Resources

Reach into Phonics



Lesson 43

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

ESL Kit



ESL Teacher's Edition pages T208a–T221

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Ocean Life

- ✓ Spell Words with Plurals Formed by Adding *-s, -es*
- ✓ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Plurals Formed by Adding *s, es*

1. biases	Some people have biases against seafood, disliking it before they even try it.
2. cells	Some algae are made up of many simple cells , small units that contain DNA in living things.
3. clashes	When sharks compete for food violent clashes may erupt.
4. diseases	Eating poisoned shellfish can cause deadly diseases .
5. disguises	Some sea creatures change color as if they are wearing different disguises .
6. mammals	Dolphins and whales are mammals because they give birth to live young and produce milk for them.
7. motives	The oceanographers had strong motives , or reasons, for seeking research money.
8. octopuses	Octopuses and snails are mollusks and are closely related.
9. perils	The perils , or dangers, of scuba diving increase when a diver swims too deep.
10. phases	A full moon and other moon phases affect the tides.
11. ravines	Millions of years ago, rushing water carved deep canyons and narrow ravines as it rushed to the sea.
12. ridges	The sand ridges looked like small rows of mountains.
13. specimens	The seaweed specimens were the only samples they collected for the research.
14. stresses	Captivity puts some stresses , or strains, on dolphins.
15. successes	Scientists have had several successes replacing damaged reefs with artificial ones.

Watch-Out Words

16. cite.	The scientist wanted to cite each piece of data, so she carefully wrote down exactly what each one said.
17. sight	The other scientists agreed that the sight of real whales taught them more than any photo.
18. site	She was positive that this precise location was the exact site where she spotted the whales the first time.

Plurals *-s, -es*

Day 2



Option 1

MATERIALS

highlighter, one per student

Teach

Display the words *bias, clash, octopus, stress, and success*. Underline the corresponding *s, sh, or ss*. Explain: *For words that end in x, ch, sh, s, ss, z, and sometimes o, add -es to form the plural.* Then add *es* to each word to form *biases, clashes, octopuses, stresses, and successes*.

Display the words *peril* and *phase* and underline the last letter in each word. Explain: *For words that do not end in one of these letters, just add -s to form the plural.* Then add *s* to form *perils* and *phases*.

Prepare

- Have each student write the first 15 spelling words on a piece of paper. Tell students to highlight the letters in each word that make up the singular form, such as *cell* and *octopus*, leaving the plural ending unhighlighted.
- Have students divide a sheet of paper into two columns, labeling one column *-s* and the other column *-es*.

Practice

Have students sort the spelling words into the correct columns, depending upon how they form the plural.

<i>-s</i>	<i>-es</i>
cells	biases
diseases	clashes

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

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

Picture Clues

Day 2



Option 2

MATERIALS

dictionary, one per pair of students

Make a Drawing

Have partners collaborate to draw a picture to help them remember the differences between the Watch-Out Words.

- Tell students to use a print or online dictionary to check the spelling and meaning of each Watch-Out Word.
- Then have them illustrate and label each Watch-Out Word. For example: Students might draw an eye with rays emanating outward and the word *sight* written among them, a scientist pointing to data on a chalkboard, and an archaeological dig.
- Have each pair of students share its drawings with another pair.

Consult References

CC.5.L.2.e



Use a Thesaurus

Day 3



Option 1

MATERIALS

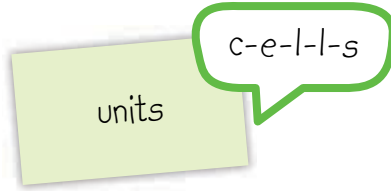
index cards, 18 per pair of students • thesaurus, 1 per pair

Prepare

Have partners collaborate to write each spelling word on a separate card. Then have them look up each word in a thesaurus and write a synonym on the back of the appropriate card.

Play a Game

- Have students place the cards on the table with the synonyms facing up.
- Tell partners to take turns pointing to a synonym and stating and spelling the spelling word that matches it.
- If a student states the wrong word or misspells the correct word, the card stays on the table. If he or she spells the right word correctly, he or she takes the card.
- The partner with more cards at the end of the game wins.



Spell Grade-Appropriate Words
Consult References

CC.5.L.2.e
CC.5.L.2.e

Plurals Toss

Day 3



Option 2

MATERIALS

crumpled paper ball, 1 per group • timer

Prepare

Arrange students in small groups and provide each group with a crumpled paper ball. Set the timer for 15 minutes.

Play a Game

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

Spell Grade-Appropriate Words

CC.5.L.2.e

Plural Picks

Day 4



Option 1

MATERIALS

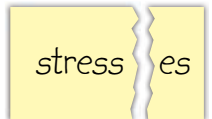
index cards, 15 per pair of students

Prepare

Have partners collaborate to print each of the first 15 spelling words on a separate card, with space between the letters for cutting. Then have them cut each card between the base word and the plural ending.

Play a Game

- Have partners shuffle the cards and place them face down on a table.
- Tell students to take turns turning over two cards. If the two cards together can form a correctly spelled plural, the student spells the word aloud without looking. If the word is spelled correctly, that player keeps the cards.
- If the cards do not form a correctly spelled plural or if the player misspells the word, the player returns the cards face down to the table.
- Students play until all the cards have been matched and spelled correctly. The student with more cards at the end of the game is the winner.



Spell Grade-Appropriate Words

CC.5.L.2.e

Ocean Life Stories

Day 4



Option 2

Write a Story

- Arrange students in groups of three or four students each. Have each group collaborate to write a story about ocean life. The story can be realistic or fanciful.
- Have one student begin the story by writing a sentence that includes a spelling word. Tell students to underline the spelling word after writing the sentence.
- Then, have students take turns adding a sentence—continuing the storyline or taking it in a new direction. Each sentence must contain a spelling word.
- Have groups share their stories with another group. Have the other group check for correct spelling.

"Here I come, the master of disguises!" called Cal Cuttlefish.
 "More like master of diseases!" grumbled his sister, Kit.
 "Hey," Cal whined, "I face many perils!"
 "And you cause lots of stresses!" Kit answered.
 "Sh! Here come those two-legged mammals! in their boats. Let's hide!" Cal said.
 "Quick!" said Kit. "Put on your disguises! everyone!
 And with that, the cuttlefish vanished out of sight!"

Demonstrate Command of Spelling

CC.4.L.2



Day 3

Teach the Rules

Use the suggestion on page T215 to teach irregular plural nouns and collective nouns. Then discuss:

- *Some irregular nouns, such as sheep and moose, use the same form for singular and plural, but may take either a singular or a plural verb depending on the meaning in the sentence.*
- *Noncount nouns, such as air and lightning, name things you cannot count. They always take a singular verb.*

Display and discuss the chart.

Irregular Nouns	Collective Nouns	Noncount Nouns
foot/feet	choir	salt
person/people	hive	time
fish/fish	mail	rain

Generate Sentences ✎

Have students write sentences about ocean exploration. Explain:

- *Write three sentences about ocean plants or animals. Use one irregular plural noun, one regular count noun, and one collective noun with a plural verb.*
- *Write three sentences about the ocean food chain. Use one collective noun with a singular verb, one noncount noun, and one irregular plural noun.*

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

Differentiate

SN Special Needs

ISSUE Students have difficulty with the concept of noncount nouns.

STRATEGY Pour water into a glass. Ask: *How many water is in the glass?* Then pour beans into a glass and ask: *How many beans are in the glass?* Discuss the fact that you can count out separate beans, but you cannot count out separate pieces of water. Have partners ask the questions about the air and the students in the classroom.

Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM3.32

Grammar and Writing ✎

Distribute **Practice Master PM3.32**. Have students use editing and proofreading marks to correct errors with irregular plural nouns, collective nouns, and count and noncount nouns.

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 irregular plural nouns
- correct use of collective nouns
- correct use of count and noncount nouns

Editing and Proofreading Marks	
^	Add.
↵	Take out.
≡	Capitalize.
/	Make lowercase.

My class ^{ies} study the ocean. Last week we went to an aquarium. The water ^s in the aquarium was really clear. I could see all of the fishes. I especially liked watching a school of parrotfish. The school ^{was} fun to watch.

We also took a boat ride out to sea. The sunshin^e ^s were bright!

We saw a pod of six whales. A pod ^{is} a group of whales. One teacher exclaimed, "The pod ^{is} rolling in the water and swimming closer to our boat!" There were many school ^{children} on the boat, but I think the teachers enjoyed the adventure just as much.

Next month the class ^{is} going to the zoo. I will see many kinds of animals, such as deer, bison, ^{geese} ^s, and even mooses.

For use with TE, T201 **PM3.32** Unit 3 | Nature's Network

[NGReach.com](http://www.NGREach.com) Practice Master PM3.32

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit
Test: Assessment Masters A3.35–A3.38

Review and Assess ✎✎

Display the word bank and chart below. Have partners work together to categorize each noun correctly.

mail man teeth team

Irregular Singular Noun	man
Irregular Plural Noun	teeth
Collective Count Noun	team
Collective Noncount Noun	mail

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

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Ocean Life

✓ Establish a Purpose and Identify an Audience

COMMON CORE STANDARDS

Write Informative/Explanatory Text to Examine a Topic
State an Opinion

CC.5.W.2
CC.5.W.1.a

Teach Purpose and Audience Day 1



PROGRAM RESOURCES

Author's Purpose Chart: eVisual 3.32

Purpose and Audience: eVisual 3.33

Teach the Skill

Display eVisual 3.32. Explain: *You can figure out your purpose for writing by thinking about how you want your audience to react.*

Author's Purpose Chart

If You Want Your Audience to ...	Your Purpose Is ...
learn something new	to inform or explain
enjoy reading your work	to entertain
believe something or take action	to persuade
know how you feel or think	to express

NGReach.com Author's Purpose Chart: eVisual 3.32



INTERACTIVE WHITEBOARD TIP: Put a check next to each purpose as you discuss it.

Share these points about connecting purpose and audience:

- Write so your purpose is clear to your audience.
- Use a formal or informal tone that is right for your audience.
- Group related information logically to support your purpose.

Display and read eVisual 3.33. Discuss: *Which passage might have been written for readers of a magazine? (#1) Which might have been written as a letter to a lawmaker? (#2) What is the purpose of each? How do you know?*

Purpose and Audience

Passage #1: Cape Cod has been losing the fish it is named for. Overfishing is the main reason. New state rules limit how many fish can be caught. The rules aim to rebuild the fish population.

Passage #2: Cape Cod has suffered a major reduction of the fish for which it is named. Overfishing is the culprit. Everyone must support new regulations that limit the fish recreational fishers may catch. If not, those who fish for a living may lose their jobs.

NGReach.com Purpose and Audience: eVisual 3.33



INTERACTIVE WHITEBOARD TIP: Underline the persuasive words "Everyone must support..."

Identify Purpose and Audience Day 2



Option 1

Introduce

Provide the class with this passage.

The starfish is not a fish. It is actually an echinoderm, a spiny-skinned sea animal. It has no head, but it does have a mouth and five arms. On those arms are tubelike feet that the starfish uses to move along the ocean floor. If it loses one arm, the starfish grows another. You can read more about starfish in your fifth-grade science book.

Practice

Have partners work together to identify the audience and purpose of the passage and write two sentences explaining how they know. If time allows, have partners rewrite the passage with a different audience and purpose.

Analyze Purpose and Audience Day 2



Option 2

PROGRAM RESOURCES

E-mail Passages: eVisual 3.36

Introduce

Display and have volunteers read aloud eVisual 3.36.

E-mail Passages

E-mail #1: Dear Mr. Fleisher, I read your book *Ocean Food Webs*. I liked how you showed that animals and plants fit together in an ecosystem. Thank you for writing such an interesting book. Sincerely, Joanna Adams

E-mail #2: Hi Shelley, What a cool book I read! Believe it or not, it's about ecosystems and is called *Ocean Food Webs* by Paul Fleisher. I know this might sound like a boring topic, but this guy makes it interesting. He tells interesting stories about how important the oyster was in NYC in the past. You should check it out! C U, Jojo

NGReach.com E-mail Passages: eVisual 3.36



INTERACTIVE WHITEBOARD TIP: Underline examples of formal and informal language.

Practice

Have students individually identify the purpose and audience of each e-mail. Then have each student write a paragraph that explains how word choice and details reflect purpose and audience in each e-mail.



SUGGESTED PACING

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

Plan Expository Writing

Day 3 Option 1

Introduction

Remind students that writers must state their purpose clearly and choose words and details appropriate for the audience and purpose.

Practice

Have students imagine that a fifth-grade class is getting ready to take a field trip to an aquarium. To prepare the fifth graders for their trip, the teacher has asked each student to write a report about what he or she learned from the selection “Phyto-Power!” on **Anthology** page 209.

Have students work in pairs to complete a chart like the following:

Purpose:	to inform about phytoplankton
Audience:	teacher
Related groups of information:	<ul style="list-style-type: none"> • what they look like • what they do • how they help the world

Tell partners to show how they would group information. Explain that it does not have to be the same way as in the example chart. If time allows, have partners list words, details, definitions, and artwork they would include in their report. Then have partners share their charts with another pair of students.

Draft Expository Writing

Day 3 Option 2

Introduce

Remind students that their writing should clearly state their purpose and should use words and details appropriate for their audience and purpose.

Practice

Have pairs of students imagine the same scenario described in Option 1 and complete the chart. Then ask partners to write a short piece using the information they recorded on their chart.

Ask volunteers to share their pieces with the class. Have listeners compare the pieces for content, word choice, and organization.

Revise for Purpose, Audience

Day 4

PROGRAM RESOURCES

Author’s Purpose Chart: eVisual 3.32

Introduce

Display and review **eVisual 3.32**.

Practice

Have students choose three pieces of writing from their Weekly Writing folder and decide the purpose and audience for each one.

Have students use their conclusions to decide whether they need to make any revisions to their word choice and organization. After revisions take place, ask volunteers to share their writing and explain the changes they made.

Review and Assess

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test
Assessment Masters A3.35–A3.38

Review the Skill

Have students individually write at least three things they have learned in this lesson about audience and purpose in writing. Then, working in small groups, have students combine their work to create a list of points titled “Establishing a Purpose and Identifying an Audience.”

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

OBJECTIVES

Thematic Connection: Ocean Life

- Use Suffixes to Determine Word Meanings
- Explain How Main Ideas Are Supported by Details


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 3.30

MATERIALS

timer



WARM-UP

Have students review the readings from Week 3, including “Fish of the Future” and *Shark Tales*. Have partners share a surprising fact they learned about life in the ocean. Discuss their facts with the class.

Power Writing

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

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

Academic Talk

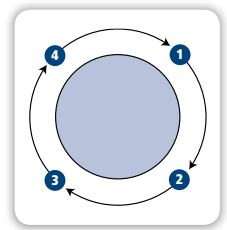
1 Discuss the Big Question

Review with students the differences between conversation and discussion. Remind them that in a discussion, they should listen carefully for main ideas and important details, pausing occasionally to review and summarize key ideas.

Model reviewing key ideas to answer the Big Question based students’ readings so far this week: *You said that plankton are small creatures that are important to ocean life. They are important because they are food for all other sea creatures.*

Use a **Roundtable** to have students discuss why small things in nature are important in relation to the readings for Week 3.

- Have students sit around a table in groups of four.
- Ask each student to answer this question in a different way: Why are small things in nature important?
- Have students take turns reviewing the key ideas discussed.
- Ask volunteers to share key ideas from their discussions.



Roundtable

For **Roundtable**, see page BP46.

Vocabulary Strategy

2 Suffixes Anthology page 208

Remind students that knowing the meanings of prefixes can help them figure out the meanings of the longer words in which they appear. Explain: *Today we will learn about a word part called a suffix that we add to the end of a word.*

Project **Student eEdition** page 208 and read aloud the introduction. Then have a volunteer read aloud the first row in the chart.

Model using the strategy with the word *allowable*: *I know that the root word allow means “to give permission.” Since the suffix -able means “can be done,” the word allowable means “can be given permission.”* Repeat for the meaning of *transferable*.

Have volunteers read aloud the other rows of the chart. Ask students to demonstrate using the strategy to figure out the meanings of the listed words. Then have them answer the question about the word *thoughtful*.

COMMON CORE STANDARDS

Reading

- | | |
|---|-------------|
| Explain How Main Ideas Are Supported by Details | CC.5.Rinf.2 |
| 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 Purposes | CC.5.W.10 |

Speaking and Listening

- | | |
|--------------------------------------|-------------|
| Draw on Information to Explore Ideas | CC.5.SL.1.a |
| Review Key Ideas | CC.5.SL.1.d |

Language and Vocabulary

- | | |
|---|------------|
| Determine Meanings of Words and Phrases | CC.5.L.4 |
| Use Affixes as Clues to Meaning | CC.5.L.4.b |
| Understand Word Relationships | CC.5.L.5 |



Suffixes

Many English words end with a **suffix**, or a short word part. Many of these English suffixes came from Latin, Greek, or Old English. Sometimes knowing the meaning of the suffix can help you predict the meaning of the word.

This chart shows some common suffixes.

Suffix	Origin	Meaning	Example
-able	Latin	can be done	allowable, transferable
-ist	Greek	one that does	biologist, geologist
-ful	Old English	full of	useful, careful



The suffix *-ful* means *full of*. What do you think the word *thoughtful* means?

Try It Together

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

Marine botanists study plant life in the ocean—from spiky sea urchins, to bountiful seaweed. They think studying plants is enjoyable and useful work.

- Look for the Latin suffix in the word *enjoyable*. What do you think *enjoyable* means?
 - not enjoyable
 - one who enjoys things
 - a fun object
 - can be enjoyed
- Look for the Greek suffix *-ist*. What do you think *botanist* means?
 - an ocean plant
 - one that studies botany
 - the study of plant life
 - a male scientist

208

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 208

3 Try It Together Anthology page 208

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

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Suffixes to Determine Word Meanings ✓

As students complete **Try It Together**, listen to see whether they can use suffixes to determine the meanings of the words.

If students have difficulty using suffixes to determine meanings, write the words *reachable*, *guitarist*, and *thankful*. Circle the suffixes *-able*, *-ist*, and *-ful*. Then use the chart on page 208 to review the meanings of the suffixes. Point to the circled suffix in each word and read aloud these sentence frames:

- The suffix *-able* means “able to be,” so *reachable* means “able to be _____.” (reached)
- The suffix *-ist* means “someone who does something,” so *guitarist* means “someone who _____.” (plays the guitar)
- The suffix *-ful* means “full of,” so *thankful* means “full of _____.” (thanks)

Weekly Writing

Gather students’ writing throughout the week:

- ✓ Daily Writing Skills Practice (T207m–T207n)
- ✓ Power Writing (T207o, T208c, T213a, T215a, T215e)
- ✓ Writing (T208b, T213, T215, T215d, T215g)
- ✓ Writing Project (T216–T219)

Differentiate

EL English Learners

ISSUE Spanish speakers need help becoming familiar with English suffixes.

STRATEGY Explain that the suffix *-able* is used similarly to the suffix *-ible* in Spanish. The English *transferable* has the Spanish cognate *transferible*. Other Spanish cognates include *biologist/biólogo* and *geologist/geólogo*.

AL Above Level

ISSUE Students are capable of more complex word work.

STRATEGY Have partners list as many words as they can with the four suffixes. Then challenge them to use as many of the words as possible in a paragraph.

Fluency

Model Phrasing As you read the **Read Aloud**, model grouping words together based on content and punctuation. Explain: *Fluent readers group words together to convey the meaning of a text. They pause when they see a comma or a dash.*

Best Practices

Encourage Respect Encourage students to validate each others' points of view. Provide examples:

- *That's a very good point.*
- *That idea makes sense.*
- *I can tell you have thought about this a lot.*

Comprehension

4 Identify Supporting Details ✓

Introduce: *Writers use details to strengthen and support their main idea.* Explain that the different kinds of details in informational text may include important details that support the main idea, less important details that provide interesting facts, and entertaining details that make the text fun to read.

Display **eVisual 3.30** and read aloud the title and genre. Explain: *Not all details in a text support the main idea. You know whether the detail supports the main idea if it helps you understand the main idea better.*

Read aloud the first two paragraphs of "Giant Jellyfish Invasion." Ask: *What is the main idea?* (Millions of giant jellyfish are invading the Sea of Japan.) Say: *One detail is that the jellyfish can weigh 450 pounds. How does this support the main idea?* (Possible response: The size of the jellyfish shows why having so many of them in the sea is a problem.) Ask: *Is the name of the jellyfish important?* (Possible response: The name is interesting but not necessary to understand the main idea. It isn't a supporting detail.)



Read Aloud

Science Feature Article

Giant Jellyfish Invasion

by Ruth Musgrave

from *National Geographic Kids* magazine

Are aliens attacking the Sea of Japan? Not exactly. But these gigantic blobs are unwelcome visitors from another place. Called Nomura's jellyfish, the wiggly, pinkish giants can weigh up to 450 pounds (204 kilograms)—as heavy as a male lion—and they're swarming the sea by the millions.

The supersized sea creatures—normally found off the coasts of China and North and South Korea—occasionally drift east into the Sea of Japan to feed on tiny organisms called plankton. But now one hundred times the usual number of jellyfish are invading Japanese waters. Local fishermen feel as if they are under siege.

The fishermen's nets are getting weighted down, or even broken, by hundreds of jellyfish. The jellies crush, slime, and poison valuable fish in the nets, such as the tuna and salmon that the fishermen rely on to make a living.

No one knows for sure what's causing this jellyfish traffic jam. It's possible that oceans heated by global warming are creating the perfect jellyfish breeding ground. Another theory is that overfishing has decreased the numbers of some fish, which may allow the jellies to chow down without competition for food. For now, all the fishermen can do is design special nets to try to keep the jellies out. Some of them hope to turn the catastrophe into cash by selling jellyfish snacks. Peanut butter and jellyfish, anyone?

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 3.30



INTERACTIVE WHITEBOARD TIP: Underline supporting details as they are identified.

Have partners make a tree diagram, like the one on page 207, to show the main idea and the most important supporting details (one hundred times the number of jellyfish; weigh down and break nets; crush, slime, and poison other fish).

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain How Main Ideas Are Supported by Details ✓

Circulate to determine that students can distinguish between supporting details and less important details.

If students have difficulty identifying supporting details, have them reread paragraph 2, present a detail, and then answer forced-answer questions:

- *The jellyfish normally live off the coast of China. Does that detail tell us why they are a problem in Japan?* (No.)
- *The jellyfish occasionally come to Japan to eat plankton. Does that detail tell us why they are a problem now in Japan?* (No.)
- *There are now one hundred times the usual number of jellyfish in Japan. Does that tell us why they are a problem?* (Yes.)



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T207i

Daily Grammar ✓

Point out that it is impossible to count air, so the word *air* is a noncount noun. Then use page T207k to teach noncount nouns.

Daily Writing Skills ✓

Point out that the audience of the **Read Aloud** article is students, and its purpose is to inform them about a problem in the ocean. Then use page T207m to teach choosing appropriate language to fit purpose and audience.

Writing

5 Write with Supporting Details

Model writing a main idea about a familiar animal and adding supporting details.

Think Aloud

I will write a main idea about an animal I know.

I will include supporting details about the squirrel's behavior.

Write

A squirrel in my yard has become a real nuisance.

This pesky squirrel gets into my bird feeder and eats the seeds. It also scares the birds away.

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

Have students write a descriptive paragraph about the traits of an animal they know. Remind them to include a main idea and supporting details about the animal. Have students add their paragraphs to their Weekly Writing folders.

Differentiate

BL Below Level

ISSUE Students have difficulty distinguishing between important and unimportant details.

STRATEGY Display the main idea: Giant jellyfish are becoming a problem in the Sea of Japan. Then provide sentence frames to help students identify supporting details:

- The giant jellyfish are a problem because they _____. They also _____.
- One possible cause of the jellyfish invasion is _____. Another possible cause is _____.

EL English Learners

ISSUE Students lack sufficient vocabulary to express details that support the main idea.

STRATEGY Create a word bank with relevant words from the **Read Aloud**, such as *giants*, *millions*, *invading*, *fishermen*, *siege*, *broken*, *crush*, and *poison*, and the phrase *make a living*. Go over the meaning of each word or phrase. Encourage students to use the word bank to help them complete their diagrams.

WRAP-UP

Have groups each brainstorm a main idea about ocean life, such as "Ocean life is surprisingly diverse," or "Ocean life should be protected." Then as a class, identify details to support the different main ideas.

OBJECTIVES

Thematic Connection: Ocean Life

- ✔ Use Suffixes to Determine Word Meanings
- ✔ Determine Importance to Comprehend Text
- ✔ Explain How Main Ideas Are Supported by Details


MATERIALS

timer • poster board

Power Writing

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

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



WARM-UP

Have students list familiar words to which suffixes could be added, such as *break, tour, allow, use*, etc. Then have partners switch lists and add suffixes.

Vocabulary Strategy

1 More Suffixes

Explain: *Adding a suffix to the end of a word can change the word's part of speech.* Copy and display the chart and sentences below.

Suffix	Origin	Meaning	Forms
-ation	Latin	state or process of	nouns
-ic	Latin/Greek	like, having the qualities of	adjectives

1. Dr. Thys leads an *investigation* of sunfish.
2. The chart on p.194 shows the *classification* of fish by body shapes.
3. Sunfish protect *microscopic* plankton by eating the jellyfish that feed on them.
4. Tracking helps scientists determine the *geographic* location of animals.

Model how to use the suffix to analyze the word *investigation*: *The base word **investigate** is a verb that means "to search for information." The suffix -ation changes the word to a noun that means "a search for information."* Have partners determine the meaning and part of speech of the remaining italicized words.

Check & Reteach

OBJECTIVE: Use Suffixes to Determine Word Meanings ✔

Listen as partners discuss how to use suffixes to determine the meanings of words. If students have difficulty, provide a formula: the meaning of the base word + the meaning of the suffix = the meaning of the word. Model: *I know **classify** means "to sort, or to put into groups." The suffix -ation means "state or process of," so classification must "mean the process of sorting or putting into groups."* Repeat with the words *microscopic* and *geographic*.

COMMON CORE STANDARDS

Reading

- Determine Main Ideas of Text and Comprehend Informational Texts CC.5.Rinf.2
- Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

- Write Opinions on Texts CC.5.W.1

Speaking and Listening

- Summarize Visual Information CC.5.SL.2

Language and Vocabulary

- Determine Meanings of Words and Phrases CC.5.L.4
- Use Affixes as Clues to Meaning CC.5.L.4.b
- Understand Word Relationships CC.5.L.5

Academic Talk

2 Preview and Predict

Remind students: *When you plan, you look at the title and text features to preview and predict what a text will be about.* Project **Student eEdition** pages 209–213. Have students silently read the title and preview the photos and diagrams. Then have partners share and discuss their predictions.

Connect Across Texts Find out how tiny phytoplankton have a big effect on our world.

Genre A **science article** is nonfiction. It can give information about the natural world.

Phyto-Power!

by Mary M. Cerullo

2 Imagine that you are going on an undersea **voyage** to meet the most important creatures on Earth. You step into your submarine. Then you shrink, becoming smaller than the period at the end of this sentence. You look through your porthole and see strange, amazing life forms: phytoplankton. These tiny creatures are responsible for all other life in the sea. They also help make the oxygen we breathe. **1**

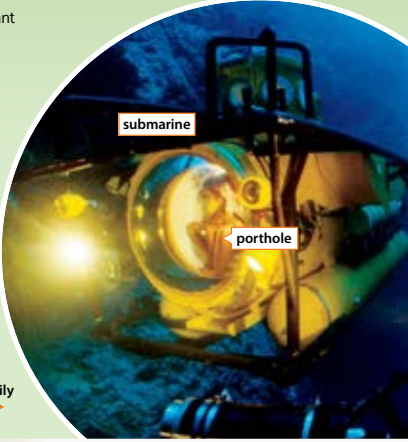
In this submarine, people can easily **observe** the underwater world. ▶

Before You Move On

- 1. Main Idea** Why are phytoplankton important?
- 2. Synthesize** Why must you shrink smaller than a period to see phytoplankton?

In Other Words
voyage journey; trip

209



STUDENT
TECHNOLOGY

e
Student
eEdition

NGReach.com

Anthology page 209

Reading

3 Read a Science Article

CONNECT ACROSS TEXTS Project **Student eEdition** page 209. Ask students to recall what they learned about phytoplankton in the interview “Fish of the Future.” Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Elaborate: *Science articles often include diagrams to help you understand structures and processes in nature.*

SCIENCE BACKGROUND Tell students that *phyto* is a Greek root meaning “plant,” and the word *plankton* is derived from a Greek root meaning “drifting.” Say: *Phytoplankton are microscopic plant life that drift in the ocean.* Explain that the word *zooplankton* contains the Greek root *zoo*, meaning “animal.” Ask: *What do you think zooplankton are?* (microscopic animal life that drift in the ocean)

Read and Build Comprehension

- 1 Determine Importance** ✓ Which detail best supports the main idea that phytoplankton are the most important creatures on Earth—that phytoplankton are responsible for all other life in the sea or that phytoplankton are strange, amazing life forms? (responsible for all other life in the sea)
- 2 Evaluate Author’s Purpose** *Why do you think the author begins this article by having you use your imagination?* (It makes the article more interesting and fun to read, and helps you picture phytoplankton which are usually too hard to see.) *Do you think this is a good way to begin a science article? Why or why not?*

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Main Idea** ✓ Phytoplankton are important because they are responsible for all life in the sea and they help make oxygen.
- 2. Synthesize** You would have to be smaller than a period to see phytoplankton because they are smaller than a period.

Tiny Drifters

Phytoplankton are tiny, microscopic, plant-like organisms. They don't look like the plants on land. They have no roots, stems, or leaves. Instead, phytoplankton resemble spiky balls, links on a bracelet, spaceships, and other oddly-shaped objects.

Phytoplankton are incredibly small. One spoonful of sea water can hold a million phytoplankton.

Phytoplankton need light in order to grow, so they are usually found near the surface of the water. Most of them drift through the ocean on **currents**, waves, and **tides**. **1**

Phytoplankton come in many different shapes. These photographs show phytoplankton magnified by a microscope. ▶



In Other Words
currents rivers of moving water
tides water that gets higher, then lower

210

Anthology page 210

Best Practices

Model Academic Language As students answer questions about the selection, prompt their use of science and academic vocabulary words:

- *What Key Words relate to what you are saying?*
- *What Key Words can you use to support your point of view?*

Read and Build Comprehension

- 1 Main Idea and Details** ✓ *The main idea of page 210 is that phytoplankton are tiny drifters. What details from the text support this main idea?* (“One spoonful of sea water can hold a million phytoplankton,” and “Most of them drift through the ocean on currents, waves, and tides.”)
- 2 Determine Importance** ✓ *What is the main idea of page 211 and how did you **determine** it?* (Possible response: The main idea is that plankton produce food and oxygen. I **determined** it by turning the heading into a question: What are food and oxygen factories? Then I read the section to answer it.)
- 3 Analyze Cause and Effect** *Why do phytoplankton usually live near the surface of the ocean?* (The surface of the ocean has sunlight, water, and carbon dioxide, which phytoplankton need to make food.)

Differentiate

EL English Learners

ISSUE Students lack sufficient vocabulary to explain why an idea is important.

STRATEGY Remind students that visuals can include important details. Ask them to point out details in a diagram that support a main idea.

SN Special Needs

ISSUE Students cannot identify the main idea in the sea of text on the pages.

STRATEGY Have students point to and read aloud the section heading. Point out the important words *food* and *oxygen*. Have them scan the text for details that mention food and oxygen. Help them reread the sentences and summarize their information into a main idea statement.

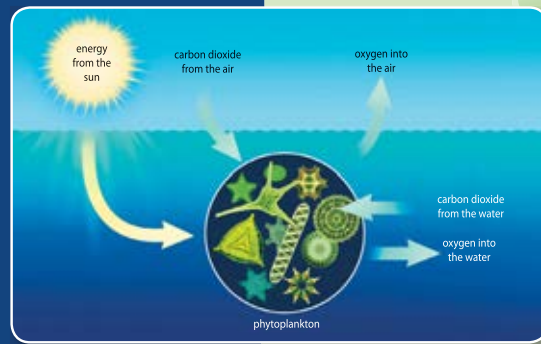
Food and Oxygen Factories

3 At the surface of the ocean, where phytoplankton live, there is sunlight, water, and carbon dioxide. These three things allow phytoplankton to make their own food.

Like plants, phytoplankton have a chemical called **chlorophyll**. Chlorophyll **captures** sunlight and changes it into **sugars and starches**. This chemical reaction is called **photosynthesis**.

Photosynthesis also **produces** oxygen and releases it into the water and air. **2 EL SN**

Phytoplankton Photosynthesis



In Other Words
captures takes in
sugars and starches food
produces makes

► Before You Move On

- 1. Make Comparisons** How are phytoplankton and land plants the same? How are they different?
- 2. Use Text Features** Where do phytoplankton release the oxygen they make?

211

Anthology page 211

Mini Lesson

Summarize Visual Information

Explain that some diagrams use labels and arrows to show the steps of a process. Project **Student eEdition** page 211. Read aloud the label “energy from the sun” and use a finger to trace the arrow’s path from the sun to the phytoplankton as you say: *Energy goes from the sun to phytoplankton in the ocean.*

Model summarizing plankton **photosynthesis** using the visual information: *The arrows pointing to the phytoplankton show that the plankton take in sunlight, carbon dioxide from the air, and carbon dioxide from the water to produce food. Ask: What do the arrows pointing away from the phytoplankton show?* (The same process releases oxygen into the water and into the air.)

Project **Student eEdition** page 212. Ask: *What process does this diagram show?* (how energy is passed in a food chain) Have students summarize the steps of the process and then discuss whether the chain ends with the whale. (No, because some people hunt whales for food and other raw materials.)

Answers Before You Move On

- 1. Make Comparisons** Both phytoplankton and land plants contain **chlorophyll** and both undergo the process of **photosynthesis**. Plants on land have roots, stems, and leaves, but phytoplankton do not.
- 2. Use Text Features** The diagram shows that phytoplankton release oxygen into the water and into the air.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T207i

Daily Grammar ✓

Point out the irregular plural noun *fish* in the phrase *of fish a day* on **Anthology** page 212.

Use page T207k to teach irregular plurals, such as *moose/moose*.

Daily Writing Skills ✓

Point out that the author's purpose is to inform readers about why tiny phytoplankton are important. Then use page T207m to practice organizing information to suit a purpose.

Read and Build Comprehension

- 1 Determine Importance** ✓ *What is the main idea on page 212?* (Possible response: I turn the heading into the question: What feeds the ocean food chain? Details in the text show that everything either eats phytoplankton or eats something that eats phytoplankton. The main idea of this section is that the entire ocean food chain depends on phytoplankton.)
- 2 Main Idea and Details** ✓ *How do the details in the diagram support the main idea of the section?* (The diagram shows how the ocean food chain begins with phytoplankton, which feed small fish, which feed large fish, which feed killer whales and other large predators.)
- 3 Make Inferences** *If we were to lose phytoplankton, what might be the impact on our air?* (Possible response: I read that about half of the world's oxygen may come from phytoplankton. I know that people and animals need oxygen to breathe. And so I think that if we lost phytoplankton, we might not have enough oxygen in the air to breathe.)

Check & Reteach

OBJECTIVE: Determine Importance to Comprehend Text ✓

Listen to students' responses to the questions about determining importance.

If students have difficulty identifying main ideas, have them use the headings to make an outline of main ideas. Use **Anthology** pages 210–211 and write:

1. Phytoplankton are tiny drifting plants in the ocean.
2. Phytoplankton make food and oxygen.

Have students repeat with the remaining headings and then look for details in the text that confirm these main ideas.

OBJECTIVE: Explain How Main Ideas Are Supported by Details ✓

Listen to students' responses to the questions about main ideas and supporting details.

If students have difficulty explaining how details support their main ideas, have students create an outline of headings and ask guiding questions:

- *How do we know that phytoplankton are tiny and that they drift?*
- *What details on page 210 support this idea?*

Add students' responses as supporting details in the outline. Repeat for remaining pages.

Answers Before You Move On

- 1. Main Idea** ✓ Phytoplankton help people by releasing oxygen into the air, which allows us to breathe.
- 2. Use Text Features** The organisms that connect phytoplankton to whales are zooplankton, small fish, and large fish.

Feeding the Ocean Food Chain

1 Directly or indirectly, phytoplankton feed everything else in the ocean, even whales. Here's how this happens. Tiny animals called zooplankton eat phytoplankton. Zooplankton, in turn, may be eaten by small fishes. These small fishes are eaten by bigger fishes. Big fishes are eaten by sharks, some kinds of whales, and other large ocean predators.

In order to feel full, an adult killer whale may need to eat over 135 kilograms (300 pounds) of fish a day. These fish have eaten zooplankton. Each zooplankton (single zooplankton) has fed on as many as 130 thousand phytoplankton. Therefore, one meal for a killer whale may represent more than 400 billion phytoplankton!

An Ocean Food Chain



212

Have You Thanked Phytoplankton Today?

Perhaps most important of all, phytoplankton help us breathe. About half of the world's oxygen may come from phytoplankton. That means every other breath you take is probably because of the work of phytoplankton.

So the next time you are amazed by a giant killer whale, are impressed by the beautiful green ocean, or take a breath of

3 fresh, oxygen-rich air, don't forget to thank phytoplankton. They helped make all these things possible! ❖



All forms of ocean life depend on phytoplankton, including this killer whale. ▶

Before You Move On

- 1. Main Idea** How do phytoplankton help people?
- 2. Use Text Features** What organisms connect phytoplankton to whales?

213

Anthology
pages 212–213

Writing

4 Write a Response

Remind students that they have read an interview and a science article about the ocean's food webs and food chains. Have them think about how the genres are similar and different. Model comparing the two genres, using examples from one or both selections: *The author of the science article gives information about phytoplankton. In her interview, Dr. Thys adds personal comments about her work, as well as giving factual information about the sunfish.*

Have students write a paragraph comparing the interview and the science article, including examples to support their comparison. Then have them explain which genre they prefer and why. Have students add their comparison to their Weekly Writing folders.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students' opinions lack support.

STRATEGY Ask guiding questions: *What do you like about the interview (or article)? What did you learn? Why is it interesting and easy to understand?*

BL Below Level

ISSUE Students' writing lacks organization.

STRATEGY Review the Daily Writing Skill lesson about organizing a composition. Display a bulleted summary of the important steps defined in the lesson. Remind students to refer to the summary as they organize their comparison paragraphs.

WRAP-UP

Remind students that they have been reading about the role plankton plays in the ocean food web. Have them discuss other small life forms they think are important. Have them support their reasons with details.

OBJECTIVES

Thematic Connection: Ocean Life

Compare Genres

✔ Grammar: Use Plural Nouns

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM3.28


Grammar Practice: Practice Master PM3.29

TECHNOLOGY ONLY

Grammar Passage: eVisual 3.37

MATERIALS

self-stick notes • index cards



WARM-UP

Have students work in small groups. Assign each group either “Fish of the Future” or “Phyto-Power!” and have them list and discuss important ideas in the text. Have a member from each group share the group’s conclusions.

Power Writing

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

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

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 214 and point out the Key Words. Also display the words **conversation** and **determine**. Chorally read aloud the words. After each word, have a volunteer provide a definition.

Have students play a word guessing game. Choose a Key Word and write a blank for each letter in the word. Fill in the blanks one letter at a time, pausing between letters. The first student who correctly identifies the correct Key Word, fills in the remaining blanks and uses the word in a sentence.

Review and Integrate Ideas

2 Compare Genres Anthology page 214

Read aloud the introduction on **Student eEdition** page 214. Have a student read aloud the first column. Have students identify the purpose of each article and explain how they know it. Then discuss how well each author achieves that purpose.

Have partners review the interview and reread the science article. Have them record the text features of each genre on **Practice Master PM3.28** and then discuss the text features they found most helpful in each selection. Ask questions to guide discussion: *Which text features helped you identify the main ideas? How were the diagrams and other text features helpful?*

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 Over Shorter Time Frames for Specific Purposes CC.5.W.10

Speaking and Listening

Discuss Texts, Building on Others’ Ideas CC.5.SL.1

Review Key Ideas CC.5.SL.1.d

Language and Vocabulary

Demonstrate Command of Grammar CC.5.L.1

Use Knowledge of Language and Conventions CC.5.L.3

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

Check & Reteach

OBJECTIVE: Compare Genres

As partners compare the interview and the science article, determine whether they can identify the characteristics of each genre.

If students have difficulty identifying the author’s purpose, ask: *Why do you think the author wants to share this information?* Have students review the selection introductions on pages 192 and 209 to help identify each author’s purpose. Remind students that authors can have more than one purpose for writing a text. Have students brainstorm what they might be.

If students have difficulty identifying text features in each selection, have partners page through the selections and label the text features with self-stick notes.



Key Words	
chlorophyll	nutrients
classify	observe
investigate	photosynthesis
magnify	propose
microscope	specialize

Compare Genres

"Phyto-Power!" is a **science article**. "Fish of the Future" is an **interview**. How are the two selections alike? How are they different? Make a chart to compare the two selections. Think about each selection's purpose, text structure, and text features.

Comparison Chart

	Science Article	Interview
Purpose Is the purpose to inform, entertain, persuade, or tell readers how to do something?		
Text Structure	Main Idea and Details	Questions and Answers
Text Feature	Photos Yes Tables Charts Illustrations Headings Maps Diagrams	Photos Yes Tables Charts Illustrations Headings Maps Diagrams

Talk Together

How are humans connected to ocean life? Think about the science article and the interview with Tierney Thys. Use **Key Words** to talk about your ideas.

214

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 214

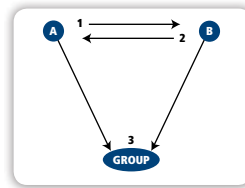
Academic Talk

3 Talk Together Anthology page 214

Remind students of the important ideas in "Fish of the Future" and "Phyto-Power!" that they discussed in the Warm-Up. Then have partners use a **Three-Step Interview** to share ideas about the impact people have on ocean life and how changes in the ocean affect people.

- Have Student A interview Student B about how humans affect ocean life.
- Then have partners reverse roles to discuss how changes in the ocean affect people.
- Have Student A share information from Student B with the class; then have Student B share information from Student A.

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



Three-Step Interview

Fluency

Practice Phrasing As partners reread the science article aloud, circulate and listen for correct phrasing.

Name _____ Date _____

Comparison Chart

Compare Genres

Use this chart to compare "Phyto-Power!" with "Fish of the Future."

	Science Article	Interview
Purpose Is the purpose to inform, entertain, or persuade?	to inform	to inform
Text Structure	Main Idea and Details	Question and Answer
Photos	Yes	Photos Yes
Tables	No	Tables Yes
Charts	No	Charts Yes
Illustrations	Yes	Illustrations Yes
Headings	Yes	Headings Yes
Maps	No	Maps Yes
Diagrams	Yes	Diagrams Yes

Take turns with a partner. Ask each other questions about an interview or a science article.

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NGReach.com Practice Master PM3.28

Differentiate

EL English Learners

ISSUE Students who speak Chinese languages, Haitian Creole, Hmong, Korean, and Vietnamese may add an -s to noncount nouns, saying “She wears jewelrys” instead of “She wears jewelry.”

STRATEGY Have students keep a list of noncount nouns, with sentences showing correct usage, for example: They bought new furniture. They bought several new pieces of furniture.

BL Below Level

ISSUE Students have difficulty understanding collective nouns.

STRATEGY Have students complete sentence frames that use noncount nouns as subjects:

- One class has many _____.
- One family has several _____.
- One baseball team has many _____.
- One herd has many _____.

Name _____ Date _____

Grammar: Practice

The Make-It-Plural Game

Grammar Rules Plural Nouns

1. Some nouns are the same for “one” and “more than one.”
a grain of sand → all the grains of sand
2. Some nouns have special spellings for “more than one.”
one mouse → two mice
3. Collective nouns name groups of people or things.
To make these nouns plural, add -s or -es.
one collection of seashells → two collections of seashells

Directions:

1. Play with a partner.
2. Spin the spinner.
3. Change the noun to a plural noun. If the plural form is the same as the singular, say: *same form*. Say a sentence using the plural noun.

Make a Spinner

1. Put a paper clip through the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.

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PM3.29 Unit 3 | Nature's Network

Grammar Focus

4 More Plural Nouns Anthology page 215

Project **Student eEdition** page 215. Have volunteers read aloud the introduction. Display **eVisual 3.37**. Read aloud the first sentence and then identify the noncount, collective, and irregular plural nouns and their rules. (fish, water, rule 1; group, school, rule 3) Read aloud the rest of the passage and have students identify its noncount, collective, and irregular plural nouns. (fish, herd, bison, flock, group, safety food, energy, drag)



Grammar Passage

Many fish swim together through the water in a group called a school. In some ways, a school of fish is like a herd of bison or a flock of birds—schooling provides “safety in numbers.” Schooling also helps the group search for food.

Biologists who specialize in ichthyology, the study of fish, propose a new benefit to schooling: It allows some fish to exert less energy. Dr. Shaun Killen investigated this idea by observing eight mullet fish in a swim tunnel. He found that the fittest fish swam in the front and used more energy than the fish in the back. By working harder, the leaders reduced a force called drag. Drag is created by the water pushing against the fish as they swim. Reducing drag allows the animals behind the leaders to maintain the same speed while working with 12 percent less energy.

NGReach.com Grammar Passage: eVisual 3.37



INTERACTIVE WHITEBOARD TIP: Use different colors to circle plural, noncount, and collective nouns.

5 Read Plural Nouns Anthology page 215

Read aloud the sentences based on “Phyto-Power!” After students identify the noncount nouns (water, sunlight, carbon dioxide), have them find plural and noncount nouns on **Anthology** page 210. (plural: organisms, plants, roots, stems; noncount: phytoplankton, light, water)

See **Differentiate**

6 Write Plural Nouns Anthology page 215

Ask a volunteer to read the directions aloud, and have students write independently. Provide support as needed. Assign **Practice Master PM3.29**.

Check & Reteach

OBJECTIVE: Use Plural Nouns

As students write their sentences, check for understanding of plural nouns.

If students have trouble identifying noncount and collective nouns, write: The children in the class rode their bikes to the park, where they shared their food and water. Write each noun on a slip of paper and sort into groups labeled *irregular plural*, *noncount*, and *collective*.

More Plural Nouns

There are different ways to form **plural nouns**.

Grammar Rules More Plural Nouns

• Some nouns use the same form for "one" and "more than one."	water → water
• Some nouns have special spellings for "more than one."	tooth → teeth child → children woman → women
• Collective nouns name groups of people, animals, or things.	groups of people: class, family, team groups of animals: school, litter, pack groups of things: mail, money, trash



Read Plural Nouns

Read this passage based on "Phyto-Power!" Find three nouns that have the same form for "one" and "more than one."

Think of the thin layer of water at the surface of the ocean. Here there is sunlight, water, and carbon dioxide.

Write Plural Nouns

Write two sentences about the photographs on page 210. Compare your sentences to a partner's.

215

Anthology page 215

Writing

7 Write to Reinforce Grammar

Have students write a paragraph about something they have done with their family, a sports team, or any group in which they participate, using plural nouns and collective nouns. Model writing sentences with plural and collective nouns: *Last summer, my family had a big reunion. All of my cousins came with their children.*

Have students write their own paragraphs about a family or group event. After students write their sentences, have them use the grammar rules on **Anthology** page 215 to check that they have used the correct plural forms. Then have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work

Practice page T207j

Daily Grammar

Point to *bison* and *fish* in the **Grammar Passage** as examples of plural nouns. Use page T207l to practice irregular plural and collective nouns.

Daily Writing Skills

Remind students that the purpose of a science article such as "Phyto-Power!" is to inform readers about the natural world. Then use page T207n to practice writing for a particular purpose and audience.

WRAP-UP Have partners brainstorm a list of four to five nouns that have an irregular plural form. Have them write the singular form of each on an index card. Then have partners trade cards with another set of partners and identify the plural forms of their nouns.

OBJECTIVES

Thematic Connection: Ocean Life

- Determine Main Ideas
- Use Suffixes to Determine Word Meanings

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM3.30–PM3.31

TECHNOLOGY ONLY

Mark-Up Model 3.2 or Model 3.2 PDF

Vocabulary Strategy Practice: eVisual 3.38



WARM-UP

Ask: *What are some of the largest and smallest organisms in the ocean?* (Possible response: Whales are the largest, and plankton and algae are the smallest.)

Comprehension

1 Identify Implied Main Idea

Remind students that they have learned how to identify the main idea in a paragraph. Have volunteers explain how to identify the main idea.

SCREEN 1

- 1 Display and read aloud the first paragraph of the science article on **Mark-Up Model 3.2**. Read the definition of *implied main idea*. Explain that students will learn how to use details and examples to identify main ideas that are implied, or not stated directly in a passage. Have students follow along and mark up **Practice Master PM3.30** as you model the thinking.
- 2 Explain: *The first step to figuring out an implied main idea is to identify the topic.* Ask: *What is this passage mostly about?* (features of sharks) Tell students that knowing the author's purpose is also important. Ask: *What do you think is the author's reason for writing this passage?* (to inform)
- 3 Explain that identifying key details can also help to determine the main idea of a paragraph: *Look for the most important details in the paragraph.*
- 4 Invite volunteers to underline three key details in the passage and use the eraser to confirm. Have students mark up **Practice Master PM3.30** accordingly. Click the arrow to go on to the next screen.

SCREEN 2

- 5 Model using these details to determine the implied main idea: *Ask yourself, "What overall point about the topic do these details make?" The author lists several unusual features that sharks possess. The implied main idea is that sharks possess many unusual features.* Have a volunteer use the eraser tool to confirm. Have students mark up **Practice Master PM3.30** accordingly.

Name _____ Date _____

Mark-Up Reading

Shark Tidbits!

by Paul Hennessey

Imagine you are swimming, and hear something behind you. To see it, you would have to turn around, right? Not if you were a hammerhead shark! 360-degree vision is just one of the unusual features found in some sharks, and there are many more. For example, did you know that the biggest shark eats mainly tiny plankton? Or that a great white shark can replace its teeth?

Stated or Implied?

Main Idea Sharks have many unusual features.

One unusual feature of great white sharks is their ability to protect their eyes when attacking prey. Keen eyesight is important to these sharks, so they must prevent damage to their eyes. To keep their eyes from being injured, great whites can roll their eyes back into their heads.

Stated or Implied?

Main Idea Great white sharks protect their eyes when attacking their prey.

Now let's look inside a great white shark's mouth. This fierce predator has more than 3,000 razor-sharp teeth arranged in rows. It uses its teeth to rip out chunks of flesh from its prey. But instead of chewing its food, it swallows the bites whole! So why so many teeth? The inner rows of teeth are just for back-up. If a tooth in the front row breaks or falls out, a tooth from the next row moves forward to take its place!



A Great white shark has rows of sharp teeth.

Stated or Implied?

Main Idea A great white shark's teeth are an important feature for this predator.

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PM3.30

Unit 3 | Nature's Network

 Practice Masters PM3.30–PM3.31

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 Informative/Explanatory Texts to Convey Information CC.5.W.2
Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a
Review Key Ideas CC.5.SL.1.d

Language and Vocabulary

Determine Meanings of Words and Phrases CC.5.L.4
Use Affixes as Clues to Meaning CC.5.L.4.b
Understand Word Relationships CC.5.L.5



SCREEN 1

Shark Tidbits
by Paul Hennessey

1 An implied main idea is one that is not stated in the passage.

Imagine you are swimming, and hear something behind you. To see it, you would have to turn around, right? Not if you were a hammerhead shark! 360-degree vision is just one of the unusual features found in some sharks, and there are many more. For example, did you know that the biggest shark eats mainly tiny plankton? Or that a great white shark can replace its teeth?

2 Underline three key details.

3 Underline three key details.

Detail Hammerheads have 360-degree vision.	+	Detail Biggest shark eats mainly plankton.	+	Detail Great white shark's teeth can be replaced.	=	Main Idea
---	---	---	---	--	---	-----------

SCREEN 2

Shark Tidbits
by Paul Hennessey

Imagine you are swimming, and hear something behind you. To see it, you would have to turn around, right? Not if you were a hammerhead shark! 360-degree vision is just one of the unusual features found in some sharks, and there are many more. For example, did you know that the biggest shark eats mainly tiny plankton? Or that a great white shark can replace its teeth?

4 What is the implied main idea of the paragraph?

Detail Hammerheads have 360-degree vision.	+	Detail Biggest shark eats mainly plankton.	+	Detail Great white shark's teeth can be replaced.	=	Main Idea Sharks have many unusual features.
---	---	---	---	--	---	---

Have partners read the rest of **Practice Masters PM3.30–PM3.31**. For each paragraph, have them identify the topic and then highlight key details. Have partners use these details to determine the main idea. Have them indicate whether the main idea is stated or implied by circling the appropriate word below the paragraph. Finally, have students write the main idea on the lines below each paragraph. Have partners share and compare their marked-up paragraphs and main ideas.

Fluency ✓

Model and Practice Phrasing Explain: *Fluent readers group words into phrases to sound more natural, rather than reading word by word. Reading with appropriate phrases helps listeners to better understand the meaning of a text.* Model reading the first paragraph on **Practice Master PM3.30** and have students mark where you paused and how you grouped the words into phrases. Have students read the same passage chorally, pausing where they marked.

Check & Reteach

OBJECTIVE: Determine Main Ideas ✓

Review partners' marked-up paragraphs to check if students have correctly determined implied main ideas in the article.

If students have difficulty, model determining the implied main idea of the third paragraph on **Practice Master PM3.30**. *The first sentence is a transition that gives the topic of the paragraph, not the main idea. The whole paragraph is about a great white shark's teeth. Details include what the teeth are like and how they are used to hunt prey. So the implied main idea is that a great white shark's teeth are an important feature for this predator.*



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T207j

Daily Grammar ✓

Have students find the irregular plural noun in the first paragraph on **Practice Master PM3.30** (*plankton*). Then use page T207l to review collective nouns, irregular plurals, and plural nouns.

Daily Writing Skills ✓

Review the four main purposes authors have in writing: to inform, to entertain, to persuade, to express. Ask: *Do you think Paul Hennessey had just one purpose in writing this article? Why or why not?* Then use page T207n to practice how to establish a purpose and audience.

Vocabulary Practice

2 More Suffixes ✓

Remind students that a suffix may change the meaning of a base word and its part of speech. **Display eVisual 3.38.**



Vocabulary Strategy Practice

Base Word	Word	Meaning	Part of Speech
observe	observable	capable of being seen	adjective
	observation	process of seeing	noun
special	specialist	one who specializes	noun
	specialization	process of specializing	noun
repute	reputable	can be trusted	adjective
	reputation	state of being known to others	noun
fear	fearful	full of fear	adjective

NGReach.com

Vocabulary Strategy: eVisual 3.38



INTERACTIVE WHITEBOARD TIP: Have students highlight the suffix in each underlined word.

Have partners use the meaning of the base word and the meaning of the suffix to write the meaning of each word and its part of speech. Then have partners use each form of the word in an oral sentence.

Model the strategy with the word *allowable*: *I know that the word allow means "to give permission." The suffix -able means "can be done." When I add the suffix -able to allow, the new word means "can be given permission." A sentence with allowable is "Because his grades had improved, playing on the team was now allowable."*

Power Writing

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

For *Writing Routine 1*, see page BP47.

Check & Reteach

OBJECTIVE: Use Suffixes to Determine Word Meanings ✓

Monitor partners' lists to check if students can determine how each suffix changes the meaning and part of speech of the base word.

If students have difficulty writing the meanings of the words, reteach the process with the first pair of words: *The base word is observe, a verb meaning "to see." Adding the suffix -able makes the word an adjective, observable. The adjective form means "able to be seen." If I add the suffix -ation, it makes the word observation. What part of speech is this? (noun) What does it mean? (the process of seeing)*

Writing

3 Write a Description

Introduce the activity: *Now you will write a paragraph with an implied main idea to describe one feature of a shark. Use supporting details from the articles.* Model the process using “Phyto-Power!” on **Anthology** pages 209–213.

Think Aloud	Write
<i>First, I will think about my topic and a main idea that I could write about.</i>	Main idea: Phytoplankton provide food for most of the ocean’s creatures.
<i>Now I will identify details that support this idea without stating the main idea sentence in my paragraph.</i>	Tiny animals called zooplankton eat plant-like phytoplankton. Small fish eat the zooplankton. Bigger fish then eat the small fish, and predators eat the bigger fish. The zooplankton that fed the small fish has also fed the bigger fish. And all of these were fed by the phytoplankton!

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


Have students use their completed **Practice Masters PM3.30–PM3.31** to plan their descriptions. Invite partners to read each other’s paragraphs. Then have students add the paragraphs to their Weekly Writing folders.

See **Differentiate**

Academic Talk

4 Determine Main Ideas

Have partners review and discuss the shark features described in their paragraphs from the writing activity. Then have each student determine the implied main idea in his or her partner’s paragraph. Have partners explain how they were able to determine the main idea.



WRAP-UP Have students think of the various features of sharks from “Shark Tidbits!” on **Practice Masters PM3.30–PM3.31**. Ask: *Which feature would you want to have? Why?* (Possible response: I would want 360-degree vision so I could see what was happening behind me!)

Differentiate

BL Below Level

ISSUE Students cannot find details to support their descriptions.

STRATEGY Have students state the main idea of their description. Prompt them with questions about supporting details. Provide an example:

Main idea: *The whale shark’s vacuum-cleaner mouth is an amazing feature.*

Questions about supporting details:

- *Which is the largest shark?*
- *How does this shark feed?*
- *What does this shark eat?*

Explain that students’ answers to these questions are their supporting details.

EL English Learners

ISSUE Students lack the vocabulary to express their ideas vividly in words.

STRATEGY Encourage students to draw the feature they are describing before beginning to write. Have them label the aspects they want to describe. Help students find the terms that explain and describe those features.

OBJECTIVES

Thematic Connection: Ocean Life

- ✔ Use Suffixes to Determine Word Meanings
- ✔ Explain How Main Ideas Are Supported by Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY


Unit Concept Map: Practice Master PM3.1

Mark-Up Reading: Practice Masters PM3.30–PM3.31

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 3.39

Compare Main Ideas: eVisual 3.40



WARM-UP

Have students create sentences using as many words as possible with these suffixes: *-able, -ation, -ful, -ic, and -ist*. (Possible response: The violinist showed remarkable artistic skill and creative inspiration.)

Power Writing

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

For *Writing Routine 1*, see page BP47.

Vocabulary Practice

1 Suffixes ✔

Review with students the suffixes they have learned and how adding a suffix can change a base word's meaning and part of speech. Display **eVisual 3.39**.



Vocabulary Strategy Practice

Base Word	Word with Suffix	Meaning	Part of Speech
organize	organization	process of arranging	noun
power	powerful	full of power	adjective
replace	replaceable	can be replaced	adjective
allergy	allergic	related to an allergy	adjective
allergy	allergist	one who treats allergies	noun

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Vocabulary Strategy: eVisual 3.39



INTERACTIVE WHITEBOARD TIP:

Have students complete the chart.

Have partners determine the meaning of each new word. Model with *organization*: *The base word is organize, a verb meaning "to arrange." Adding the suffix -ation makes organization, a noun that means "the process of arranging."* Have partners recreate and complete the chart.

Then have partners write a sentence for each new word. Provide an example: The powerful jaws of a great white shark can bite a surfboard in half.

COMMON CORE STANDARDS

Reading

Explain How Main Ideas Are Supported by Details CC.5.Rinf.2

Writing

Apply Grade 5 Reading Standards CC.5.W.9.b
Write Over Shorter Time for Specific Audiences CC.5.W.10

Speaking and Listening

Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a
Contribute to Discussions CC.5.SL.1.c
Review Key Ideas CC.5.SL.1.d

Language and Vocabulary

Determine Meanings of Words and Phrases CC.5.L.4
Use Affixes as Clues to Meaning CC.5.L.4.b
Understand Word Relationships CC.5.L.5

Check & Reteach

OBJECTIVE: Use Suffixes to Determine Word Meanings ✔

Check if students have correctly determined meanings and parts of speech in their charts. If students have difficulty, review the meanings of the suffixes and how they change the meaning of a base word. Ask: *Which suffix means "one who"?* (-ist) Explain: *If I add -ist to the word art, I get the word artist. What is an artist?* (a person who creates art) *What part of speech is artist?* (a noun) Have students repeat with the other suffixes.

Name _____ Date _____

Mark-Up Reading
Shark Tidbits! by Paul Hennessey


Imagine you are swimming, and hear something behind you. To see it, you would have to turn around, right? Not if you were a **hammerhead shark!** **360-degree vision** is just one of the unusual features found in some sharks, and there are many more. For example, did you know that the **biggest shark eats mainly tiny plankton**? Or that a **great white shark can replace its teeth**?

Stated or Implied?
Main Idea Sharks have many unusual features.

One unusual feature of great white sharks is their ability to protect their eyes when attacking prey. Keen eyesight is important to these sharks, so they must **prevent damage to their eyes**. To keep their eyes from being injured, great whites can **roll their eyes back into their heads**.

Stated or Implied?
Main Idea Great white sharks protect their eyes when attacking their prey.

Now let's look inside a great white shark's mouth. This fierce predator has more than **3,000 razor-sharp teeth arranged in rows**. It uses its teeth to rip out chunks of flesh from its prey. But instead of chewing its food, it swallows the bites whole! So why so many teeth? The inner rows of teeth are just for back-up. If a tooth in the front row breaks or falls out, a tooth from the next row moves forward to take its place!



▲ Great white sharks have rows of sharp teeth.


Stated or Implied?
Main Idea A great white shark's teeth are an important feature for this predator.

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Name _____ Date _____

Mark-Up Reading
Shark Tidbits! (continued)

Speaking of meals, you might think that the enormous whale shark would prey on enormous fish, but just the opposite is true. The **biggest fish in the ocean feeds only on tiny food**. This gentle giant moves slowly through the water sucking water through its gills like an ocean vacuum cleaner. The gills filter out **tiny marine life that the shark then swallows and eats**. These gulps of food include **plankton, small fish, fish eggs, and larvae**.



▲ The largest shark eats the tiniest organisms in the ocean.

Stated or Implied?
Main Idea The biggest fish in the ocean feeds only on tiny food.

Even though sharks have so many fascinating features, some people just see sharks as something to fear. People often picture sharks terrorizing helpless swimmers. However, **sharks kill fewer than 25 humans a year**. Compare that to the **73 million sharks killed each year by humans**. So who is the greater predator?

Stated or Implied?
Main Idea Humans are sharks' greatest predator.

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NGReach.com Practice Masters PM3.30–PM3.31

Review and Integrate Ideas

2 Explain How Main Ideas Are Supported by Details

Introduce the activity: *You will review "Shark Tidbits!" on Practice Master PM3.30 to identify and explain how the details support the main ideas.*

Create a Main Idea and Details Chart for the third paragraph of **Practice Master PM3.30**. Model explaining how the details support the implied main idea: *The implied main idea is that the teeth of the great white shark are an important feature for this predator. The detail that a great white shark has so many teeth supports the idea that they are important.*

Have partners complete a similar chart for two other paragraphs in "Shark Tidbits!" and explain to each other how the details support the main ideas. Have partners share their explanations.

Main Idea and Details Chart

Main Idea: A great white shark's teeth are an important feature for this predator.	
Detail: The great white shark has 3,000 teeth.	It has a lot of teeth, so it must use them.
Detail: It uses its teeth to rip out chunks of flesh.	A shark needs its teeth to get food.
Detail: The inner rows of teeth are for back-up.	It uses its teeth so much that it has to replace them.

Check & Reteach

OBJECTIVE: Explain How Main Ideas Are Supported by Details

Review partners' charts to check that students correctly explain how details support main ideas in "Shark Tidbits!"

If students have difficulty choosing details, reteach by asking the following questions:

Why does a shark need its teeth? (to capture food) *Which detail describes how a shark gets its food?* (It uses its teeth to rip out chunks of flesh.) *How does this detail support that teeth are important?* (It couldn't get food without its teeth.)

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T207j

Daily Grammar ✓

Have students find the irregular plural noun in the first paragraph on **Practice Master PM3.30**. (*teeth*) Then use page T207l to review and assess students' understanding of collective nouns, irregular plurals, and plural nouns.

Daily Writing Skills ✓

Point out how the author established a purpose and audience in the first paragraph on **Practice Master PM3.30**. Use page T207n to review and assess students' understanding of how to establish a purpose and an audience.

3 Compare Main Ideas

Introduce the activity: *You will now identify and compare the main ideas of the science articles "Phyto-Power!" and "Shark Tidbits!"* Display **eVisual 3.40**.



Compare Main Ideas

Main Ideas

"Shark Tidbits!"

- Sharks have many unusual features.
- Great white sharks protect their eyes when attacking prey.
- A great white shark's teeth are an important feature.
- The whale shark is the biggest ocean fish, yet feeds only on tiny food.
- Humans are sharks' greatest predator.

"Phyto-Power!"

- Phytoplankton are the most important creatures on Earth.
- Phytoplankton are like land plants, but they don't look like them.
- Phytoplankton use photosynthesis to produce food and oxygen.
- Phytoplankton feed everything in the ocean.
- Phytoplankton help humans breathe and are essential to the environment.

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Compare Main Ideas: eVisual 3.40



INTERACTIVE WHITEBOARD TIP:

Have students write the main ideas for each selection.

Tell students that they will list the main ideas from both articles and then compare them. Model how to compare the main ideas in each selection: *The main ideas in "Shark Tidbits!" describe unusual features of sharks. Each main idea describes a specific shark feature. In "Phyto-Power!" the main ideas explain why phytoplankton are important.* Ask: *Does "Phyto-Power!" include a description of phytoplankton?* (Possible response: Yes, it compares them to plants.)

Have partners create and complete the chart and use it to compare the main ideas. Ask questions to guide discussion: *Which main ideas show how whale sharks and phytoplankton are related? How do phytoplankton impact all sharks?* Have partners share a comparison they made about the main ideas in the two articles.

Writing

4 Write to Explain Details

Introduce the activity: *Now you will choose a main idea from one of the articles you have read and write a paragraph that explains which details support the main idea and why. Include examples from the article in your paragraph.*

Allow students time to think about and select their main idea and write their paragraphs. Have volunteers share their paragraphs. Then have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students cannot explain how the details support the main idea.

STRATEGY Have the students turn the main idea into a question. Then have them look for the details that answer the question. Provide an example for "Phyto-Power!": *What do phytoplankton look like?*

AL Above Level

ISSUE Students are not challenged by the assignment.

STRATEGY Challenge students to come up with other questions related to a main idea that is not answered by the details in the text: *For example, how do great white sharks lose their teeth? Does a new tooth grow when a back tooth moves forward?"*

Academic Talk

5 Relate Readings to the Big Question

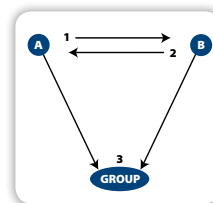
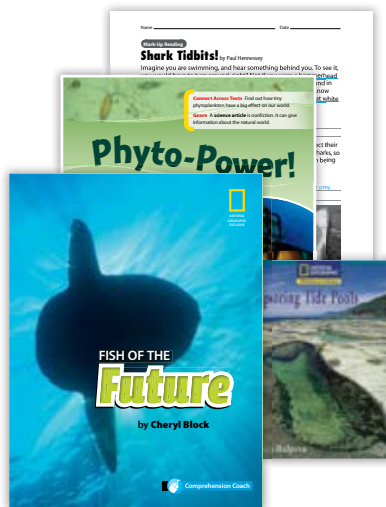
Have students recall the unit's Big Question: What is nature's network? Explain: *Think about "Fish of the Future," "Phyto-Power!" "Shark Tidbits!" and a Small Group Reading book you have read. How did the texts demonstrate networks in nature?*

Model a response to the question for the article "Shark Tidbits!" on **Practice Masters PM3.30–PM3.31**: *Really big sharks sometimes eat very small food in the ocean food web.* Add the idea to the unit concept map. Then remind students to review the key ideas in the selections before beginning their discussions.

Use a **Three-Step Interview** to have students continue discussion about how the readings relate to the Big Question.

- Students form pairs.
- Student A interviews Student B about how one of the texts answers the Big Question.
- Partners reverse roles.
- Student A shares with the class information from Student B; then Student B shares information from Student A.
- As a class, students can discuss how their ideas and observations relate to the Big Question.

Have students add their ideas to their unit concept maps.



Three-Step Interview

Best Practices

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


- recording their impressions from all the week's selections
- formulating their opinions on the Big Question
- noting any details that stand out from each selection

WRAP-UP

Have partners make two lists: *Ocean animals I thought were amazing before this unit* and *Ocean animals I think are amazing now*. Encourage students to share their lists and discuss any new additions. Next time they think about swimming in the ocean, what animals do they hope to see (or avoid)?

OBJECTIVES

Thematic Connection: Ocean Life

 **Write an Interview: Organization**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master 3.43

TECHNOLOGY ONLY

Writing Trait: Organization: eVisual 3.34

MATERIALS

bilingual dictionary

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 Examine a Topic	CC.5.W.2
Group Related Information Logically	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 Audiences	CC.5.W.10

Study a Model

Read the Interview *Anthology* page 216

Have a volunteer read the prompt on **Student eEdition** page 216 to the class. Then have students read the notes next to the student sample and identify the features of the sample (title, introductory paragraph, questions, and answers).

Review the Trait: Organization

Remind students that writers need to be well-organized, keeping their purpose in mind and presenting their ideas logically. Explain: *To conduct and write about an interview, being organized means creating questions that lead the person you are interviewing to give good information. If your questions stay focused on your purpose, the information will fit together when you write.* Display and read aloud **eVisual 3.34**.



Writing Trait: Organization

Well-organized writing

- stays focused on its purpose
- presents ideas in a logical order
- flows from one idea to the next

 NGReach.com **Organization: eVisual 3.34**



INTERACTIVE WHITEBOARD TIP:

Place a checkmark next to each point as you explain it.

Have students reread the model on page 216. Ask: *Did the writer create questions that support her purpose? Did she order her questions in a logical way?*

Prewrite

Choose a Topic *Anthology* page 217

Have students reread the prompt. Then ask questions such as *What is your role?* to unpack the prompt and begin completing the RAFT.

Role: Interviewer

Audience: Other students

Form: Interview

Have students read step 1 on **Anthology** page 217. Then have them use the Language Frames as they talk with partners about possible topics and knowledgeable people to interview. Have each student choose a topic and subject to complete a RAFT.

Gather Information *Anthology* page 217

Ask a volunteer to read step 2 on page 217, and have students create their questions using the chart format shown on the page.

Get Organized *Anthology* page 217

After the interviews, have students organize the information they have obtained.

Explain: *Organize your questions by deciding what is most important. Then decide if any questions naturally follow each other.*

Writing Project

Write As a Reporter

Write an Interview

Interview someone who has expert knowledge of animals and nature. Write an article to share what you learn.



Study a Model

In an interview, you gather information by asking another person questions. Read the results of Rachel's interview with an animal control officer.

Pam Marks, Animal Control by Rachel Grant

Pam Marks is an animal control officer for the city. I asked her about the coyote problem we've been having.

Q. Why have coyotes come to the city?

A. In a way, we've invited them! As cities grow, the coyotes' habitats get smaller. So they come to the city, where they have easy access to food, water, and shelter.

Q. How dangerous are coyotes?

A. They can be very dangerous. They'll steal small pets, but they will also attack larger animals and even people. Sometimes they bring disease.

Q. What can we do to keep them away?

A. Keep garbage cans sealed. Make sure small animals are inside at night, when coyotes like to hunt. In other words, **don't make the coyotes want to visit you!**

The title and first paragraph introduce the person who was interviewed.

Rachel's questions flow naturally.

The answers are the person's exact words.

Prewrite

1. Choose a Topic What questions do you have about animals and how they live? Work with a partner to choose a good topic and person to interview.

Language Frames

Tell Your Ideas

- I want to know about _____.
- I've always wondered how animals live in _____.
- _____ seem like interesting animals. I'd like to find out more about them.

Respond to Ideas

- Who would know about _____?
- I'm curious about _____, too. Can you also ask about _____?
- _____ doesn't sound like a good interview topic. Do you have other ideas?

2. Gather Information Use a chart to help you prepare your interview questions ahead of time. Then take notes or record the interview.

Who?	Pam Marks
What?	What can we do to keep coyotes away?
Where?	
When?	
Why?	Why do they come to the city?
How?	How dangerous are coyotes?

3. Get Organized Review your notes or recording. Choose the most important or interesting questions and answers.

Draft

Use the questions and answers you chose to write your article. Introduce the person you interviewed first, and then write the questions and answers in a logical order.

Anthology
pages 216–217

Draft

Write Ideas Anthology page 217

Invite a volunteer to read aloud the instructions under "Draft."

Explain that the first paragraph should introduce the subject of the interview and state what the interview will focus on. Have students write the question they want to start with, followed by the person's answer. They can then follow this pattern for the other questions and answers. Tell students:

- *When you write what the person says, use his or her exact words.*
- *You do not have to use every word the person says, but choose parts of the answers that accurately reflect the person's ideas.*

Remind students to keep the interview well-organized. Explain that they should feel free to change the order of the questions and answers if it helps ideas flow more logically.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to understand all the words used by the interview subject.

STRATEGY Have students use a bilingual dictionary to look up these words. Then pair students and have them check each other's translations.

SN Special Needs

ISSUE Students have trouble drafting an introductory paragraph.

STRATEGY Provide sentence frames such as the following:

- _____ is a _____.
- I asked him/her about _____.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T207i–T207j.

Daily Grammar ✓

Have students review the second answer in the model interview on **Anthology** page 216. Ask them to identify the plural nouns (*pets, animals, people*). Then use pages T207k–T207l to practice plural nouns.

Daily Writing Skills ✓

Ask students to discuss why the author of the model interview chose to focus on just one city instead of writing about coyotes everywhere. (Possible response: *to provide the information of most interest to her audience*) Then use pages T207m–T207n to practice establishing a purpose and an audience.

Differentiate

BL Below Level

ISSUE Students have trouble telling whether their questions and answers support the purpose of the interview.

STRATEGY Have students make a list of key words that closely relate to the topic established in their first paragraph. In the model, the list might include *coyote, city, move, habitat, people, food, or danger*. Then have students reread their interviews, looking for words they listed.

AL Above Level

ISSUE Students feel they cannot fully explain the purpose without changing an interview quote.

STRATEGY Reinforce that an interview should not include made-up quotes. As necessary, encourage students to follow up with the person they interviewed and clarify what the quote meant, or obtain a new quote to use in the interview.

Revise

Read, Retell, Respond **Anthology** page 218

Read aloud step 1 on **Anthology** page 218. Have partners read interview questions and answers to each other. Have the listening partners use the Language Frames to give feedback. Use the sample interview to model giving feedback to a writer. For example: *You interviewed the animal control officer Pam Marks. The most interesting information I heard was how coyotes' habitats are getting smaller, so they come to the city. Also, I was wondering if Ms. Marks really said, "don't make the coyotes want to visit you"?*

Make Changes **Anthology** page 218

Guide students through the instructions and sample changes on **Anthology** page 218. Provide them with these additional questions to prompt their revision: *Does the introduction clearly explain the purpose of the interview? Do the questions and answers support this purpose? Am I leaving out anything that the reader may need to know?*

Also remind students to keep their audience in mind as they revise.

See **Differentiate**

Edit and Proofread

Check the Interview **Anthology** page 219

Read the instructions on **Anthology** page 219 aloud. Point out the Spelling Tip on the page. Then have students edit their interviews, focusing on logical sequence of information. Also have them check their use of plural nouns, including irregular plurals and collective nouns, and the Week 4 spelling words.

Writing Project, continued

Revise

1. Read, Retell, Respond Read your draft aloud to a partner. Use the words *question* and *answer* so your partner will understand which parts you are reading. Then you can both talk about your article and how to improve it.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> You interviewed _____. Some of the things you asked about were _____. The most interesting information I heard was _____. 	<ul style="list-style-type: none"> I didn't understand _____. Is that exactly what the person said? The questions might flow better if you moved _____ to _____.

2. Make Changes Think about your draft and your partner's suggestions. Use the Revising Marks on page 629 to mark your changes.

- Are your questions in a logical order? Would a different order make more sense?

How dangerous are coyotes?
 What can we do to keep them away?
 Why have coyotes come to the city?

Edit and Proofread

Work with a partner to edit and proofread your interview. Pay special attention to plural nouns. Be sure to start sentences with capital letters and end them with periods.

Spelling Tip

Some nouns change in special ways to show more than one.

- mouse mice
- goose geese
- foot feet

Publish

On Your Own Make a final copy of your interview. Read it aloud to your classmates. You could also invite the person you interviewed to visit and answer additional questions.

Presentation Tips	
If you are the speaker...	If you are the listener...
Pause between questions and answers. Speak clearly.	What did you learn that you didn't know? Take notes on new information.
Show pictures of the animal you asked about.	Keep track of anything you didn't understand. Then ask questions.

With a Group Use the results of your interviews to create a special-edition newspaper. Add pictures and other articles related to your topics. Print copies of your newspaper to share around school.



Publish

On Your Own Anthology page 219

Refer to the Presentation Tips chart. Model how to speak clearly when reading aloud to the class. Review the listening tips, and provide these questions: *Is it clear what the speaker wanted you to know? What else would you like to know about the topic?*

Have students write final drafts of their interviews and then gather in small groups to read their interviews to each other. Ask listeners to give feedback on how well the information was organized and delivered.

Use the **Writing Rubric** to assess each student's interview.

With a Group Anthology page 219

Arrange for students to bind their interviews together to create a newspaper. Students may add photos or drawings that reflect the topic and/or the interviews. Encourage students to share copies of the newspaper with family, friends, the people they interviewed, and other students around the school.

Writing Rubric

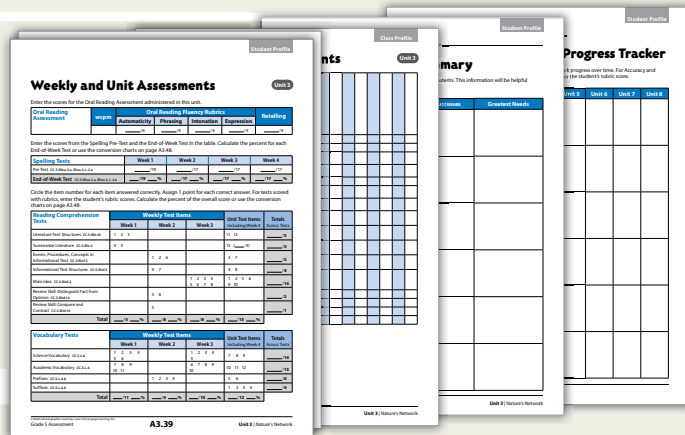
Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are organized smoothly and logically.	Most of the writing has a clear voice and tone. The writer's voice is consistent throughout.	Most of the writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	All sentences are used and are clear. The writer's ideas are organized smoothly and logically.	The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. Most of the sentences are complete.	The text is presented in an orderly way and conveys the message. Ideas are appropriate for the audience and delivered in an interesting way.
3	Most of the writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are organized smoothly and logically.	Most of the writing has a clear voice and tone. The writer's voice is consistent throughout.	Most of the writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most sentences are used and are clear. The writer's ideas are organized smoothly and logically.	The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. Most of the sentences are complete.	The text is presented in an orderly way and conveys the message. Ideas are appropriate for the audience and delivered in an interesting way.
2	Some of the writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Some of the writing has a clear structure and purpose. The writer's ideas are organized smoothly and logically.	Some of the writing has a clear voice and tone. The writer's voice is consistent throughout.	Some of the writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Some sentences are used and are clear. The writer's ideas are organized smoothly and logically.	The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. Most of the sentences are complete.	The text is presented in an orderly way and conveys the message. Ideas are appropriate for the audience and delivered in an interesting way.
1	Some of the writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Some of the writing has a clear structure and purpose. The writer's ideas are organized smoothly and logically.	Some of the writing has a clear voice and tone. The writer's voice is consistent throughout.	Some of the writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Some sentences are used and are clear. The writer's ideas are organized smoothly and logically.	The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. Most of the sentences are complete.	The text is presented in an orderly way and conveys the message. Ideas are appropriate for the audience and delivered in an interesting way.



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A3.39–A3.40
- Class Profile: Weekly and Unit Assessments** A3.41
- Student Profile: Strengths and Needs Summary** A3.42
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Identify Supporting Details: Reteaching Master RT3.10**
- Identify Implied Main Idea: Reteaching Master RT3.11**
- Determine Importance: Reteaching Master RT3.12**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

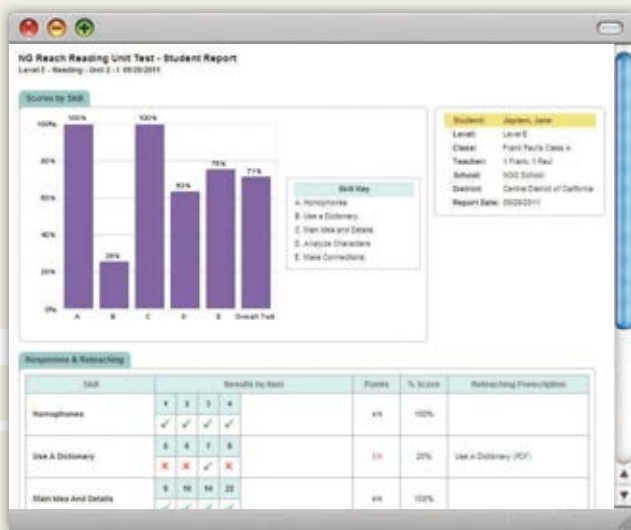
Fluency

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 T207i–T207j

Grammar and Writing

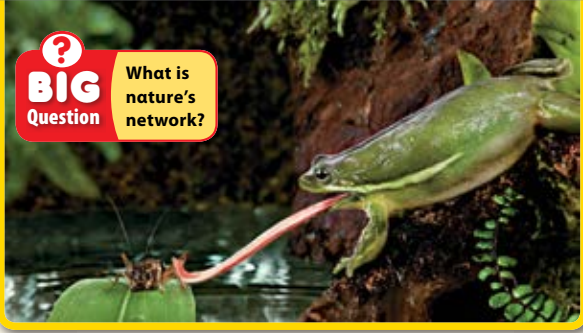
RETEACH

- Nouns: Anthology Handbook, pages 639–642**
- Punctuation: Anthology Handbook, pages 658–659**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Organization: Reteaching Master RT3.13**

ADDITIONAL PRACTICE

More Grammar Practice PM3.33
Daily Writing Skills Practice, pages T207m–T207n
See Weeks 1–3 for additional practice resources.

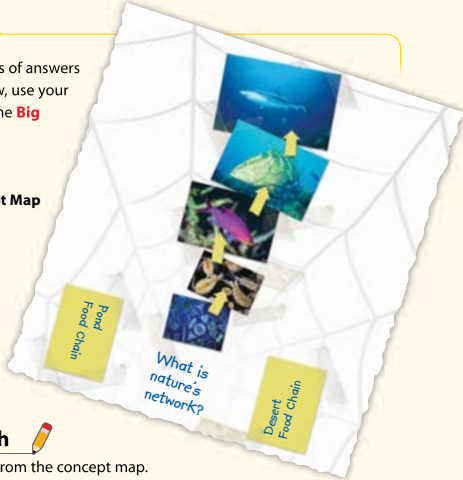
?
BIG Question What is nature's network?



Talk Together

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

Concept Map



Write a Paragraph

Choose two food chains from the concept map. Then choose one animal from each food chain. Write a comparison-contrast paragraph that tells how the two animals are alike and different in their roles in nature's network.

220

Anthology
pages 220–221

OBJECTIVES

Thematic Connection: Biology
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

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 3 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Make a Food Chain

Research other plants and animals that live in the desert or the ocean. Make a new food chain. Find or draw pictures of the plants and animals in your food chain. Write captions to go with the pictures.



The Top of the Ocean Food Chain

Talk About It!

Perform a Play

With a small group, talk about how you could turn "Coyote and Badger" into a play. Work together to rewrite part of the story as a play. Then perform it for the class.



Do It!

Act Out a Food Web

Make a food web card for each student. Give a ball of string to the person who has the "Sun" card. Pass the string from the sun to each producer. Then pass the string between the producers and the herbivores. Finally, pass the string between the herbivores and the carnivores. Watch the food web grow.

Write It!

Write an Ode

An ode is a short poem written to praise its subject. Choose your favorite animal from this unit, and write an ode in praise of this animal. Tell what is great about the animal and why it is important to the world. Read your ode aloud to the class.



221

Academic Talk

1 Talk Together Anthology page 220

Display the Big Question. Read aloud the instructions. Have students revisit **Practice Master PM3.1** to remind them of their answers to the Big Question. Encourage students to think about their class discussions, the selections in the unit, and the books they read during Small Group Reading. Encourage elaboration: *How do animals interact? What examples can you think of? Why is nature's network important?*

Writing

2 Write a Paragraph Anthology page 220

Read aloud the instructions. Have students create a graphic organizer, such as a Venn diagram, to help them categorize and organize information about their animals. Remind students that their paragraphs should tell how the two animals are alike and different in their roles in nature's network. Suggest students use words such as *both*, *alike*, and *similar*, to compare likenesses in roles. Suggest words such as *however*, *different*, and *on the other hand*, to contrast differences.

Then have students write their paragraphs independently. Invite students to present their paragraphs to the class.

Unit Projects

3 Share Your Ideas Anthology page 221

Read aloud the project options. Have students who have chosen the Write It independent activity work at their desks. Have all other students form small groups to plan and complete their activities.

Write It!



MATERIALS

computers with Internet access, magazines with pictures of animals that can be cut out, art supplies, such as colored pencils, and markers

Plan

Use the Key Words *food chain* to find and bookmark appropriate sites for students to use. Also show them how to do an image search so they can see some visual examples.

Make a Food Chain

Have partners choose a food chain to focus on and use the bookmarked sites to find and gather information about it. Then have partners create their food chain, download images to illustrate it, and label each link with a caption. Encourage students to exhibit their food chains in a class display.

Conduct Research
Gather Information

CC.5.W.7
CC.5.W.8

Talk About It!



Plan

Have groups review what happens and who does what in the story "Coyote and Badger." As they do so, model how to write dialogue for the characters. Choose a passage from the story and model how to turn it into dialogue. For example, dialogue for Coyote on page 164 might read: "Boy, am I ever hungry. In fact, I'm STARVING. I haven't eaten in two days. I would sure like a tasty rabbit or even a mouse right now!"

Perform a Play

Then have each group select a part of the story to perform, choose character and narrator roles, and then turn the character roles into dialogue. Suggest students practice their plays several times. Then invite each group to perform their play for the class.

Use Dialogue
Adapt Speech

CC.5.W.3.b
CC.5.SL.6

Do It!



MATERIALS

nine or ten balls of yarn or string of different colors

Plan

Remind students that all food chains and food webs start with the sun. Then have students review pages 177–181. Have a volunteer read aloud the caption on page 181 stating the difference between food chains and food webs.

Act Out a Food Web

Have students use different colors of string to connect each animal to its specific food source and to show the interconnections in a food web. Then have them remove one plant or animal to see how that affects the food web.

Students may wish to present their food webs and their findings to the class.

Write It!



Plan

Have students read the instructions and review the selections in this unit for favorite animals. Before students begin, explain: *An ode is a poem written to praise or celebrate something or someone.* Then provide students with model copies of an ode, such as actor James Stewart's ode to his dog Beau, as a model. Tell students that their ode can rhyme or have a non-rhyming free verse, but that its lines should be short and focused on praising the good qualities of the animal. Remind them, too, to use figurative language and sensory details in describing and praising their animals.

Write an Ode

Have students work independently to write their odes. When they have finished, invite students to read their odes for the class.

Demonstrate Understanding of
Figurative Language

CC.5.L.5

Unit 3 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



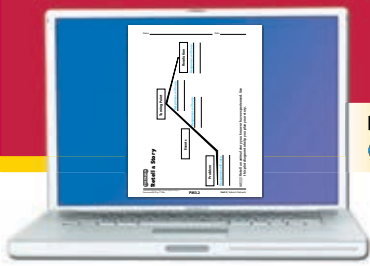
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages
	Family Newsletter 3: English and Spanish	
Week 1	Day 1: Unit Concept Map	PM3.1
	Plot Diagram	PM3.2
	Day 3: Grammar Game	PM3.3
	Day 4: Grammar and Writing	PM3.4
	Day 5: Test-Taking Strategy Practice	PM3.5
	Plot Diagram	PM3.6
	Fluency Practice	PM3.7
	Reteach: Grammar Practice	PM3.8
Week 2	Day 1: Grammar Game	PM3.9
	Day 2: Grammar Game	PM3.10
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Week 3	Day 1: Tree Diagram	PM3.19
	Day 2: Grammar Game	PM3.20
	Day 4: Grammar and Writing	PM3.21
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Week 4	Day 1: Grammar Game	PM3.26
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	Grammar Practice	PM3.29
	Day 4: Mark-Up Reading	PM3.30
	Grammar and Writing	PM3.32
	Reteach: Grammar Practice	PM3.33



NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level F | Unit 3

Dear Family Member,

“What is nature’s network?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how living things are connected. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Work together to interview friends and family members. Ask them to share examples of the living things they depend on every day. Try to use some of the New Words in your interviews.
2. Together, list all the examples you collected on the lines below.
3. Remind your student to bring the completed list to class.

What We’re Reading

“Coyote and Badger”

by Bruce Hiscock

In this story, a coyote and a badger survive by learning to hunt together.

“Living Links”

by Diane Salisian

In this article, the author describes common desert food chains.

“Fish of the Future”

by Cheryl Block

In this interview, Explorer Tierney Thys tells about the amazing ocean sunfish.

“Phyto-Power!”

by Mary M. Cerullo

In this science article, the author explores the important role of phytoplankton in ocean ecosystems.

And more!

COPY READY



New Words

Weeks 1 and 2

carnivore

food chain

producer

consumer

herbivore

store

cooperate

omnivore

transfer

essential

partnership

Weeks 3 and 4

chlorophyll

microscope

propose

classify

nutrients

specialize

investigate

observe

magnify

photosynthesis

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



Nuevas Palabras

Semanas 1 y 2

carnivore
carnívoro

consumer
consumidor

cooperate
cooperar

essential
esencial

food chain
cadena alimenticia

herbivore
herbívoro

omnivore
omnívoro

partnership
alianza

producer
productor

store
almacén

transfer
transferir

Semanas 3 y 4

chlorophyll
clorofila

classify
clasificar

investigate
investigar

magnify
aumentar

microscope
microscopio

nutrients
nutrientes

observe
observar

photosynthesis
fotosíntesis

propose
proponer

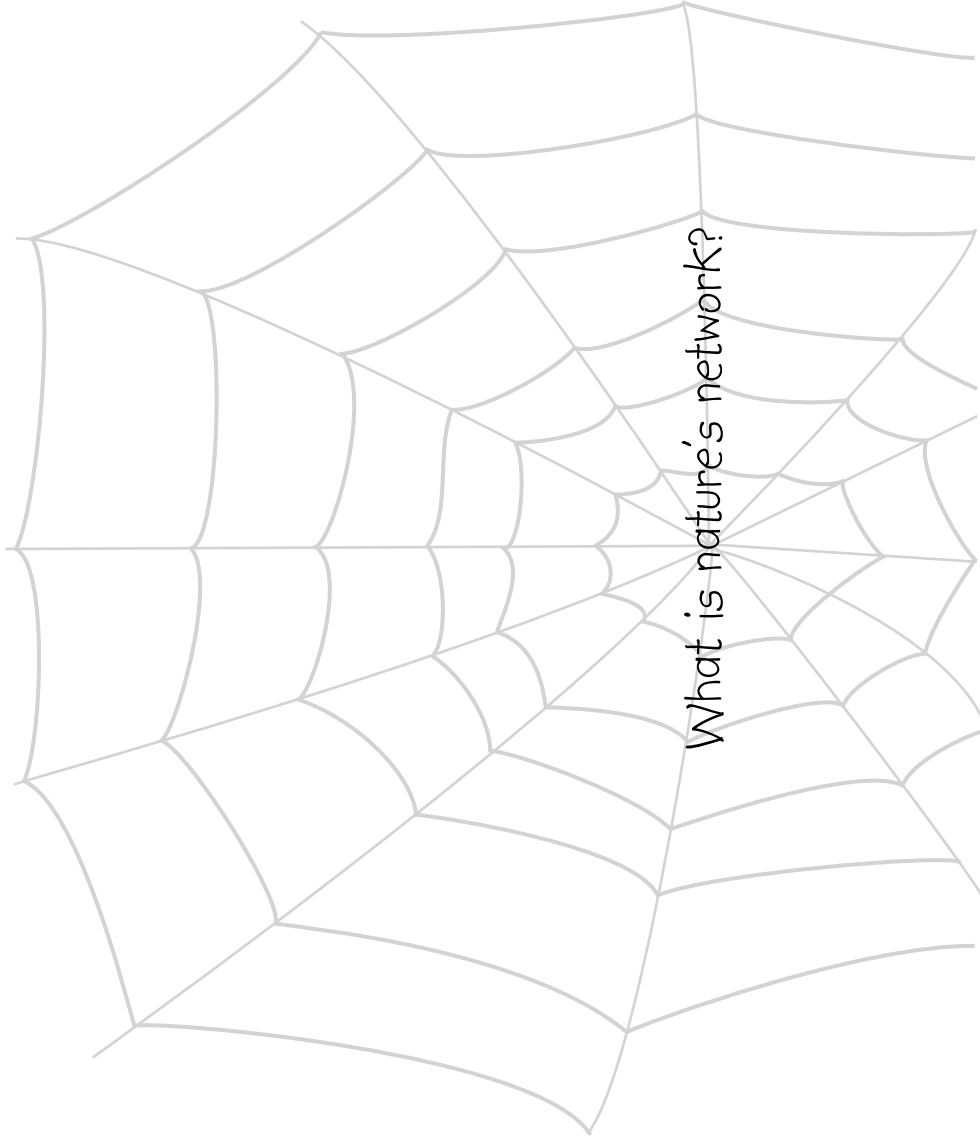
specialize
especializar

Aprenda y juegue con palabras. [NGReach.com](https://www.ngreach.com)

Unit Concept Map

Nature's Network

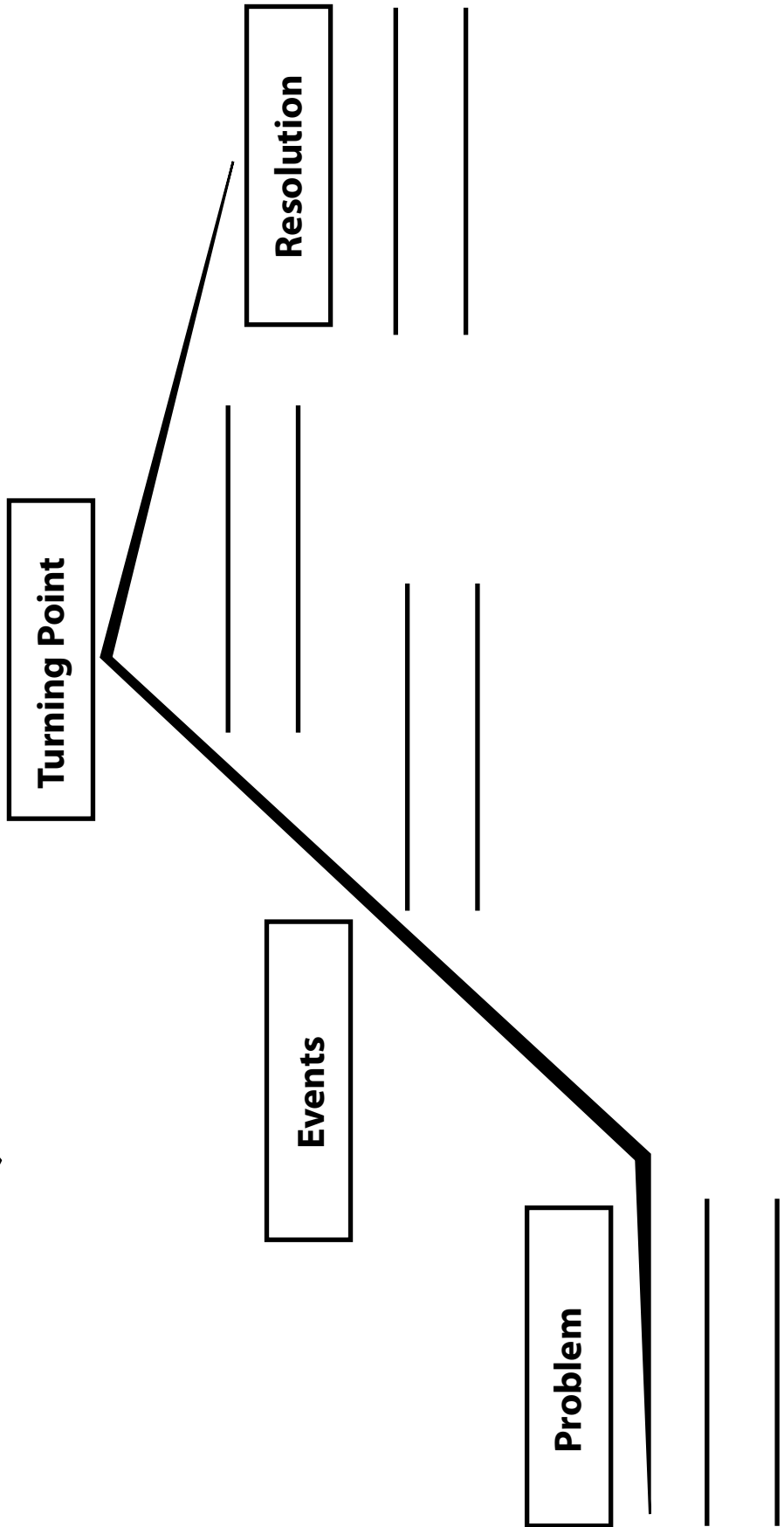
Make a concept map with the answers to the Big Question:
What is nature's network?



COPY READY

Plot Diagram

Retell a Story



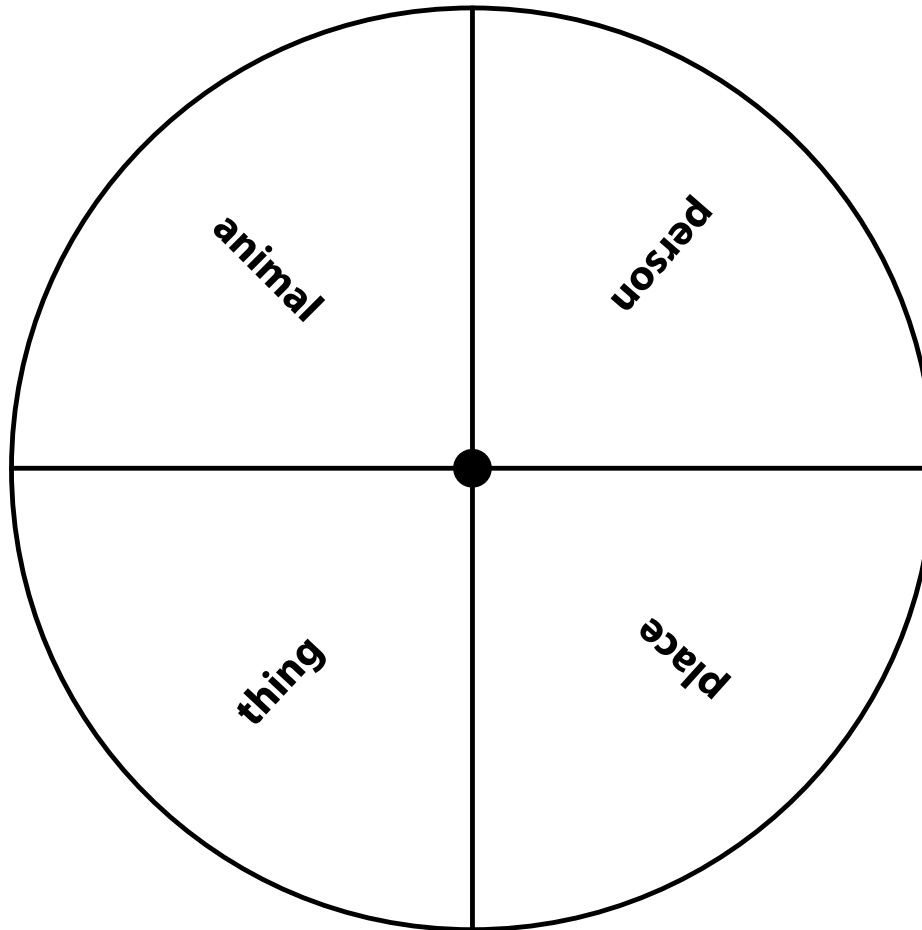
Retell an animal story you know or have experienced. Use this plot diagram to help you plan your story.

Grammar: Game

Spin and Name It

Directions:

1. Play with a partner.
2. Take turns spinning the paper clip.
3. When the spinner stops on one of the categories, name a proper noun that fits that category of noun.
4. If your partner agrees that your proper noun is correct, write it on a piece of paper.
5. Play until one player has ten correct proper nouns.
6. Share your lists with another pair of students.



Make a Spinner

1. Place one loop of a paper clip over the center of the circle.
2. Push a sharp pencil through the loop and the paper.
3. Spin the paper clip around the pencil.

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 common and proper nouns
- correct capitalization of common and proper nouns
- correct use of the articles *a*, *an*, *the*

Editing and Proofreading Marks

^	Add.
↵	Take out.
≡	Capitalize.
/	Make lowercase.
⦿	Add period.

Our ~~F~~amily visited New Mexico last year. I especially liked a Place called tent Rocks National Monument. It is in the desert and is dry and sandy.

We hiked through a narrow Arroyo and climbed an bluff. Along the way, my sister, megan, saw a chipmunk. Then we spotted an lizard. The lizard stared at us before it raced away.

Then I saw a animal that I'll always remember. It was a Coyote! ranger Claire said there are many of them in Tent Rocks. I will always remember our trip to new mexico because of that coyote.


Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about “Coyote and Badger.” Choose the best answer.

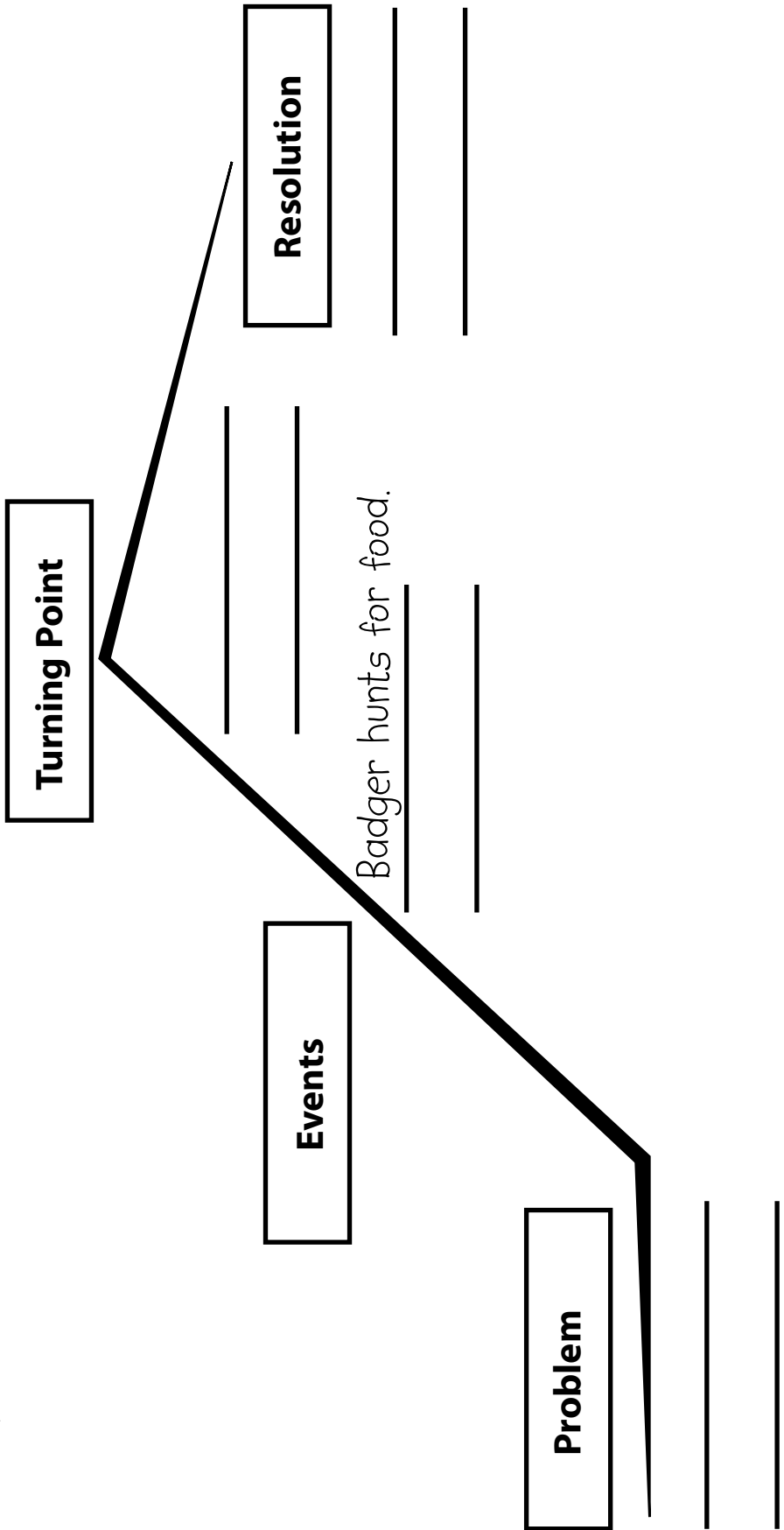
Sample

- 1** What happens before Coyote and Badger start hunting together?
- Ⓐ Everyone eats a big meal.
 - Ⓑ An eagle takes Badger’s pup.
 - Ⓒ There is no rain.
 - Ⓓ Coyote howls with other coyotes.
- 2** Why do Coyote and Badger hunt together?
- Ⓐ They catch more animals.
 - Ⓑ Every hunt is successful.
 - Ⓒ They were lonely before.
 - Ⓓ They couldn’t catch anything before they hunted together.
- 3** Why is the rain important to Coyote and Badger?
- Ⓐ There is not enough rain.
 - Ⓑ Coyote and Badger decide to hunt together.
 - Ⓒ Coyote sleeps during the day.
 - Ⓓ Plants will grow, and there will be more prey.

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

Plot Diagram

"Coyote and Badger"



Use your plot diagram to retell the story to a partner.

Fluency Practice

"Coyote and Badger"

Use this passage to practice reading with proper intonation.

Farther up the canyon, Badger emerged from her den. She left her two 13
 pups safely underground and waddled off as the air began to cool. 25
 Badger was a night hunter, too, but she seldom chased rabbits. 36
 She was a digger, not a runner. 43
 When Badger found the hole of an antelope squirrel, she tore into the 56
 hard soil with her long claws. The dirt flew, and in a wink she was 71
 underground following a dark tunnel. No animal can dig as fast as 83
 a badger, but the squirrel raced ahead and escaped. 92

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

Searching for Acorns**Grammar Rules Common and Proper Nouns**

A **common noun** names a general person, animal, place, thing, or idea.

Capitalize common nouns that begin a sentence.

Dogs like chasing squirrels.

A **proper noun** names a particular person, animal, place, thing, or idea.

Capitalize all important words in a proper noun.

My dog Max chases squirrels in Patterson Park on Third Street.

Read the sentences. Circle the common nouns. Underline letters that should be capitalized.

1. There is a shortage of acorns in the town of fairhaven, new York.
2. The town's librarian, mitchell rosen, says that many towns east of the mississippi river are having the same problem.
3. animals that cannot store enough food, cannot survive.
4. A scientist at greenhill college says that an oak tree does not produce the same amount of acorns each year.
5. In a year when acorns are few, the food chain that depends on them suffers.

 With your partner, talk about what different kinds of animals eat. Use common and proper nouns.

Grammar: Game

Make Them Plural

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on **START**.
3. Flip a coin to move. Heads = 1 space; Tails = 2 spaces.
4. Read the noun on the space where you land, and write its plural form.
5. If your partner agrees that you spelled the plural form correctly, stay where you are. If not, go back one space. If you disagree, check the spelling in a dictionary.
6. Take turns. The first player to reach the **END** is the winner.

START	carnivore	branch	berry	coyote
				bush
breeze	butterfly	monkey	bee	jelly
consumer				
mosquito	turkey	burrow	ax	END

COPY READY

Grammar: Game**Nouns That End in *for fe*****Directions:**

1. Play in teams of two or three. Two teams will play against each other.
2. First, work with your opposing team to write each noun in the boxes below on a separate index card. Then shuffle the cards and stack them face down.
3. Teams take turns with the other team drawing a card from the top of the stack.
4. Read the noun on the card, and spell its plural form. Check the spelling in a dictionary. If the spelling is correct, your team gets one point.
5. Place the card at the bottom of the stack and continue playing.
6. Play until one team has won ten points.

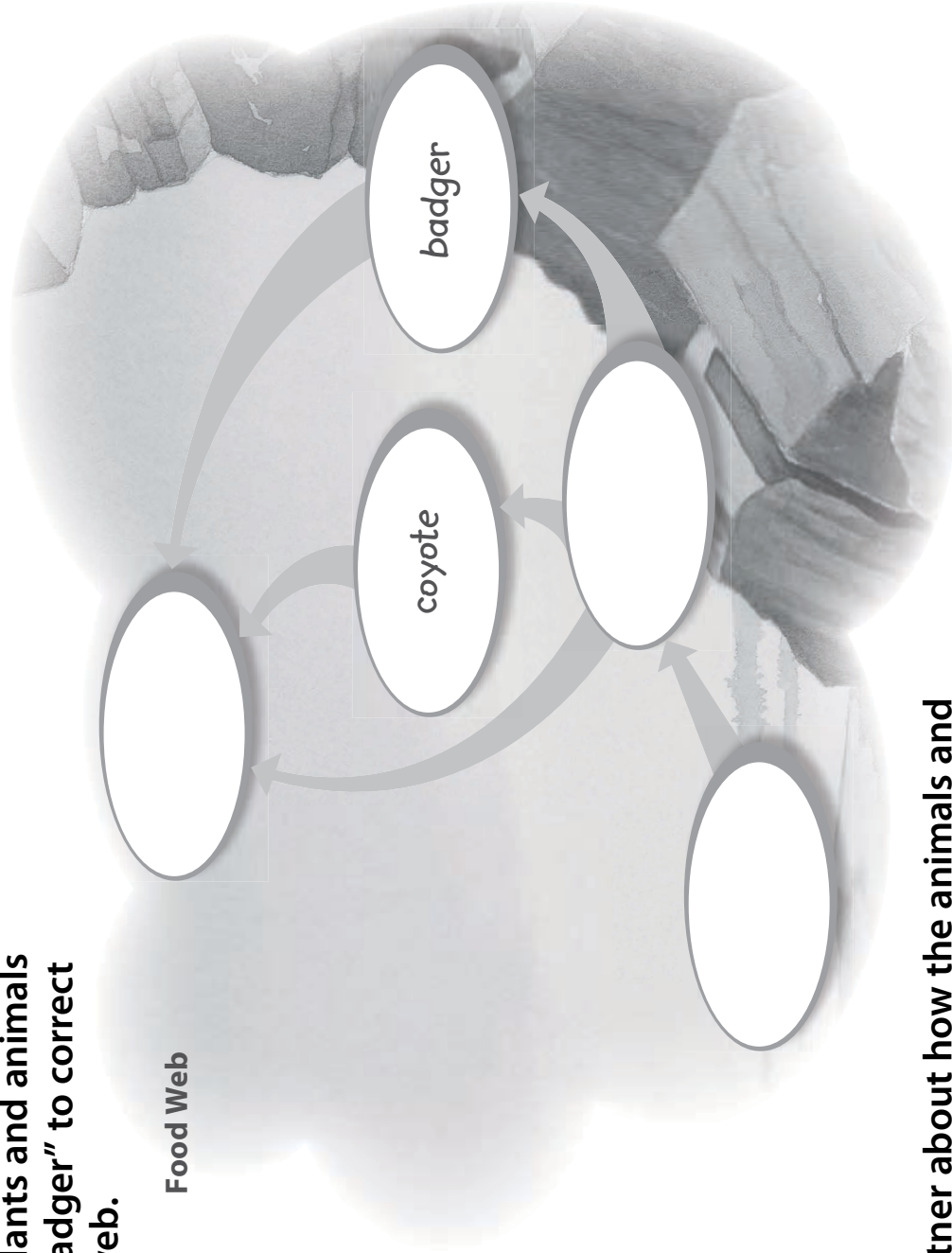
life	half	leaf	safe	self
wharf	shelf	giraffe	thief	wife
belief	proof	wolf	calf	gulf

Food Web

Compare Content

Add the names of plants and animals from "Coyote and Badger" to correct places in the food web.

Food Web



 Talk to a partner about how the animals and plants in this food web are connected.

COPY READY

Grammar: Practice

What Do They Eat?**Grammar Rules Plural Nouns**

1. Add **-s** to make most nouns plural.

plant → plants

2. Add **-es** to nouns that end in *x*, *ch*, *sh*, *ss*, *z*, and sometimes *o*.

branch → branches

3. For **most** nouns that end in *y*, change the *y* to *i* and then add **-es**.

berry → berries

4. For **most** nouns that end in *f* or *fe*, change the *f* or *fe* to *v* and then add **-es**.

life → lives

Write the plural nouns.

1. A potato plant is a producer. It produces roots, stems, and leaves.
(leaf)
2. Some animals eat potato _____.
(plant)
3. They need the energy in the _____ to survive.
(potato)
4. Animals such as _____ also eat other animals.
(fox)
5. Eagles sometimes eat badger _____.
(baby)

Mark-Up Reading

Types of Rain Forests

by Sharon Sanchez

There are two types of rain forests, tropical and temperate. Both grow in wet climates and have similar damp soils. Tropical rain forests are found in hot regions near the Equator. Temperate rain forests develop in higher latitudes with cooler temperatures.



▲ tropical rain forest

A tropical rain forest is covered by a tight canopy formed by the interlocking branches of huge trees with large leaves. In contrast, a temperate rain forest has a lower, less dense growth of trees.



▲ temperate rain forest

The Forest Floor

by Edward Calvert

The dense canopy of a tropical rain forest affects the life beneath it. The canopy is like an umbrella that hides and protects the layers below. As a result, very little light reaches the forest floor, so plants on the forest floor compete with one another for light and space. Few plants and shrubs can grow in this dim light. Vines are common because they are able to climb up tree trunks to reach the light. In the darkest parts of the forest, brilliantly colored fungi thrive in conditions that are unfavorable to most other plants.

"Types of Rain Forests"	Both	"The Forest Floor"
Signal Words		Signal Words

Mark-Up Reading**What's on the Menu?** by Valerie Kasiske

In the tropical rain forest, how high up you are might determine what's for dinner! In the canopy, monkeys and parrots feed mainly on fruit, leaves, and seeds. Some of this same food falls to the ground. But on the hot, damp forest floor, the fruit, leaves, and seeds quickly rot. This means that the forest floor has much more food for decomposers.

Although the forest floor swarms with tiny decomposers, it is also home to the largest rainforest predators, including the jaguar. While the canopy has far fewer large predators, these predators still make an impact on the food chain. For example, harpy eagles from the canopy prey on tree-dwellers such as sloths and monkeys.

While the menus of the canopy and forest floor are different, some animals, like the long-tailed raccoon-like coati, move freely between the zones in order to take advantage of both menus. Residents of the tropical rainforest can transform their menus simply by moving up or down in their world!



◀ Different plants and animals live in the rainforest canopy than on the forest floor.

Mark-Up Reading**Small Food Web—Big Trouble!** by Erin Ming

Brrrrr! Snow covers the cold Arctic. As a result, only a limited number of species can survive there. That means the Arctic food web is very small. A small food web tends to be unstable. If the Arctic food web falls out of balance, the whole living network of the Arctic environment could begin to unravel. What factors keep this fragile food web stable?



▲ Reindeer eat small plants and bushes.

Arctic Producers

Producers play an important role in the Arctic food web. Since they are at the bottom of the web, they provide energy to all other species. So, the number of consumers depends on the number of producers. Temperatures drop as you travel north from Alaska toward the North Pole. Because of this, the number of leafy plant species also drops dramatically. Small low-growing plants like shrubs, lichens, and mosses are more common than leafy plants.

Arctic Consumers

As you move northward, the effect of colder temperatures and fewer producers is a decrease in animal species. There are only about 45 species of mammals in the Arctic. Some, like caribou (reindeer), eat a lot of plants. A change in plant life can greatly affect their numbers. A change in the number of caribou can then affect the number of wolves, one of their main predators. Such changes can deform the small, fragile Arctic food web.

Mark-Up Reading

Small Food Web—Big Trouble! (continued)

A Keystone Species

Small food webs tend to be unstable because species depend so much on one another to survive. Sometimes food webs rely on a specific animal so much that it is called a keystone species. In the Arctic, one keystone species is a small herbivore: the lemming.

Every three or four years, large numbers of lemmings are born. Because there is more prey, the number of lemming predators, such as Arctic foxes and snowy owls, also rises. These small carnivores in turn provide food for bigger carnivores, such as wolves, causing their populations to grow. However, when the lemmings' numbers are small, there isn't enough food to go around. As a result, smaller predators and their larger predators are both in danger of starving.

COPY READY

"What's on the Menu?"	Both	"Small Food Web—Big Trouble!"
Signal Words		Signal Words

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 plural nouns
- correct spelling of plural nouns
- correct punctuation

Editing and Proofreading Marks

^	Add.
~	Take out.
⤴ ^	Move to here.
^,	Add comma.
Ⓜ	Add period.

Several month^s ago my uncle took me to a lake with some marshs to see the birds. We wore high boot to protect our feet and calfs. Wading through muddy water we pushed through tall grasss and bushes. Gnats flyes and mosquitos swarmed around us.

When we got to a tiny island we took out our binoculares and looked around. It was amazing! Hundreds of duck swam on the lake. Two hawkes circled overhead. Across the lake eagles soared above the line of cliff. Bitten by all those insect, I itched for six day, but I have great memoryes from that trip!

Grammar: Reteach

Chef Ramon**Grammar Rules Plural Nouns**

To make a noun plural: Add -s to most nouns.	table → tables	napkin → napkins
Add -es to nouns that end in x, ch, sh, ss, z , and sometimes o .	box → boxes	tomato → tomatoes
For most nouns that end in y , change to y to i and add -es .	penny → pennies	babies → babies
For words that end with a vowel then y , just add -s .	way → ways	bay → bays
For many nouns that end with f or fe , drop the f or fe and add -ves .	knife → knives	half → halves
For some nouns that end with f or fe , just add an -s .	café → cafés	roof → roofs

Circle the word that correctly completes each sentence.

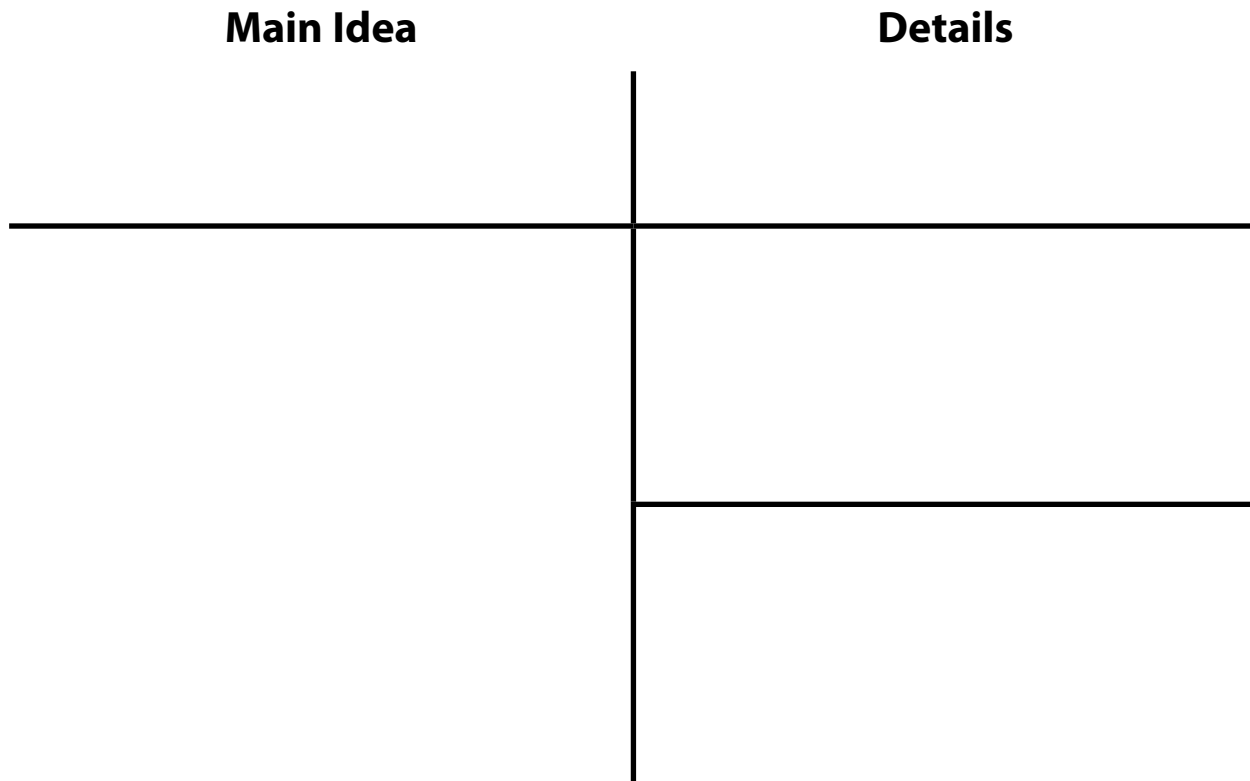
- Ramon cooks hundreds of (dishes/dishs) every day.
- His (dayes/days) at the cafe are very busy.
- Everyone loves Ramon's cooking and the (spicees/spices) he uses.
- Cooks from other (citys/cities) come in to see Ramon.
- They like to share the best recipes from other (cafés/caves).

 With a partner, role-play a conversation with Ramon. Take turns using sentences with plural nouns.


Tree Diagram

Small Things, Big Idea!

Use the tree diagram below to track the details your partner gives about why a small plant or animal is important.



COPY READY

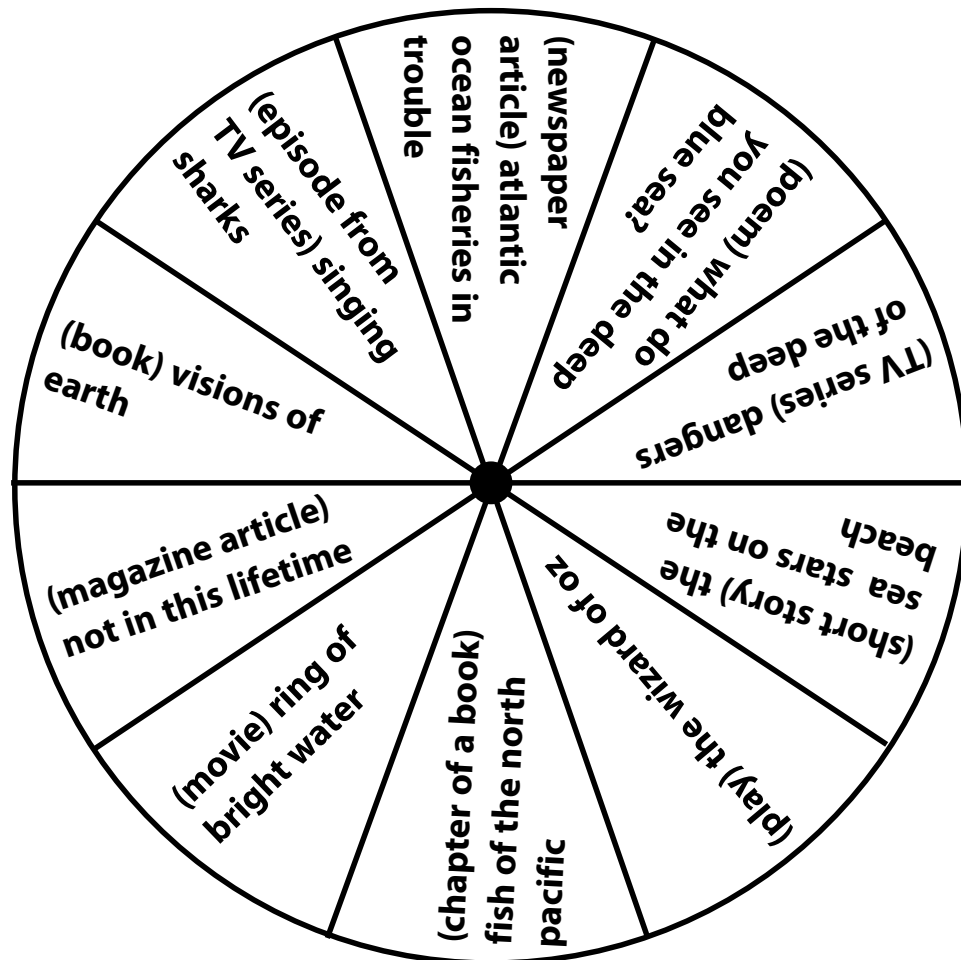
 Have your partner review your tree diagram and make suggestions for possible additions.

Grammar: Game**Spin for the Title****Directions:**

1. Play with a partner. Take turns.
2. Spin the paper clip. Punctuate and capitalize the title that you land on.
3. Win two points for correct punctuation and capitalization. Subtract one point for incorrect punctuation or capitalization. Spin again if you land on a title that has already been written correctly.
4. After all titles have been used, the partner with more points wins.

Make a Spinner

1. Place one loop of a paper clip over the center of the circle.
2. Push a sharp pencil through the loop and the paper.
3. Spin the paper clip around the pencil.



Grammar: Grammar and Writing

Edit and Proofread

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

- correct punctuation and capitalization of titles
- correct agreement of verbs with collective nouns

Editing and Proofreading Marks

^	Add.
↷	Take out.
≡	Capitalize.
/	Make lowercase.
—	Italicize or underline.

I am fascinated by sharks. When our family go^{es} to the city aquarium, I head straight to the shark exhibit.

I started liking sharks when I saw the movie "Jaws." Now I take a class about sharks at the aquarium, and I learn from realistic TV shows like Shark men. My favorite episode is Blood In The Water. It is about a team that try to capture and study a great white shark.

Our class are reading a book called "Great white sharks." I like a chapter called Status about why sharks are endangered. If more people read that chapter, they might try to protect sharks.

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about “Fish of the Future.” Choose the best answer.

Sample

- 1** What happens after the tag releases from the sunfish’s body?
- Ⓐ It sinks to the bottom.
 - It floats to the surface.
 - Ⓒ It attaches to another fish.
 - Ⓓ It follows the sunfish.
- 2** How does the sunfish eat jellyfish?
- Ⓐ The sunfish uses its caudal fins to eat the jellyfish.
 - Ⓑ The sunfish dives deep into the water many times a day.
 - Ⓒ The sunfish sucks the jellyfish in and out of its mouth until it breaks.
 - Ⓓ The jellyfish swim directly into the sunfish’s mouth.
- 3** What has a negative affect on the food web?
- Ⓐ technology
 - Ⓑ plankton
 - Ⓒ sunfish
 - Ⓓ overfishing


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

Tree Diagram

“Fish of the Future”

p. 194–196 What’s special about the sunfish?	It has a strange body shape.
	It lies on its side at the ocean’s surface as if it’s sunning itself.
	It has a beak-like mouth.
	It is covered with parasites.

COPY READY

 With a partner, use your tree diagrams to determine the main idea of the interview.

Fluency Practice

“Fish of the Future”

Use this passage to practice reading with proper expression.

The sunfish holds three world records! As it grows, the sunfish 11
 increases in weight more than any other vertebrate—up to 60 million 23
 times its size at hatching. If you grew that much, you’d be as big as 30 39
 thousand school buses! 42

Second, it is the world’s heaviest bony fish. The heaviest sunfish ever 54
 recorded weighed more than 2,300 kilograms (over 5,000 pounds). 63
 That’s as heavy as ten grand pianos, or five large cows! 74

Third, the sunfish produces more eggs at one time than any other 86
 vertebrate. Scientists found one mother sunfish carrying an estimated 95
 300 million eggs. 98

COPY READY

Intonation

- 1 Does not read with feeling.
- 2 Reads with some feeling, but does not match content.
- 3 Reads with appropriate feeling for most content.
- 4 Reads with appropriate feeling for all content.

Accuracy and Rate Formula

Use the formula to measure a reader’s accuracy and rate while reading aloud.

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

Grammar: Reteach

Fantasy Animals

Grammar Rules Titles, Collective Nouns

Italicize titles of books, plays, movies, and TV series if you type. If you are handwriting, underline them.

Capitalize all words in a title, except for articles, short conjunctions, and prepositions.

Charlotte's Web
Charlotte's Web

The Cat in the Hat
Into the Unknown

Use a **collective noun** to name a group of people, animals, or things.

- If a **collective noun** refers to a group acting as one, use a **singular verb**.
- If a **collective noun** shows members of a group acting separately, use a **plural verb**.

In Charlotte's Web, an animal **community** lives in a barn.

The **majority** of animals talk to Wilbur, the pig.

Proofread the sentences. Correct any errors in punctuation, capitalization, and subject/verb agreement.

1. The fantasy novel watership down tells what happens when a rabbit community are threatened.
2. The group disagree about how to protect themselves.
3. The TV series redwall was based on novels by brian jacques.
4. In the novel the rogue crew, an animal team defend an abbey.

 **With your partner, talk about your favorite books.**

Grammar: Game

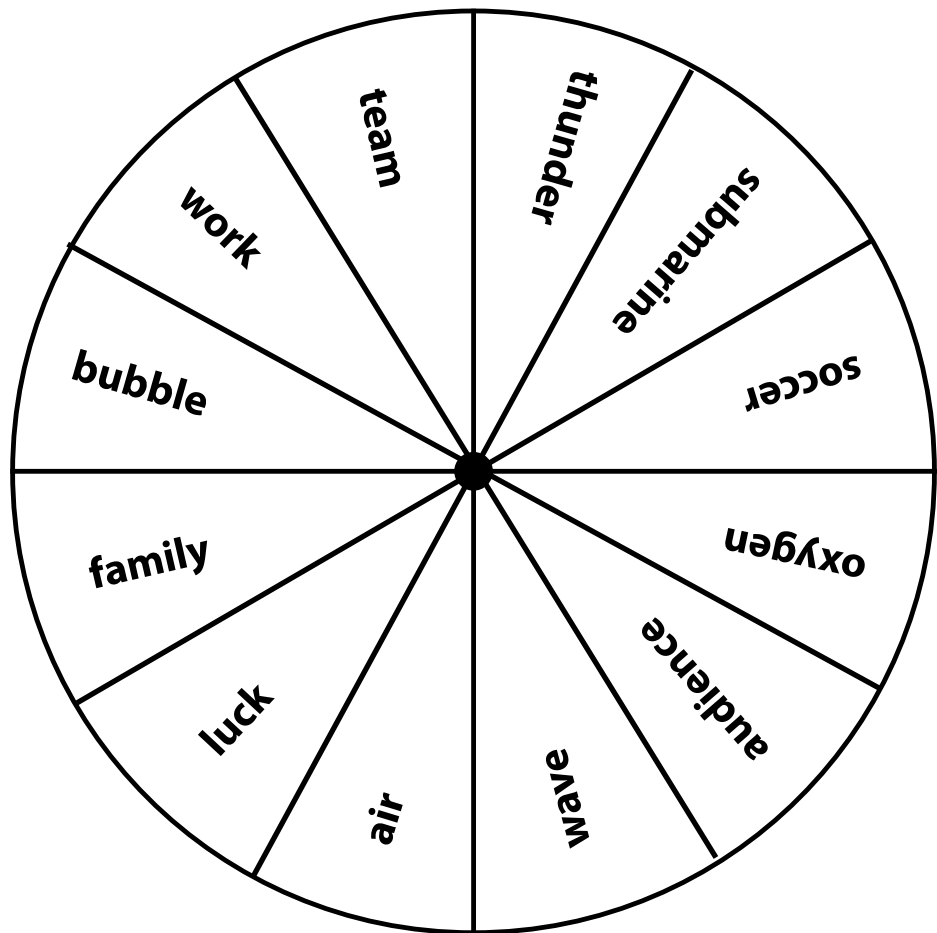
Noun Spin

Directions:

1. Play with two or three classmates. Take turns.
2. Spin the spinner. Identify the word the spinner points to as a count, noncount, or collective noun, and then cross off that word on the spinner.
3. Write a sentence using the noun. Say whether you have used the noun to talk about one thing or more than one thing.
4. If the other players think you have identified the noun correctly, score one point. If they agree that your sentence is correct, score an additional point.
5. Play until all the words have been used. The player with the most points at the end wins.

Make a Spinner

1. Place one loop of a paper clip over the center of the circle.
2. Push a sharp pencil through the loop and the paper.
3. Spin the paper clip around the pencil.



Grammar: Game

It's Irregular

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game piece.
3. Flip a coin to move. Heads = 1 space; Tails = 2 spaces.
4. Read the irregular noun on the space where you land. Write its plural form.
5. Check your spelling in a dictionary. If you spelled the plural form correctly, stay where you are. If you did not spell it correctly, go back one space.
6. Take turns. The first to reach FINISH is the winner.

START	mouse	sheep
		child
tooth	man	ox
moose		
species	FINISH	

COPY READY


Comparison Chart

Compare Genres

Use this chart to compare “Phyto-Power!” with “Fish of the Future.”

COPY READY

	Science Article	Interview
Purpose Is the purpose to inform, entertain, or persuade?		
Text Structure	Main Idea and Details	Question and Answer
	Photos	Photos
	Tables	Tables
	Charts	Charts
	Illustrations	Illustrations
	Headings	Headings
	Maps	Maps
	Diagrams	Diagrams

 Take turns with a partner. Ask each other questions about an interview or a science article.

Grammar: Practice

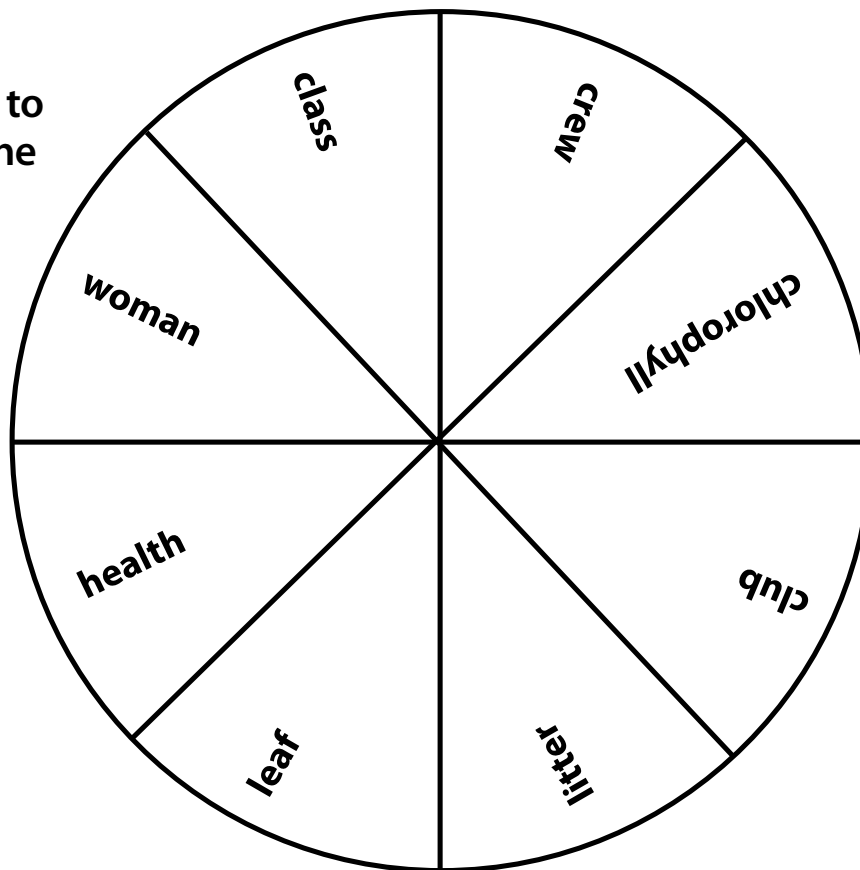
The Make-It-Plural Game

Grammar Rules Plural Nouns

1. Some nouns are the same for "one" and "more than one."
a grain of sand → all the grains of sand
2. Some nouns have special spellings for "more than one."
one mouse → two mice
3. Collective nouns name groups of people or things.
To make these nouns plural, add -s or -es.
one collection of seashells → two collections of seashells

Directions:

1. Play with a partner.
2. Spin the spinner.
3. Change the noun to a plural noun. If the plural form is the same as the singular, say: *same form*. Say a sentence using the plural noun.



Make a Spinner

1. Put a paper clip through the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.

COPY READY

Mark-Up Reading**Shark Tidbits!** by Paul Hennessey

Imagine you are swimming, and hear something behind you. To see it, you would have to turn around, right? Not if you were a hammerhead shark! 360-degree vision is just one of the unusual features found in some sharks, and there are many more. For example, did you know that the biggest shark eats mainly tiny plankton? Or that a great white shark can replace its teeth?

Stated or Implied ?**Main Idea** _____

One unusual feature of great white sharks is their ability to protect their eyes when attacking prey. Keen eyesight is important to these sharks, so they must prevent damage to their eyes. To keep their eyes from being injured, great whites can roll their eyes back into their heads.

Stated or Implied?**Main Idea** _____

Now let's look inside a great white shark's mouth. This fierce predator has more than 3,000 razor-sharp teeth arranged in rows. It uses its teeth to rip out chunks of flesh from its prey. But instead of chewing its food, it swallows the bites whole! So why so many teeth? The inner rows of teeth are just for back-up. If a tooth in the front row breaks or falls out, a tooth from the next row moves forward to take its place!



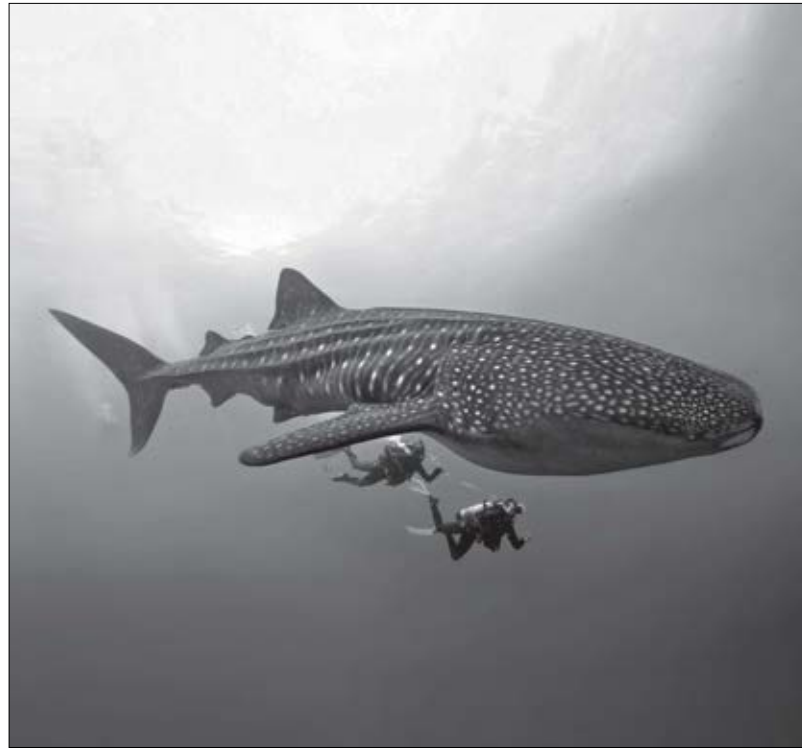
▲ Great white sharks have rows of sharp teeth.

Stated or Implied ?**Main Idea** _____

Mark-Up Reading

Shark Tidbits! (continued)

Speaking of meals, you might think that the enormous whale shark would prey on enormous fish, but just the opposite is true. The biggest fish in the ocean feeds only on tiny food. This gentle giant moves slowly through the water sucking water through its gills like an ocean vacuum cleaner. The gills filter out tiny marine life that the shark then swallows and eats. These gulps of food include plankton, small fish, fish eggs, and larvae.



▲ The largest shark eats the tiniest organisms in the ocean.

Stated or Implied?

Main Idea _____

Even though sharks have so many fascinating features, some people just see sharks as something to fear. People often picture sharks terrorizing helpless swimmers. However, sharks kill fewer than 25 humans a year. Compare that to the 73 million sharks killed each year by humans. So who is the greater predator?

Stated or Implied ?

Main Idea _____

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 irregular plural nouns
- correct use of collective nouns
- correct use of count and noncount nouns

Editing and Proofreading Marks

^	Add.
↵	Take out.
≡	Capitalize.
/	Make lowercase.

My class study^{ies} the ocean. Last week we went to an aquarium.

The waters in the aquarium was really clear. I could see all of the fishes. I especially liked watching a school of parrotfish. The school were fun to watch.

We also took a boat ride out to sea. The sunshines were bright! We saw a pod of six whales. A pod are a group of whales. One teacher exclaimed, "The pod is rolling in the water and swimming closer to our boat!" There were many school childs on the boat, but I think the teachers enjoyed the adventure just as much.

Next month the class are going to the zoo. I will see many kinds of animals, such as deers, bisons, goose, and even mooses.

Grammar: Reteach

Fundraising Fun

Grammar Rules Irregular Plurals

Collective nouns name a group.

- When the group acts together, use a singular verb.
- When the group members act as individuals, use a plural verb.

The soccer **team** plans a bake sale.

The **team** bring in their baked goods.

Noncount nouns do not have plural forms. Always use a singular verb with noncount nouns.

Rain is expected, so the sale will be indoors

Irregular nouns do not follow the usual rules for forming plurals

- Some have a special spelling for plurals.
- Others have the same spelling for both singular and plural.

Many **men** and **women** buy my cookies.

Some of the cookies are shaped like **sheep**.

Proofread the sentences. Correct any errors in spelling and subject/verb agreement.

1. A lot of moneys are raised by groups in our community.
2. Our class want to raise money to help childs in disaster areas.
3. The class brings in contributions from our friends and family.
4. Some mans in our town are raising money for a playground.

With your partner, talk about a fundraising event. Use as many kinds of plural nouns as you can.

COPY READY

Name _____ Date _____

Unit Concept Map

Nature's Network

Make a concept map with the answers to the Big Question:
What is nature's network?

Desert Food Chain: plant, prairie dog, coyote or badger, eagle

Ocean Food Chain: phytoplankton, zooplankton, small fish, large fish, shark or killer whale

Pond Food Chain: algae, pond snail, frog, turtle

Arctic Food Chain: small fish, large fish, seal or walrus, polar bear

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PM3.1 Unit 3 | Nature's Network

Name _____ Date _____

Plot Diagram

Retell a Story

Problem: Responses will vary.

Events: Responses will vary.

Turning Point: Responses will vary.

Resolution: Responses will vary.

Retell an animal story you know or have experienced. Use this plot diagram to help you plan your story.

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PM3.2 Unit 3 | Nature's Network

Name _____ Date _____

Grammar: Game

Spin and Name It

Directions:

1. Play with a partner.
2. Take turns spinning the paper clip.
3. When the spinner stops on one of the categories, name a proper noun that fits that category of noun.
4. If your partner agrees that your proper noun is correct, write it on a piece of paper.
5. Play until one player has ten correct proper nouns.
6. Share your lists with another pair of students.

Make a Spinner

1. Place one loop of a paper clip over the center of the circle.
2. Push a sharp pencil through the loop and the paper.
3. Spin the paper clip around the pencil.

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PM3.3 Unit 3 | Nature's Network

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 common and proper nouns
- correct capitalization of common and proper nouns
- correct use of the articles *a*, *an*, *the*

Editing and Proofreading Marks

^	Add.
✂	Take out.
≡	Capitalize.
/	Make lowercase.
⊙	Add period.

Our ⁿfamily visited New Mexico last year. I especially liked a ^pPlace called ^ttent Rocks National Monument. It is in the desert and is dry and sandy.

We hiked through a narrow ^rArroyo and climbed an ⁿbluff. Along the way, my sister, ^mmegan, saw a chipmunk. Then we spotted an ⁿlizard. The lizard stared at us before it raced away.

Then I saw a ⁿanimal that I'll always remember. It was a ^cCoyote! ^rranger Claire said there are many of them in Tent Rocks. I will always remember our trip to ⁿnew ^mmexico because of that coyote.

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PM3.4 Unit 3 | Nature's Network

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "Coyote and Badger." Choose the best answer.

Sample

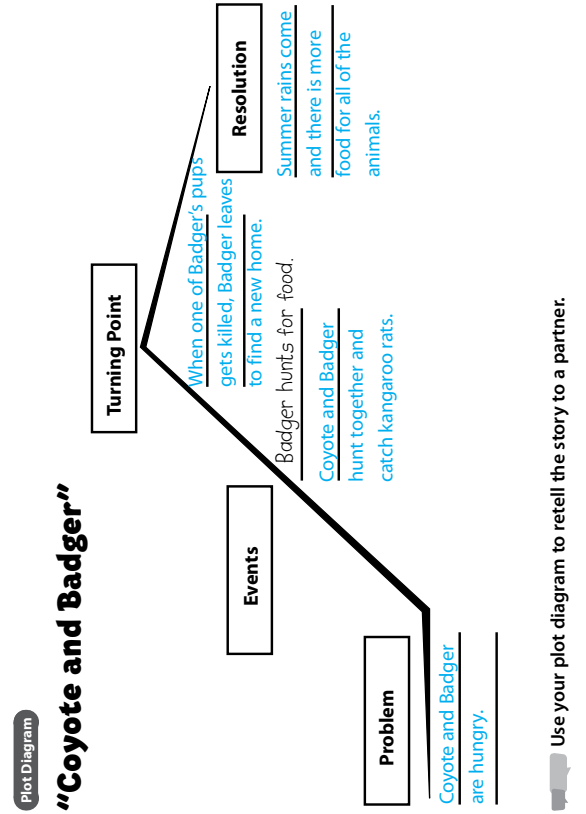
- 1 What happens before Coyote and Badger start hunting together?
 - A Everyone eats a big meal.
 - B An eagle takes Badger's pup.
 - C There is no rain.**
 - D Coyote howls with other coyotes.

- 2 Why do Coyote and Badger hunt together?
 - A They catch more animals.**
 - B Every hunt is successful.
 - C They were lonely before.
 - D They couldn't catch anything before they hunted together.

- 3 Why is the rain important to Coyote and Badger?
 - A There is not enough rain.
 - B Coyote and Badger decide to hunt together.
 - C Coyote sleeps during the day.
 - D Plants will grow, and there will be more prey.**

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

Name _____ Date _____



Name _____ Date _____

Fluency Practice

"Coyote and Badger"

Use this passage to practice reading with proper intonation.

Farther up the canyon, Badger emerged from her den. She left her two pups safely underground and waddled off as the air began to cool. 13
 Badger was a night hunter, too, but she seldom chased rabbits. 25
 She was a digger, not a runner. 36
 When Badger found the hole of an antelope squirrel, she tore into the hard soil with her long claws. The dirt flew, and in a wink she was underground following a dark tunnel. No animal can dig as fast as a badger, but the squirrel raced ahead and escaped. 43
 56
 71
 83
 92

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

Searching for Acorns

Grammar Rules Common and Proper Nouns

A common noun names a general person, animal, place, thing, or idea. Capitalize common nouns that begin a sentence.	Dogs like chasing squirrels.
A proper noun names a particular person, animal, place, thing, or idea. Capitalize all important words in a proper noun.	My dog Max chases squirrels in Patterson Park on Third Street.

Read the sentences. Circle the common nouns. Underline letters that should be capitalized.

1. There is a shortage of acorns in the town of fairhaven, new York.
2. The town's librarian, mitchell rosen, says that many towns east of the mississippi river are having the same problem.
3. animals that cannot store enough food, cannot survive.
4. A scientist at greenhill college says that an oak tree does not produce the same amount of acorns each year.
5. In a year when acorns are few, the food chain that depends on them suffers.

With your partner, talk about what different kinds of animals eat. Use common and proper nouns.

Grammar: Game

Make Them Plural

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on START.
3. Flip a coin to move. Heads = 1 space; Tails = 2 spaces.
4. Read the noun on the space where you land, and write its plural form.
5. If your partner agrees that you spelled the plural form correctly, stay where you are. If not, go back one space. If you disagree, check the spelling in a dictionary.
6. Take turns. The first player to reach the END is the winner.

START	carnivore carnivores	branch branches	berry berries	coyote coyotes
				bush bushes
breeze breezes	butterfly butterflies	monkey monkeys	bee bees	jelly jellies
consumer consumers				
mosquito mosquitoes	turkey turkeys	burrow burrows	ax axes	END

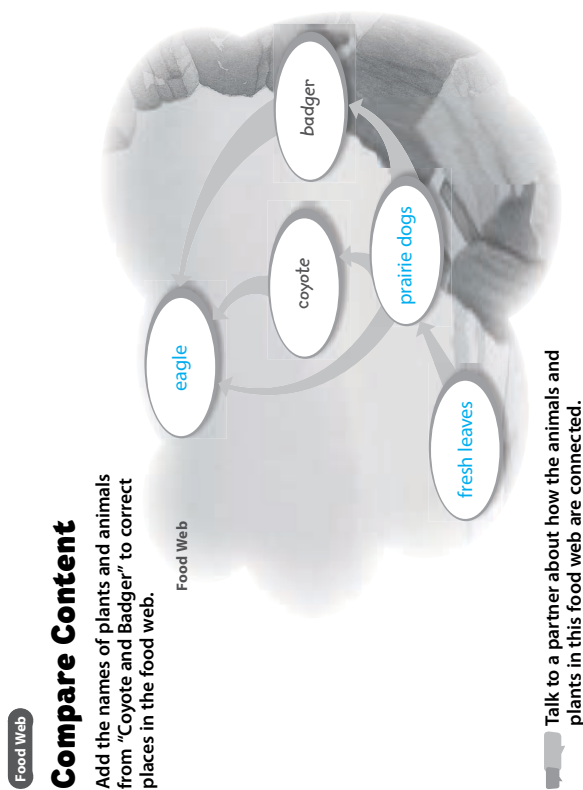
Grammar: Game

Nouns That End in *f* or *fe*

Directions:

1. Play in teams of two or three. Two teams will play against each other.
2. First, work with your opposing team to write each noun in the boxes below on a separate index card. Then shuffle the cards and stack them face down.
3. Teams take turns with the other team drawing a card from the top of the stack.
4. Read the noun on the card, and spell its plural form. Check the spelling in a dictionary. If the spelling is correct, your team gets one point.
5. Place the card at the bottom of the stack and continue playing.
6. Play until one team has won ten points.

life	half	leaf	safe	self
wharf	shelf	giraffe	thief	wife
belief	proof	wolf	calf	gulf



Grammar: Practice

What Do They Eat?

Grammar Rules Plural Nouns

1. Add *-s* to make most nouns plural.
plant → plants
2. Add *-es* to nouns that end in *x*, *ch*, *sh*, *ss*, *z*, and sometimes *o*.
branch → branches
3. For **most** nouns that end in *y*, change the *y* to *i* and then add *-es*.
berry → berries
4. For **most** nouns that end in *f* or *fe*, change the *f* or *fe* to *v* and then add *-es*.
life → lives

Write the plural nouns.

1. A potato plant is a producer. It produces roots, stems, and leaves.
(leaf)
2. Some animals eat potato plants.
(plant)
3. They need the energy in the potatoes to survive.
(potato)
4. Animals such as foxes also eat other animals.
(fox)
5. Eagles sometimes eat badger babies.
(baby)

Name _____ Date _____

Mark-Up Reading

Types of Rain Forests

by Sharon Sanchez

There are two types of rain forests, tropical and temperate. Both grow in wet climates and have similar damp soils. Tropical rain forests are found in hot regions near the Equator. Temperate rain forests develop in higher latitudes with cooler temperatures.



▲ tropical rain forest

A tropical rain forest is covered by a tight canopy formed by the interlocking branches of huge trees with large leaves. In contrast, a temperate rain forest has a lower, less dense growth of trees.



▲ temperate rain forest

The Forest Floor

by Edward Calvert

The dense canopy of a tropical rain forest affects the life beneath it. The canopy is like an umbrella that hides and protects the layers below. As a result, very little light reaches the forest floor, so plants on the forest floor compete with one another for light and space. Few plants and shrubs can grow in this dim light. Vines are common because they are able to climb up tree trunks to reach the light. In the darkest parts of the forest, brilliantly colored fungi thrive in conditions that are unfavorable to most other plants.

"Types of Rain Forests"	Both	"The Forest Floor"
<ul style="list-style-type: none"> explains how things are alike and different uses comparison-contrast signal words 	<ul style="list-style-type: none"> organizes information includes signal words 	<ul style="list-style-type: none"> explains why events happened and the results uses cause-effect signal words
Signal Words in contrast both similar		Signal Words as a result because so

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PM3.13

Unit 3 | Nature's Network

Name _____ Date _____

Mark-Up Reading

What's on the Menu?

by Valerie Kasiske

In the tropical rain forest, how high up you are might determine what's for dinner! In the canopy, monkeys and parrots feed mainly on fruit, leaves, and seeds. Some of this same food falls to the ground. But on the hot, damp forest floor, the fruit, leaves, and seeds quickly rot. This means that the forest floor has much more food for decomposers.

Although the forest floor swarms with tiny decomposers, it is also home to the largest rainforest predators, including the jaguar. While the canopy has far fewer large predators, these predators still make an impact on the food chain. For example, harpy eagles from the canopy prey on tree-dwellers such as sloths and monkeys.

While the menus of the canopy and forest floor are different, some animals, like the long-tailed raccoon-like coati, move freely between the zones in order to take advantage of both menus. Residents of the tropical rainforest can transform their menus simply by moving up or down in their world!



◀ Different plants and animals live in the rainforest canopy than on the forest floor.

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PM3.14

Unit 3 | Nature's Network

Name _____ Date _____

Mark-Up Reading

Small Food Web—Big Trouble!

by Erin Ming

Brrrrr! Snow covers the cold Arctic. As a result, only a limited number of species can survive there. That means the Arctic food web is very small. A small food web tends to be unstable. If the Arctic food web falls out of balance, the whole living network of the Arctic environment could begin to unravel. What factors keep this fragile food web stable?



▲ Reindeer eat small plants and bushes.

Arctic Producers

Producers play an important role in the Arctic food web. Since they are at the bottom of the web, they provide energy to all other species. So, the number of consumers depends on the number of producers. Temperatures drop as you travel north from Alaska toward the North Pole. Because of this, the number of leafy plant species also drops dramatically. Small low-growing plants like shrubs, lichens, and mosses are more common than leafy plants.

Arctic Consumers

As you move northward, the effect of colder temperatures and fewer producers is a decrease in animal species. There are only about 45 species of mammals in the Arctic. Some, like caribou (reindeer), eat a lot of plants. A change in plant life can greatly affect their numbers. A change in the number of caribou can then affect the number of wolves, one of their main predators. Such changes can deform the small, fragile Arctic food web.

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PM3.15

Unit 3 | Nature's Network

Name _____ Date _____

Mark-Up Reading

Small Food Web—Big Trouble!

(continued)

A Keystone Species

Small food webs tend to be unstable because species depend so much on one another to survive. Sometimes food webs rely on a specific animal so much that it is called a keystone species. In the Arctic, one keystone species is a small herbivore: the lemming.

Every three or four years, large numbers of lemmings are born. Because there is more prey, the number of lemming predators, such as Arctic foxes and snowy owls, also rises. These small carnivores in turn provide food for bigger carnivores, such as wolves, causing their populations to grow. However, when the lemmings' numbers are small, there isn't enough food to go around. As a result, smaller predators and their larger predators are both in danger of starving.

"What's on the Menu?"	Both	"Small Food Web—Big Trouble!"
Possible: Compares and contrasts the food webs on the forest floor and the canopy.	Use signal words. Organize information.	Possible: Explains causes and effects of a small food web.
Signal Words same but although also different both		Signal Words as a result so since because effect then

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PM3.16

Unit 3 | Nature's Network

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 plural nouns
- correct spelling of plural nouns
- correct punctuation

Editing and Proofreading Marks

^	Add.
↵	Take out.
⤴ ^	Move to here.
^	Add comma.
⊙	Add period.

Several month^s ago my uncle took me to a lake with some marsh^s to see the birds. We wore high boot^s to protect our feet and calves^s. Wading through muddy water we pushed through tall grass^s and bushes^s. Gnats^s fly^s and mosquit^os swarmed around us.

When we got to a tiny island we took out our binocular^s and looked around. It was amazing! Hundreds of duck^s swam on the lake. Two hawk^s circled overhead. Across the lake eagles soared above the line of cliff. Bitten by all those insect^s, I itched for six day^s, but I have great memori^{es} from that trip!

Grammar: Reteach

Chef Ramon

Grammar Rules Plural Nouns

To make a noun plural: Add -s to most nouns.	table → <u>table</u> s napkin → <u>napkin</u> s
Add -es to nouns that end in x, ch, sh, ss, z , and sometimes o .	box → <u>box</u> es tomato → <u>tomato</u> es
For most nouns that end in y , change to y to i and add -es .	penny → <u>penn</u> ies babies → <u>bab</u> ies
For words that end with a vowel then y , just add -s .	way → <u>way</u> s bay → <u>bay</u> s
For many nouns that end with f or fe , drop the f or fe and add -ves .	knife → <u>kniv</u> es half → <u>half</u> es
For some nouns that end with f or fe , just add an -s .	café → <u>café</u> s roof → <u>roof</u> s

Circle the word that correctly completes each sentence.

1. Ramon cooks hundreds of (dishes/dishs) every day.
2. His (dayes/days) at the cafe are very busy.
3. Everyone loves Ramon's cooking and the (spicees/spices) he uses.
4. Cooks from other (citys/cities) come in to see Ramon.
5. They like to share the best recipes from other (cafes/caves).

With a partner, role-play a conversation with Ramon. Take turns using sentences with plural nouns.

Tree Diagram

Small Things, Big Idea!

Use the tree diagram below to track the details your partner gives about why a small plant or animal is important.

Main Idea	Details
Possible resp onse: Earthworms are important.	Possible response: Earthworms break down rotting plants.
	Possible response: Earthworms leave small holes behind giving soil air and drainage.
	Possible response: Earthworms bring nutrients up from underground to where plant roots can reach them.

Have your partner review your tree diagram and make suggestions for possible additions.

Grammar: Game

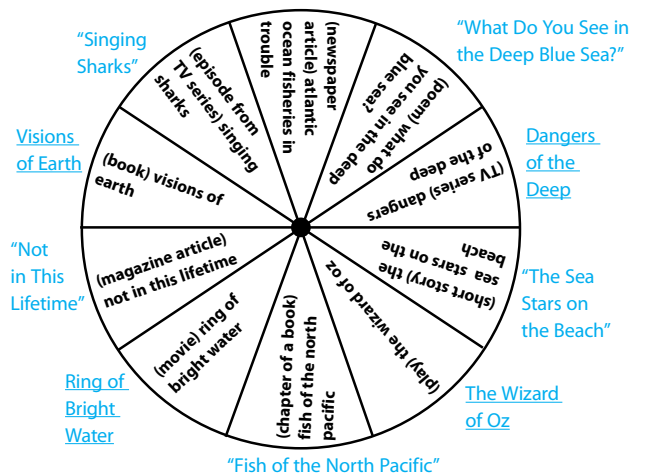
Spin for the Title

Directions:

1. Play with a partner. Take turns.
2. Spin the paper clip. Punctuate and capitalize the title that you land on.
3. Win two points for correct punctuation and capitalization. Subtract one point for incorrect punctuation or capitalization. Spin again if you land on a title that has already been written correctly.
4. After all titles have been used, the partner with more points wins. "Atlantic Ocean Fisheries in Trouble"

Make a Spinner

1. Place one loop of a paper clip over the center of the circle.
2. Push a sharp pencil through the loop and the paper.
3. Spin the paper clip around the pencil.



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 punctuation and capitalization of titles
- correct agreement of verbs with collective nouns

Editing and Proofreading Marks

^	Add.
↗	Take out.
≡	Capitalize.
/	Make lowercase.
—	Italicize or underline.

I am fascinated by sharks. When our family go^{es} to the city aquarium, I head straight to the shark exhibit.

I started liking sharks when I saw the movie "Jaws." Now I take a class about sharks at the aquarium, and I learn from realistic TV shows like Shark men. My favorite episode is Blood In The Water. It is about a team that try^{ies} to capture and study a great white shark.

Our class is reading a book called "Great white sharks." I like a chapter called Status about why sharks are endangered. If more people read that chapter, they might try to protect sharks.

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "Fish of the Future." Choose the best answer.

Sample

- What happens after the tag releases from the sunfish's body?
 - A It sinks to the bottom.
 - B It floats to the surface.
 - C It attaches to another fish.
 - D It follows the sunfish.
- How does the sunfish eat jellyfish?
 - A The sunfish uses its caudal fins to eat the jellyfish.
 - B The sunfish dives deep into the water many times a day.
 - C The sunfish sucks the jellyfish in and out of its mouth until it breaks.
 - D The jellyfish swim directly into the sunfish's mouth.
- What has a negative affect on the food web?
 - A technology
 - B plankton
 - C sunfish
 - D overfishing

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

Name _____ Date _____

Tree Diagram

"Fish of the Future"

	It has a strange body shape.
p. 194–196 What's special about the sunfish?	It lies on its side at the ocean's surface as if it's sunning itself.
	It has a beak-like mouth.
	It is covered with parasites.
p. 198–201 How does the sunfish fit into the ocean food web?	It eats jellies, fish, and squid.
	It is prey for sea lions, sharks, and killer whales.
	It keeps the food web balanced by eating jellies.
p. 202–203 How is technology used to study the ocean sunfish?	Scientists attach pop-up satellite tags to sunfish. The tags send information to satellites.
	Scientists download satellite information to see where sunfish travel and how they live.

With a partner, use your tree diagrams to determine the main idea of the interview.

Name _____ Date _____

Fluency Practice

"Fish of the Future"

Use this passage to practice reading with proper expression.

The sunfish holds three world records! As it grows, the sunfish increases in weight more than any other vertebrate—up to 60 million times its size at hatching. If you grew that much, you'd be as big as 30 thousand school buses!

Second, it is the world's heaviest bony fish. The heaviest sunfish ever recorded weighed more than 2,300 kilograms (over 5,000 pounds). That's as heavy as ten grand pianos, or five large cows!

Third, the sunfish produces more eggs at one time than any other vertebrate. Scientists found one mother sunfish carrying an estimated 300 million eggs.

Intonation

- | | |
|---|---|
| <input type="checkbox"/> 1 Does not read with feeling. | <input type="checkbox"/> 3 Reads with appropriate feeling for most content. |
| <input type="checkbox"/> 2 Reads with some feeling, but does not match content. | <input type="checkbox"/> 4 Reads with appropriate feeling for all content. |

Accuracy and Rate Formula

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

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

Grammar: Reteach

Fantasy Animals

Grammar Rules Titles, Collective Nouns

Italicize titles of books, plays, movies, and TV series if you type. If you are handwriting, underline them.

Capitalize all words in a title, except for articles, short conjunctions, and prepositions.

Use a **collective noun** to name a group of people, animals, or things.

- If a **collective noun** refers to a group acting as one, use a **singular verb**.
- If a **collective noun** shows members of a group acting separately, use a **plural verb**.

Charlotte's Web
Charlotte's Web

The Cat in the Hat
Into the Unknown

In *Charlotte's Web*, an animal **community lives** in a barn.

The **majority** of animals **talk** to Wilbur, the pig.

Proofread the sentences. Correct any errors in punctuation, capitalization, and subject/verb agreement.

1. The fantasy novel watership down tells what happens when a rabbit community are threatened.
2. The group disagree about how to protect themselves.
3. The TV series redwall was based on novels by brian jacques.
4. In the novel the rogue crew, an animal team defend an abbey.

With your partner, talk about your favorite books.

Grammar: Game

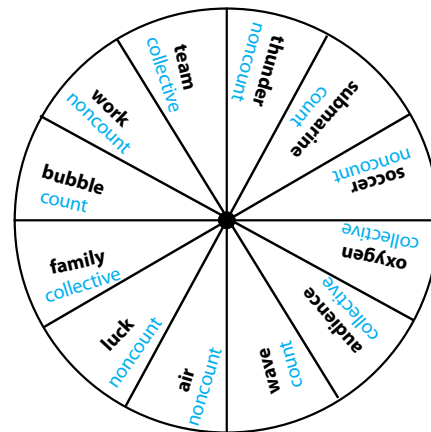
Noun Spin

Directions:

1. Play with two or three classmates. Take turns.
2. Spin the spinner. Identify the word the spinner points to as a count, noncount, or collective noun, and then cross off that word on the spinner.
3. Write a sentence using the noun. Say whether you have used the noun to talk about one thing or more than one thing.
4. If the other players think you have identified the noun correctly, score one point. If they agree that your sentence is correct, score an additional point.
5. Play until all the words have been used. The player with the most points at the end wins.

Make a Spinner

1. Place one loop of a paper clip over the center of the circle.
2. Push a sharp pencil through the loop and the paper.
3. Spin the paper clip around the pencil.



Grammar: Game

It's Irregular

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game piece.
3. Flip a coin to move. Heads = 1 space; Tails = 2 spaces.
4. Read the irregular noun on the space where you land. Write its plural form.
5. Check your spelling in a dictionary. If you spelled the plural form correctly, stay where you are. If you did not spell it correctly, go back one space.
6. Take turns. The first to reach FINISH is the winner.

START	mouse mice	sheep sheep
		child children
tooth teeth	man men	ox oxen
moose moose		
species species	FINISH	

Comparison Chart

Compare Genres

Use this chart to compare "Phyto-Power!" with "Fish of the Future."

	Science Article	Interview
Purpose Is the purpose to inform, entertain, or persuade?	to inform	to inform
Text Structure	Main Idea and Details	Question and Answer
Photos	Yes	Photos Yes
Tables	No	Tables Yes
Charts	No	Charts Yes
Illustrations	Yes	Illustrations Yes
Headings	Yes	Headings Yes
Maps	No	Maps Yes
Diagrams	Yes	Diagrams Yes

Take turns with a partner. Ask each other questions about an interview or a science article.

Name _____ Date _____

Grammar: Practice

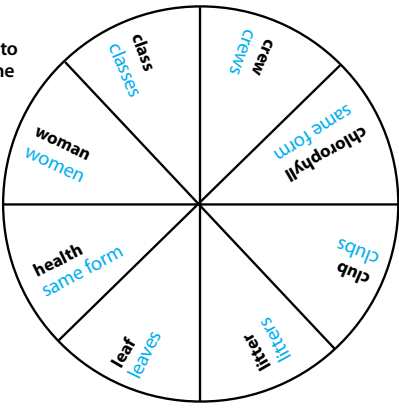
The Make-It-Plural Game

Grammar Rules Plural Nouns

- Some nouns are the same for "one" and "more than one."
a grain of sand → all the grains of sand
- Some nouns have special spellings for "more than one."
one mouse → two mice
- Collective nouns name groups of people or things.
To make these nouns plural, add -s or -es.
one collection of seashells → two collections of seashells

Directions:

- Play with a partner.
- Spin the spinner.
- Change the noun to a plural noun. If the plural form is the same as the singular, say: **same form**. Say a sentence using the plural noun.



Make a Spinner

- Put a paper clip through the center of the circle.
- Hold one end of the paper clip with a pencil.
- Spin the paper clip around the pencil.

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PM3.29

Unit 3 | Nature's Network

Name _____ Date _____

Mark-Up Reading

Shark Tidbits!

Imagine you are swimming, and hear something behind you. To see it, you would have to turn around, right? Not if you were a hammerhead shark! 360-degree vision is just one of the unusual features found in some sharks, and there are many more. For example, did you know that the biggest shark eats mainly tiny plankton? Or that a great white shark can replace its teeth?

Stated or Implied?

Main Idea Sharks have many unusual features.

One unusual feature of great white sharks is their ability to protect their eyes when attacking prey. Keen eyesight is important to these sharks, so they must prevent damage to their eyes. To keep their eyes from being injured, great whites can roll their eyes back into their heads.

Stated or Implied?

Main Idea Great white sharks protect their eyes when attacking their prey.

Now let's look inside a great white shark's mouth. This fierce predator has more than 3,000 razor-sharp teeth arranged in rows. It uses its teeth to rip out chunks of flesh from its prey. But instead of chewing its food, it swallows the bites whole! So why so many teeth? The inner rows of teeth are just for back-up. If a tooth in the front row breaks or falls out, a tooth from the next row moves forward to take its place!



▲ Great white sharks have rows of sharp teeth.

Stated or Implied?

Main Idea A great white shark's teeth are an important feature for this predator.

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PM3.30

Unit 3 | Nature's Network

Name _____ Date _____

Mark-Up Reading

Shark Tidbits! (continued)

Speaking of meals, you might think that the enormous whale shark would prey on enormous fish, but just the opposite is true. The biggest fish in the ocean feeds only on tiny food. This gentle giant moves slowly through the water sucking water through its gills like an ocean vacuum cleaner. The gills filter out tiny marine life that the shark then swallows and eats. These gulps of food include plankton, small fish, fish eggs, and larvae.



▲ The largest shark eats the tiniest organisms in the ocean.

Stated or Implied?

Main Idea The biggest fish in the ocean feeds only on tiny food.

Even though sharks have so many fascinating features, some people just see sharks as something to fear. People often picture sharks terrorizing helpless swimmers. However, sharks kill fewer than 25 humans a year. Compare that to the 73 million sharks killed each year by humans. So who is the greater predator?

Stated or Implied?

Main Idea Humans are sharks' greatest predator.

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PM3.31

Unit 3 | Nature's Network

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 irregular plural nouns
- correct use of collective nouns
- correct use of count and noncount nouns

Editing and Proofreading Marks

^	Add.
↘	Take out.
≡	Capitalize.
/	Make lowercase.

My class ^{ies} study^d the ocean. Last week we went to an aquarium. The water^s in the aquarium was really clear. I could see all of the fishes. I especially liked watching a school of parrotfish. The school ^{was} ^{ere} fun to watch.

We also took a boat ride out to sea. The sunshines^d ^{was} bright! We saw a pod of six whales. A pod ^{is} ^{are} a group of whales. One teacher exclaimed, "The pod ^{is} rolling in the water and swimming closer to our boat!" There were many school ^{children} ^{childs} on the boat, but I think the teachers enjoyed the adventure just as much.

Next month the class ^{is} ^{are} going to the zoo. I will see many kinds of animals, such as deers^s, bison^s, ^{geese} ^{goose}, and even mooses^s.

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PM3.32

Unit 3 | Nature's Network

Grammar: Reteach

Fundraising Fun

Grammar Rules Irregular Plurals

Collective nouns name a group.

- When the group acts together, use a singular verb.
- When the group members act as individuals, use a plural verb.

The soccer **team** plans a bake sale.

The **team** bring in their baked goods.

Noncount nouns do not have plural forms. Always use a singular verb with noncount nouns.

Rain is expected, so the sale will be indoors.

Irregular nouns do not follow the usual rules for forming plurals


- Some have a special spelling for plurals.
- Others have the same spelling for both singular and plural.

Many **men** and **women** buy my cookies.

Some of the cookies are shaped like **sheep**.

Proofread the sentences. Correct any errors in spelling and subject/verb agreement.

1. A lot of moneys ^{is} ~~are~~ raised by groups in our community.
2. Our class want ^s to raise money to help ^{children} ~~childs~~ in disaster areas.
3. The class brings in contributions from our friends and family.
4. Some ^{men} ~~mans~~ in our town are raising money for a playground.

 With your partner, talk about a fundraising event. Use as many kinds of plural nouns as you can.

Small Group Reading



Small Group Reading Time

TEACHER

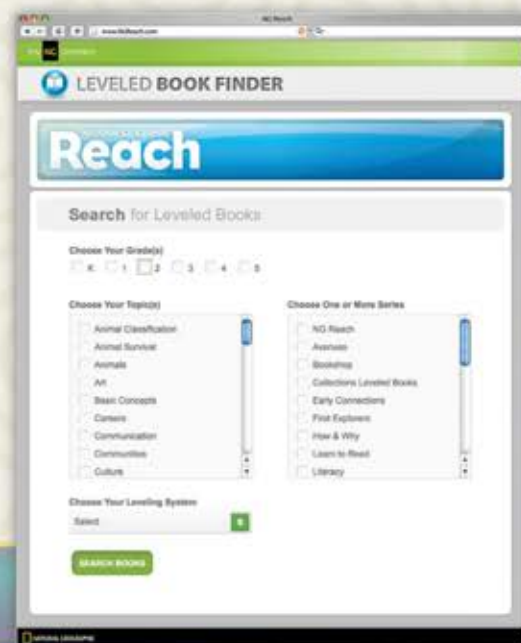
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

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 Ecosystems	DAY 1 Explorer Books, On the Menu BL Pioneer Edition OL Pathfinder Edition	Susan E. Goodman	Predators and Prey	SG4–SG5
	PART 1 BL Food Chain Frenzy	Anne Capeci	Food Chains	SG6, SG8
	BL One Day in the Desert	Jean Craighead George	Desert Ecosystems	SG6, SG8
	PART 1 OL Baboon	David Jones	Animal Habitats	SG7, SG9
	PART 1 AL Island of the Blue Dolphins	Scott O'Dell	Island Ecosystems	SG7, SG9
Week 2 Ecosystems	DAY 1 Explorer Books, Night Shift BL Pioneer Edition OL Pathfinder Edition	Rene Ebersole	Adaptations	SG10–SG11
	PART 2 BL Food Chain Frenzy	Anne Capeci	Food Chains	SG12, SG14
	BL One Day in the Prairie	Jean Craighead George	Prairie Ecosystems	SG12, SG14
	PART 2 OL Baboon	David Jones	Animal Habitats	SG13, SG15
	PART 2 AL Island of the Blue Dolphins	Scott O'Dell	Island Ecosystems	SG13, SG15
Week 3 Ocean Exploration	DAY 1 Explorer Books, Shark Tales BL Pioneer Edition OL Pathfinder Edition	Rene Ebersole	Marine Animals	SG16–SG17
	BL Learning about Ocean Animals	Rebecca Johnson	Ocean Animals	SG18, SG20
	BL The Oceans Around Us	Kate Boehm Nyquist	Ocean Regions	SG18, SG20
	OL Sylvia Earle: Protecting the Seas	Rebecca Johnson	Modern Oceanographers	SG19, SG21
	AL An Ocean Food Chain	A.D. Tarbox	Ocean Food Chains	SG19, SG21
Week 4 Ocean Life	DAY 1 Explorer Books, Sea Monsters BL Pioneer Edition OL Pathfinder Edition	Dan Hogan	Ocean Habitats	SG22–SG23
	BL Exploring Tide Pools	Monica Halpern	Ocean Animals	SG24, SG26
	BL Greenland's Ocean Region	Moana Ashley	Ocean Regions	SG24, SG26
	OL The Ocean Biome	Bobbie Kalman	Ocean Ecosystems	SG25, SG27
	AL Life in the Oceans	Lucy Baker	Ocean Ecosystems	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 3 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 2 Assessment Masters:

SG2.29–SG2.32

Unit 3 Practice Masters: SG3.1–SG3.28

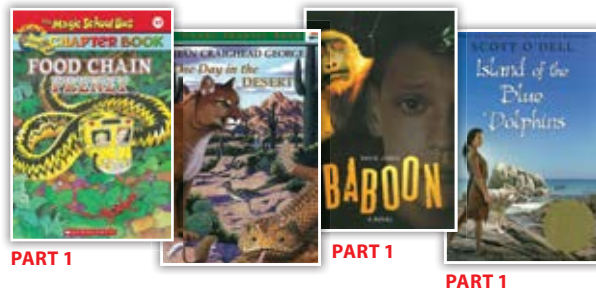
Unit 3 Assessment Masters:

SG3.29–SG3.32

TECHNOLOGY ONLY

My Vocabulary Notebook

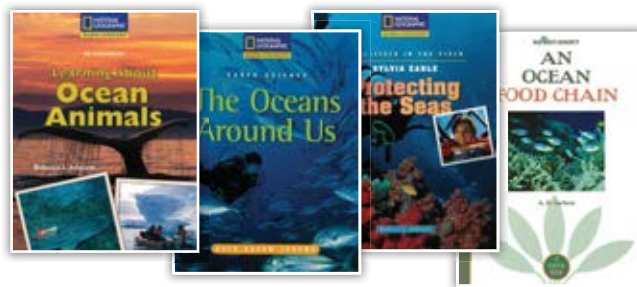
WEEK 1 Fiction



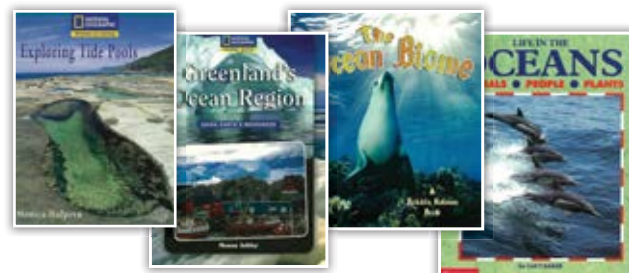
WEEK 2 Fiction



WEEK 3 Nonfiction



WEEK 4 Nonfiction



Introduce

Assign books. Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the Unit 2 **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.

Introduce books. Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question: *What is nature's network?*

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: *A **community** is a place where living things live, work, or play.*
5. Relate each word to students' knowledge and experience. *Our school is a **community** where we all learn together.* 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.

OBJECTIVES

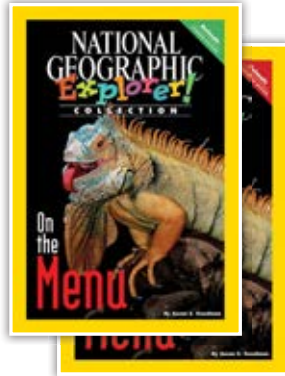
Thematic Connection: Ecosystems

Read and Comprehend Informational Text

Compare Text Structures: Compare and Contrast

On the Menu by Susan E. Goodman

Summary *On the Menu* explores common defenses animals use to keep themselves from becoming prey, as well as “tricks” predators use to catch their prey. In “On the Menu,” Susan E. Goodman explains that some animals hide to survive, while others ward off predators by displaying bright colors. Students learn that some animals wear armor and others make themselves look scary to keep predators away. Still others travel in groups for safety. In “Eye-Teasing Tricks,” students discover that predators have unique ways to catch prey. For example, a crocodile looks like a log while floating in water, so animals approach it and become its next meal. The death adder hides all of itself except its tail, which looks like a worm to unsuspecting animals. In “Awesome Adaptations,” students examine photos of animals whose colors and shape help them survive by making them hard to see.



Activate Prior Knowledge Display the front cover and read the title aloud. Point out that the cover shows an iguana, a kind of lizard. Ask: *What do animals eat in the wild?* (Possible response: plants, insects, other animals)

Build Background Display pages 10–11. Have students point to and describe each animal. Ask: *Why do you think each animal is hard to see?* (Possible response: so it can protect itself) Explain that animals in the wild need ways to protect themselves, and some blend in to do this.

PROGRAM RESOURCES

PRINT ONLY

On the Menu, Pioneer Edition

On the Menu, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson—Fooled You

COMMON CORE STANDARDS

Reading

Compare Text Structures CC.5.Rinf.5

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

Language

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

Mini Lesson

Compare Text Structures: Compare and Contrast

Explain: *Authors use text structures to organize information. Often, authors compare and contrast information, or tell how things are alike and different.* Point out that good readers are able to compare how two texts compare and contrast information.

Read aloud the following text from pages 4 and 9 of the Pioneer Edition of *On the Menu* as students listen.

Show-offs! (page 4)

The leafy sea dragon hides to stay safe. Other animals want predators to see them.

A Bump on a Log (page 9)

In the water, [the crocodile] looks like a floating log.

Trick or Treat (page 9)

A death adder is mostly brown. It blends in with the ground.

Text from Pioneer Edition

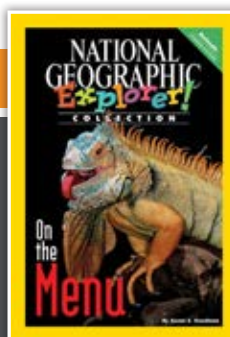
Then, describe a compare-and-contrast text structure:

- *On page 4, the author compares the different ways animals protect themselves: The leafy sea dragon hides to stay safe. Other animals want predators to see them.*
- *On page 9, the author compares how crocodiles and adders trick prey: Crocodiles look like logs; adders blend into the ground.*

In both articles, the author makes comparisons to organize ideas.

Have students compare how information from “On the Menu” (page 4) and “Eye-Teasing Tricks” (page 9) is organized. (On page 4, the author compares how animals protect themselves. On page 9, the author compares how predators trick their prey.)

BL BELOW LEVEL 470L



PIONEER EDITION

Lexile: 470L | GR: P

Content Connection: Predators and Prey

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

predator school warning color

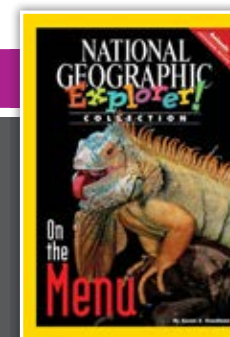
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- 1. Compare Structures: Compare and Contrast** How do some animals stay safe? (Possible responses: Some animals hide and blend in. Some show off bright colors. Some wear armor or run away, while others live in groups.)
- 2. Explain** Why can bright colors help keep an animal safe? (Bright colors can act as warning signs that tell predators to stay away.)
- 3. Describe** How do some animals try to scare off predators? (Some animals, such as frilled lizards, make themselves look big and scary to keep predators away.)
- 4. Main Idea** How can hiding help a predator catch a meal? (Hiding helps a predator because other animals approach the predator, not realizing they are in danger.)
- 5. Evaluate** How can an animal's color and shape help it survive? (An animal's color and shape help it survive because the animal can blend in to its environment so that other animals cannot see it.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Predators and Prey

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

adaptation camouflage predator school warning colors

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- 1. Compare Structures: Compare and Contrast** What are some ways animals stay safe? (Possible responses: Some animals hide and blend in. Some show off bright colors. Some use camouflage, wear armor, or run away. Others try to make themselves look big and scary, while others live in groups.)
- 2. Explain** Why might a predator avoid a brightly colored animal? (The bright colors are warning signals that tell a predator to stay away.)
- 3. Describe** How do some animals try to scare off predators? (Some animals, such as frilled lizards, make themselves look big and scary to keep predators away.)
- 4. Evaluate** How is camouflage useful for predators, not just prey? (Camouflage helps predators catch prey because animals approach the predators, not realizing the danger.)
- 5. Main Idea** How are adaptations important to an animal's survival? (Adaptations help animals escape their predators and also help predators catch their prey.)

Check & Reteach

OBJECTIVE: Compare Text Structures: Compare and Contrast

Have partners compare the text structures of "Eye-Teasing Tricks" on page 9 and "Awesome Adaptations" on page 10. (In the first article, the author makes comparisons to tell how predators trick prey. In the second article, the author uses comparisons to tell how animals stay safe.) For students who cannot compare text structures, reteach with "Lying Lizard" and "School Safety" on page 6 and the first paragraph on page 10. Say: *In each article, the author gives information about animals. How does the author present the information?* Have students skim each section, paying attention to the text structure. Then have groups discuss how the author organizes information. (Possible response: In each article, the author compares how different animals stay safe. So, the author uses a compare-and-contrast text structure to organize information.)

BL BELOW LEVEL 610L



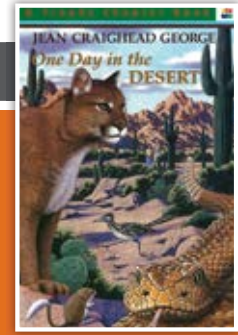
Food Chain Frenzy PART 1

by Anne Capeci

Content Connection:
Food Chains

Science Story | Pages: 96 | Lexile: 610L | GR: O

BL BELOW LEVEL 860L



One Day in the Desert

by Jean Craighead George

Content Connection:
Desert Ecosystems

Science Story | Pages: 48 | Lexile: 860L | GR: T

OBJECTIVES

Thematic Connection: Ecosystems

Read and Comprehend Literature

- Plot
- Determine Importance

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.1, page SG28
- Practice Master SG3.2, page SG29
- Practice Master SG3.3, page SG30
- Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: Fields, Oceans

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–31
- DAY 3 Read pages 32–54 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary Ms. Frizzle’s class boards the Magic School Bus for a trip to the science museum to learn about the food chain. This is no ordinary field trip, though. On the way to the museum, they learn about the food chain by becoming part of it. Through land and water ecosystems, the Magic School Bus takes them through each step of the food chain and allows them to answer all of the questions in the Incredible Edibles Science Challenge.

Activate Prior Knowledge Ask: *What was the most exciting field trip you have ever been on? Where did you go? What did you learn?*

Build Background Display examples of ecosystems, such as fields and oceans, from the **Digital Library**. Explain that different animals need different kinds of foods, and each of the ecosystems provide exactly what is needed by the animals that live there.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

- absorb*, page 8
- balance*, page 44
- community*, page 45
- series*, page 8
- variety*, page 6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.1, page SG28
- Practice Master SG3.2, page SG29
- Practice Master SG3.4, page SG31
- Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: Sonoran Desert

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–23
- DAY 3 Read pages 24–48 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary A wounded mountain lion enters unfamiliar territory in a desperate search for food and water. His normal hunting ground is up the mountain; but now, too weak to climb, he goes to the Papago Indian hut of Bird Wing and her mother. Napping in the afternoon heat, they don’t see the lion stretch out in the doorway. When the sound of an approaching storm awakens them, Bird Wing and her mother escape the lion and a flash flood.

Activate Prior Knowledge Ask: *What is the hottest day or worst storm that you can remember? Describe that day.*

Build Background Display images of the Sonoran Desert from the **Digital Library**. Explain that the Sonoran Desert is one of four deserts that make up the great North American Desert. The other three deserts are the Great Basin Desert, the Mojave Desert, and the Chihuahuan Desert.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

- adapt*, page 7
- adjust*, page 10
- affect*, page 5
- system*, page 23
- variety*, page 9

OL ON LEVEL 860L

Baboon PART 1
by David Jones

Content Connection:
Animal Habitats

Science Story | Pages: 169 | Lexile: 860L | GR: T



AL ABOVE LEVEL 1000L

Island of the Blue Dolphins PART 1
by Scott O'Dell

Content Connection:
Island Ecosystems

Realistic Fiction | Pages: 184 | Lexile: 1000L | GR: W



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.5.Rlit.10
Compare Events	CC.5.Rlit.3
Quote When Drawing Inferences	CC.5.Rlit.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 SG3.1, page SG28
- Practice Master SG3.2, page SG29
- Practice Master SG3.5, page SG32
- Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: Savannah, Baboons

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–34
- DAY 3 Read pages 35–71
- DAY 4 Read pages 72–92 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary Fourteen-year-old Gerry Copeland and his parents are flying to the African Savannah to study the baboon populations when their plane crashes. Gerry's parents sustain minor injuries, but Gerry goes into a coma. As his body lies comatose, Gerry imagines himself becoming a young baboon. For several months, Gerry learns to live as a baboon with the troop his parents are studying. Upon the death of the host baboon, Gerry wakes up from his coma.

Activate Prior Knowledge Say: *Think of the strangest dream you have ever had. What happened?*

Build Background Display photos of the savannah and baboons from the **Digital Library**. Say: *The African Savannah is a huge grassland ecosystem that is home to countless animals, such as baboons, that feed on grass runners, fruits, seed pods, and small mammals.* Have students compare their diet to animal diets.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

- | | | |
|----------------------------|---------------------------|---------------------------|
| <i>advantage</i> , page 44 | <i>behavior</i> , page 85 | <i>benefit</i> , page 153 |
| <i>imitate</i> , page 38 | <i>source</i> , page 121 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.1, page SG28
- Practice Master SG3.2, page SG29
- Practice Master SG3.6, page SG33
- Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: California Channel Island Map

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–28
- DAY 3 Read pages 29–64
- DAY 4 Read pages 65–86 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary As Karana's people depart their island on a great ship, she sees her little brother, Ramo, back on the island. Determined to save him, Karana dives off the ship and swims back. She and Ramo are left behind. When Ramo is killed by wild dogs, Karana vows to hunt them. She wounds the leader of the pack and then, for reasons she doesn't quite understand, nurses him back to health. He becomes her only companion. Eventually, a ship comes and takes Karana to civilization.

Activate Prior Knowledge Ask: *Have you ever taken care of a younger sibling? How did it feel to be responsible for him or her?*

Build Background Display a California map from the **Digital Library**. Point out the islands off the coast of California. Explain that these islands were home to different groups of Native Americans at a time when few outsiders traveled to the islands.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

- | | | |
|--------------------------------|------------------------|-------------------------|
| <i>determination</i> , page 75 | <i>rival</i> , page 79 | <i>secure</i> , page 54 |
| <i>task</i> , page 25 | <i>vow</i> , page 46 | |

BL BELOW LEVEL 610L

Food Chain Frenzy PART 1

by Anne Capeci

Build Comprehension

- **Explain** *Choose one of the science concepts the students learned, such as photosynthesis, and explain it in your own words.* (Student explanations should include all important aspects of the concept.)
- **Character's Feelings** *How does Arnold feel about the field trip? Use examples from the story to show how he felt.* (Possible responses: Arnold was not happy. He complained that they were lost. He felt woozy and tired. He was afraid they were going to crash or get eaten by the animals.)

Writing Options

- **Science Report** Have students research a food chain in a land or water ecosystem and then write a brief report about the interaction of animals and plants in that ecosystem.
- **Blog Post** Have students write a classroom blog post to describe the field trip, as if they had been on the bus.
- **Journal Entry** Have students review the story events and write a prediction about what they think will happen next.

BL BELOW LEVEL 860L

One Day in the Desert

by Jean Craighead George

Build Comprehension

- **Draw Conclusions** *What made this day in the desert different from other days?* (Possible responses: The mountain lion was too weak to climb the mountain. The lion was hunting during the day. It was hotter than normal. A storm caused a flood.)
- **Analyze Problem and Solution** *How did one character's solution to a problem cause problems for other characters?* (Possible response: The lion's solution of coming down the mountain for food put Bird Wing and her mother in danger.)

Writing Options

- **Opinion Statement** Have students explain why they would or would not want to live in the desert like Bird Wing.
- **Interview Questions** Use **Anthology** page 216 to point out the features of an interview. Then have students write five interview questions to ask Bird Wing and her mother. Have students take turns interviewing each other.
- **Journal Entry** Reinforce the theme by having students compare their home environment with that of the desert.

Check & Reteach

Ask students to summarize the plot of each book.

If students have difficulty summarizing the plot, point out the categories on the plot diagram. Ask: *What is the problem? What are some important events? When do things start to change? What happens in the end?*

DURING READING

Name _____ Date _____

Plot Diagram
Plot
Complete the plot diagram as you read the beginning, middle, and end of the book.

Use your plot diagram to tell a partner about the book.

For use with TE pp. 546-549 **SG3.2** Unit 3 | Nature's Network

AFTER READING

Name _____ Date _____

Discussion Guide
Food Chain Frenzy PART 1
Review the story words with your group. Then discuss these questions together.

Story Words
abundant
balance
community
series
variety

1. **Discuss Plot and Setting** How do the different settings in *Food Chain Frenzy* affect the events that take place?
2. **Analyze Plot** Use these questions and the notes on the plot diagram to help you identify important parts of the story.
 - **Problem** Describe the problem the class must solve.
 - **Events** Tell about two events that are part of the solution to the problem.
 - **Turning Point** Describe when events seem to get even worse for the class.
 - **Resolution** What happens as a result of the bus turning into a snake? (Add this when you have finished reading the book.)
3. **Determine Importance** Describe why each part of the journey to the museum is important to solving the problem of the story.
4. **Question Generalize** How do the different adventures on the trip to the museum show how nature's network works?

For use with TE pp. 546-549 **SG3.3** Unit 3 | Nature's Network

AFTER READING

Name _____ Date _____

Discussion Guide
One Day in the Desert
Review the story words with your group. Then discuss these questions together.

Story Words
adapt
adjust
affect
system
variety

1. **Discuss Plot and Setting** How does the desert setting affect the events of the story?
2. **Analyze Plot** Use these questions and the notes on the plot diagram to help you identify important parts of the story plot.
 - **Problem** Describe the problem the mountain lion must solve. Use details from the story to support your ideas.
 - **Events** Tell about two events caused by the lion trying to solve its problem.
 - **Turning Point** Describe an important event that changes things for all of the characters.
 - **Resolution** How do the events of the story work out for the different characters?
3. **Determine Importance** Describe the important events of the day described in the story. Explain why these events are important.
4. **Question Generalize** How does the weather on the day of the story affect everything in nature?

For use with TE pp. 546-549 **SG3.4** Unit 3 | Nature's Network

OL ON LEVEL 860L

Baboon PART 1
by David Jones

Build Comprehension

- **Explain** *Explain what happens to Gerry as a result of the plane crash.* (Possible responses: He is in a coma. He dreams of becoming a baboon. He actually turns into a baboon.)
- **Character’s Motivation** *What decision does Gerry have to make after the crash? Explain the importance of each choice.* (Possible responses: He has to decide whether to stay near the plane or go after the baboon troop. If he stays near the plane, someone might be able to help him, but he will be alone and in danger. If he goes after the baboon troop, he will be safer, but he may never see his parents again.)

Writing Options

- **Friendly Letter** Have students write a letter from Gerry to his friend Milton explaining what is happening to him.
- **Opinion Statement** Have students write their own opinions about what is happening to Gerry.
- **Journal Entry** Have students review the story events and write a prediction about what will happen to Gerry.

AL ABOVE LEVEL 1000L

Island of the Blue Dolphins PART 1
by Scott O’Dell

Build Comprehension

- **Problem and Solution** *What challenges does Karana face? Explain.* (Karana must now provide all food, water, shelter, and safety. As a girl, she was not taught how to do this.)
- **Character’s Traits** *What kind of person is Karana? Use examples from the story to explain her character traits.* (Student responses should include such traits as bravery, caring, strength, and resourcefulness supported by examples from the story.)

Writing Options

- **List** Have students write a list of things Karana will have to get and things she will have to do to survive on the island.
- **Word Clouds** In one word cloud, have students write words Karana would use to describe Ramo. In another word cloud, have students write words *they* would use to describe Ramo. Have partners discuss what the clouds reveal about Ramo.
- **Journal Entry** Have students summarize the events of Part 1 and then write a prediction about what will happen to Karana.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG3.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Baboon Part 1

Review the story words with your group. Then discuss these questions together.

Story Words
advantage
behavior
benefit
imitate
source

1. **Discuss Plot and Setting** How does the savannah setting affect the events of the story?
2. **Analyze Plot** Use these questions and the notes on the plot diagram to help you identify important parts of the story plot.
 - **Problem** Describe the problem Gerry has to solve. Use details from the story to support your ideas.
 - **Events** Tell about two important events in Gerry's life as a baboon. Explain why they are important.
 - **Turning Point** What happens that changes Gerry's place in the baboon troop?
 - **Resolution** How is Gerry's problem solved? (Add this when you have finished reading the book.)
3. **Determine Importance** Describe the important events in Gerry's journey so far. Explain why they are important.
4. **Close Question Generalize** Explain how Gerry's place in nature changes after the plane crash.

For use with TE pp. 526–529 **SG3.5** Unit 3 | Nature's Network

AFTER READING

Name _____ Date _____

Discussion Guide

Island of the Blue Dolphins Part 1

Review the story words with your group. Then discuss these questions together.

Story Words
determination
rival
secure
task
view

1. **Discuss Plot and Setting** How does the island setting affect the events of the story?
2. **Analyze Plot** Use these questions and the notes on the plot diagram to help you identify important parts of the story plot.
 - **Problem** Describe the problem Karana faces. Use details from the story to support your ideas.
 - **Events** Tell about two important events that affect Karana's life on the island. Explain why they are important.
 - **Turning Point** Describe what happens that lets Karana hope her problem will be solved.
 - **Resolution** How is Karana's problem solved? (Add this when you have finished reading the book.)
3. **Determine Importance** Describe the important events in Karana's life on the island. Explain why they are important.
4. **Close Question Generalize** What does Karana learn about the living things around her?

For use with TE pp. 526–529 **SG3.6** Unit 3 | Nature's Network

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.

Food Chain Frenzy, Part 1
One Day in the Desert
Baboon, Part 1
Island of the Blue Dolphins, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. What helps each character learn about the ecosystem? How do these books help readers learn about ecosystems?
2. How does each author help you understand the plot of the story?
3. **Close Question** What is similar about the way nature is used as part of the plot in each book? What is different? How do the books help the reader understand nature's network?

For use with TE pp. 526–529 **SG3.7** Unit 3 | Nature's Network

OBJECTIVES

Thematic Connection: Ecosystems

- Read and Comprehend Informational Text
- Summarize Main Ideas and Details

Night Shift by Rene Ebersole

Summary In *Night Shift*, Rene Ebersole describes nocturnal animals that live in Central America and the United States. She explains adaptations and techniques that help these animals find food in the dark. “Night Shift” focuses on nocturnal animals that live in the rainforests of Central America, such as the kinkajou and jaguar. Students discover how large eyes and keen hearing help animals like the owl hunt at night. Students also learn about echolocation, a bat’s technique of using sound to find prey. “Night Neighbors” describes four nocturnal animals that live in the United States: white-tailed deer, raccoons, scorpions, and green tree frogs. Nocturnal animals have advantages. For example, animals that eat the green tree frog hunt during the day, when the frogs are sleeping and more difficult to spot.



Activate Prior Knowledge Display the front cover and read the title aloud. Ask: *What animals can you think of that hunt for food at night?* (Possible responses: raccoons, owls)

Build Background Display each animal photograph in the book, and have volunteers describe each animal. Then read aloud the accompanying captions. Have students think about the animals and the book title, *Night Shift*. Ask: *What do you think these animals have in common?* (They search for food at night.)

PROGRAM RESOURCES

PRINT ONLY

- Night Shift*, Pioneer Edition
- Night Shift*, Pathfinder Edition

TECHNOLOGY ONLY

- My Vocabulary Notebook
- Interactive Whiteboard Lesson—When Weird Is Wonderful

COMMON CORE STANDARDS

Reading

- Summarize CC.5.Rinf.2
- Read and Comprehend Informational Text CC.5.Rinf.10

Language

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

Mini Lesson

Summarize Main Ideas and Details

Explain: *When you summarize a text, you tell the main ideas and most important details in a few sentences.* Point out that good readers summarize information to help understand and remember it.

Night Stalkers

Jaguars can be eight feet long. They can weigh as much as 200 pounds. They are sneaky late-night hunters. They creep quietly up to an animal. Then they pounce on it.

Jaguars eat almost anything they can catch. They like everything from frogs and fish to deer and wild pigs. Hungry jaguars sometimes even hunt humans.

Text from Pioneer Edition

Then, think aloud to model how to summarize text:

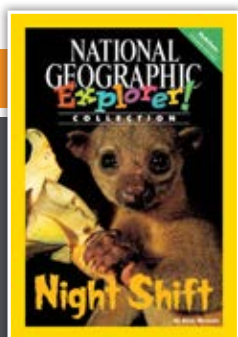
To summarize the information in this section, I look for the main ideas and important details.

- The most important, or main, idea of the first paragraph is in the third sentence: Jaguars are sneaky late-night hunters.*
- The author then gives important details about how jaguars hunt: they creep quietly up to their prey, then they pounce.*

I can summarize the first paragraph by saying: Jaguars are night hunters that surprise their prey.

Have students summarize the main idea and details in the second paragraph in one sentence. (Possible response: Jaguars eat anything they can catch, including even humans.)

BL BELOW LEVEL 490L



PIONEER EDITION

Lexile: 490L | GR: P

Content Connection: Adaptations

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

echolocation nocturnal tapetum venomous

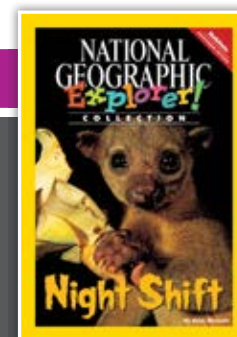
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** What is a nocturnal animal? (A nocturnal animal is one that is most active at night.)
- Explain** How does a tapetum help an animal see at night? (A tapetum reflects light inside an animal's eyes so that it can see better at night.)
- Summarize** How does an owl catch animals at night? (An owl watches and listens for small animals. When it sees or hears an animal moving, it flies off its branch and uses its sharp claws to grab the creature.)
- Details** Explain how bats find food. (Bats make sounds that bounce off objects that are nearby. These echoes help the bats find food. This system is called echolocation.)
- Synthesize** How do nocturnal animals find meals at night? (Many animals have large eyes and keen hearing that help them find food. Some have a special eye part called a tapetum that helps them see at night. Other animals have tiny hairs on their bodies that tell them an animal is nearby.)

OL ON LEVEL



PATHFINDER EDITION

GR: Q

Content Connection: Adaptations

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

echolocation nocturnal talon tapetum venomous

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** What is a nocturnal animal? (A nocturnal animal is one that is most active at night.)
- Explain** How does a tapetum help an animal see at night? (A tapetum reflects light and helps an animal see better in dim light.)
- Details** What makes an owl such a good nighttime hunter? (Possible response: An owl has very good hearing and large eyes that help it find its prey.)
- Summarize** Explain how bats find their meals at night? (Bats use their good eyesight to look for prey. They also make high-pitched sounds that echo off of nearby objects. The echoes help bats find food. This system is called echolocation.)
- Evaluate** What are some advantages to being active mostly at night? (Possible response: Nocturnal animals cannot be easily seen. Some animals that prey on nocturnal animals sleep at night. Therefore, the nocturnal animals are safe from these animals that might eat them.)

Check & Reteach

OBJECTIVE: Summarize Main Ideas and Details

Have partners summarize the section "A Spider's Bite" (Pioneer)/"A Spider's Lair" (Pathfinder) on page 6. (Possible response: Tarantulas are large spiders that eat many kinds of creatures. Their fangs shoot poison into their prey to kill or stun them.)

For students who cannot summarize text, reteach with the section "Scorpion" on page 10. "Say: *When you summarize, you state the main ideas and important details in a few sentences. How would you summarize the important ideas and key details in this text?* Have students skim the text for the information. Make a class list of the main ideas and details. Then have groups summarize the text. (Possible response: A scorpion has a special way of catching prey. The scorpion grabs its prey with its claws and then stings it with a poison that keeps the animals from moving.)

BL BELOW LEVEL 610L



Food Chain Frenzy PART 2

by Anne Capeci

Content Connection:
Food Chains

Science Story | Pages: 42 | Lexile: 610L | GR: O

BL BELOW LEVEL 800L



One Day in the Prairie

by Jean Craighead George

Content Connection:
Prairie Ecosystems

Science Story | Pages: 64 | Lexile: 800L | GR: S

OBJECTIVES

Thematic Connection: Ecosystems

Read and Comprehend Literature

- Explain Science Concepts
- Determine Importance

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.8, page SG35
- Practice Master SG3.9, page SG36
- Practice Master SG3.10, page SG37
- Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Marshes, Oceans

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 55–70
- DAY 3 Read pages 71–96 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *Food Chain Frenzy*, see page SG6. To review characters, plot, and setting, ask: *Who are the main characters?* (Arnold, Ms. Frizzle, Ms. Frizzle’s class) *What has happened so far?* (The class has learned about some of the food chain by being made small enough to be part of it. They were almost eaten by a rabbit and a snake. Their bus turned into a snake and was carried away by a hawk.)

Activate Prior Knowledge Have students turn and talk with a partner to decide where people fit on the food chain. Then invite volunteers to share their discussions with the group.

Build Background Display various examples of ecosystems, such as marshes, deserts, and oceans, from the **Digital Library**. Explain that all ecosystems support living things.

Story Words Use **Practice Master SG3.8** to extend vocabulary.

- | | | |
|------------------------|--------------------------|----------------------------|
| <i>absorb</i> , page 8 | <i>balance</i> , page 44 | <i>community</i> , page 45 |
| <i>series</i> , page 8 | <i>variety</i> , page 6 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.8, page SG35
- Practice Master SG3.9, page SG36
- Practice Master SG3.11, page SG38
- Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Prairie, Prairie Dogs

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–14
- DAY 3 Read pages 15–29
- DAY 4 Read pages 30–64 and discuss
- DAY 5 Connect across texts

Summary Henry wants to film a prairie dog doing a back flip. He doesn’t realize that a tornado is building to the west, but the buffalo sense the coming storm. As Henry waits in the grass, he watches the prairie animals go through their day. Then, all attention turns to the tornado and the buffalo stampede. The storm leaves a path of destruction, but Henry is unharmed.

Activate Prior Knowledge Ask: *What have you been taught to do in case of a tornado or bad storm?*

Build Background Display images of the prairie and prairie animals from the **Digital Library**. Explain that the Great Plains is a prairie ecosystem that covers one third of the United States and stretches from the Appalachian Mountains in the east to the Rocky Mountains in the west.

Story Words Use **Practice Master SG3.8** to extend vocabulary.

- | | | |
|--------------------------|---------------------------|-------------------------|
| <i>attract</i> , page 16 | <i>community</i> , page 9 | <i>defeat</i> , page 32 |
| <i>resource</i> , page 9 | <i>vision</i> , page 5 | |

OL ON LEVEL 860L

Baboon PART 2
by David Jones

Content Connection:
Animal Habitats

Science Story | Pages: 77 | Lexile: 860L | GR: T



AL ABOVE LEVEL 1000L

Island of the Blue Dolphins PART 2
by Scott O'Dell

Content Connection:
Island Ecosystems

Realistic Fiction | Pages: 98 | Lexile: 1000L | GR: W



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.5.Rlit.10
Compare Events	CC.5.Rlit.3
Quote When Drawing Inferences	CC.5.Rlit.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 SG3.8, page SG35
- Practice Master SG3.9, page SG36
- Practice Master SG3.12, page SG39
- Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Savannah, Baboons

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 93–123
- DAY 3 Read pages 124–148
- DAY 4 Read pages 149–169 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *Baboon*, see page SG7. To review characters, plot, and setting, ask: *Who are the main characters?* (Gerry Copeland, his parents, the troop of baboons) *What has happened to Gerry so far?* (Possible responses: Gerry and his parents are in a plane crash. When Gerry wakes up, he has become a baboon. To survive, he learns to live as a baboon. Then one day, Gerry spots his parents studying the troop.)

Activate Prior Knowledge Have students turn and talk with a partner about what they would do if they were Gerry. Have them give reasons to support their ideas.

Build Background Display photos of the savannah, baboons, leopards, and wildfires from the **Digital Library**. Say: *The African Savannah is home to many animals, including the leopard, which preys on baboons and other animals.*

Story Words Use **Practice Master SG3.8** to extend vocabulary.

- | | | |
|----------------------------|---------------------------|---------------------------|
| <i>advantage</i> , page 44 | <i>behavior</i> , page 85 | <i>benefit</i> , page 153 |
| <i>imitate</i> , page 38 | <i>source</i> , page 121 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.8, page SG35
- Practice Master SG3.9, page SG36
- Practice Master SG3.13, page SG40
- Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Elephant Seals, Squid

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 87–119
- DAY 3 Read pages 120–149
- DAY 4 Read pages 150–184 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *Island of the Blue Dolphins*, see page SG7. To review characters, plot, and setting, ask: *Who is the main character?* (Karana) *What has happened to Karana so far?* (Possible responses: Karana loses her chance to leave the island when she returns to save her little brother, Ramo. After Ramo is killed by wild dogs, Karana tries to escape in a canoe but is forced to go back.)

Activate Prior Knowledge Have students turn and talk with a partner about Karana's predicament. Have them discuss how she can help herself and what challenges she might face.

Build Background Display pictures from **Digital Library** of animals Karana might hunt to live, such as elephant seals and squid. A female elephant seal can grow between 9 and 12 feet long and weigh over 1,000 pounds. The male can grow up to 16 feet long and weigh over 4,000 pounds.

Story Words Use **Practice Master SG3.8** to extend vocabulary.

- | | | |
|--------------------------------|------------------------|-------------------------|
| <i>determination</i> , page 75 | <i>rival</i> , page 79 | <i>secure</i> , page 54 |
| <i>task</i> , page 25 | <i>vow</i> , page 46 | |

BL > BELOW LEVEL 610L

Food Chain Frenzy PART 2

by Anne Capeci

Build Comprehension

- **Explain** *How are the members of Ms. Frizzle's class learning about the food chain?* (Possible response: The Magic School Bus makes them small enough to be part of the food chain, so they see how it works up close.)
- **Form Opinions** *The two classes learn about the food chain in different ways. Which way do you think is better? Explain.* (Student responses should include examples from the story to support their opinions.)

Writing Options

- **News Report** Have students write a brief news article describing the field trip through the food chain.
- **Thank You Note** Have students write Ms. Frizzle a thank you note for their trip to the museum. Have them share what they found interesting or exciting.
- **Journal Entry** Have students write about a field trip they have taken and how it compares to Ms. Frizzle's field trip.

BL > BELOW LEVEL 800L

One Day in the Prairie

by Jean Craighead George

Build Comprehension

- **Goal and Outcome** *What is Henry's goal?* (Possible response: His goal is to get a picture of a prairie dog doing a back flip.) *What was the outcome?* (He got the picture he wanted.)
- **Draw Conclusions** *What makes this day in the prairie very memorable for Henry?* (Possible responses: Henry gets the photo. A tornado comes through and buffalo stampede. Henry learns more about living on the prairie than he had expected.)

Writing Options

- **Character Sketch** Have students tell what kind of person they think Henry is. Have them use examples from the story to explain why they think the way they do.
- **Interview Questions** Use **Anthology** page 216 to point out the features of an interview. Have students write five interview questions they would like to ask Henry about his experiences. Then have partners trade questions and interview each other.
- **Journal Entry** Have students write about a time when they set out to do something hard and accomplished their goal.

Check & Reteach

Ask students to tell about the different science concepts they learned from the books and how the concepts played a part in the story. If students have difficulty naming concepts, point out an example from one of the books. Ask: *What is photosynthesis? How do we find out about photosynthesis in Food Chain Frenzy?*

DURING READING

Name _____ Date _____

Double-Entry Log

Science Concepts

Use the double-entry log to take notes about your book as you read.

Science Concept	Story Detail

Use your double-entry log to tell a partner about the book.

For use with TE pp. 5012-5019 **SG3.9** Unit 3 | Nature's Network

AFTER READING

Name _____ Date _____

Discussion Guide

Food Chain Frenzy PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

- absorb
- balance
- community
- series
- variety

1. **Analyze Setting** Explain why the settings of *Food Chain Frenzy* are so important to the story.
2. **Explain Science Concepts** Use the notes on the double-entry log to help you identify important science concepts in the story.
 - **Concept** Explain one of the science concepts the class learns about on their field trip.
 - **Story Events** Explain what happens in the story that helps the class understand that concept.
3. **Determine Importance** Summarize *Food Chain Frenzy*. Tell only the important information from the story.
4. **Close Question Generalize** What does the class learn about nature's network on their field trip?

For use with TE pp. 5012-5019 **SG3.10** Unit 3 | Nature's Network

AFTER READING

Name _____ Date _____

Discussion Guide

One Day in the Prairie

Review the story words with your group. Then discuss these questions together.

Story Words

- attract
- community
- defeat
- resource
- vision

1. **Analyze Setting** Why is the setting of *One Day in the Prairie* important to the story?
2. **Explain Science Concepts** Use the notes on the double-entry log to help you identify important science concepts in the story.
 - **Concept** Explain one of the science concepts Henry learns during his day on the prairie.
 - **Story Events** What happens in the story that helped Henry understand the concept?
3. **Determine Importance** Summarize *One Day in the Prairie*. Tell only the important information from the story.
4. **Close Question Generalize** What does Henry learn about nature's network on his day in the prairie?

For use with TE pp. 5012-5019 **SG3.11** Unit 3 | Nature's Network

OL ON LEVEL 860L

Baboon PART 2
by David Jones

Build Comprehension

- **Character’s Motivation** *Why does Gerry follow his parents even though he knows they will not recognize him?* (Possible responses: He misses being human and is tired of being a baboon. He hopes they might be able to help him. He wants to say goodbye. He loves them and misses being their son.)
- **Form Opinions** *What do you think really happened to Gerry? Use examples from the story to explain why you think the way you do.* (Encourage students to include suggestions made in the story that might explain Gerry’s condition.)

Writing Options

- **Speech** Have students write a short speech for Gerry telling of his experience in the wild. Include examples of his adventures.
- **Book Review** Have students write a book review of *Baboon*. Tell them to summarize events and give their opinion.
- **Journal Entry** Have students write about an animal they would like to be and give reasons for their choice. Have them explain what life might be like for them as that animal.

AL ABOVE LEVEL 1000L

Island of the Blue Dolphins PART 2
by Scott O’Dell

Build Comprehension

- **Character’s Feelings** *How does Karana feel about living the rest of her life on the island? Include examples from the story to explain how she feels.* (Possible responses: She feels lonely but determined to survive. She learns to live happily on the island.)
- **Make Judgments** *Was Karana right to stop trying to escape the island? Explain why you think the way you do.* (Encourage students to explain the reasons for and against each decision—to stay or to go—using examples from the story.)

Writing Options

- **Character Sketch** Have students write about the kind of person they think Karana is. Have them use examples from the story to support their ideas.
- **Friendly Letter** Have students write a letter from Karana to her sister about her life on the island.
- **Journal Entry** Have students write about a time they tried hard to achieve a difficult goal. Have students include what happened and how they felt about the 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 SG3.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Baboon PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
advantage
behavior
benefit
imitate
source

- Analyze Setting** Why is the setting in *Baboon* so important to the story?
- Explain Science Concepts** Use the notes on the double-entry log to help you identify important science concepts in the story.
 - **Concept** Explain one of the science concepts Gerry learns about in his time as a baboon.
 - **Story Events** What happens in the story that helped him understand the science concept you chose?
- Determine Importance** Summarize *Baboon*. Tell only the important details from the story.
- Discussion Question Generalize** What does Gerry learn about nature’s network during his adventure?

For use with TE pp. 5022–5025 **SG3.12** Unit 3 | Nature’s Network

AFTER READING

Name _____ Date _____

Discussion Guide

Island of the Blue Dolphins PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
determination
rival
secure
task
view

- Analyze Setting** Why are the settings in *Island of the Blue Dolphins* so important to the story?
- Explain Science Concepts** Use the notes on the double-entry log to help you identify important science concepts in the story.
 - **Concept** Explain one of the science concepts Karana learns about in her time alone on the island.
 - **Story Events** Explain what happens in the story that helped her understand the science concept you chose.
- Determine Importance** Summarize *Island of the Blue Dolphins*. Tell only the important details from the story.
- Discussion Question Generalize** What does Karana learn about nature’s network during her time on the island?

For use with TE pp. 5022–5025 **SG3.13** Unit 3 | Nature’s Network

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.

Food Chain Frenzy, Part 2
One Day in the Prairie
Baboon, Part 2
Island of the Blue Dolphins, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

- How do the different characters interact with the ecosystem?
- What is different about the different settings in the books? What is alike?
- Discussion Question** How does each book illustrate nature’s network?

For use with TE pp. 5022–5025 **SG3.14** Unit 3 | Nature’s Network

OBJECTIVES

Thematic Connection: Ocean Exploration

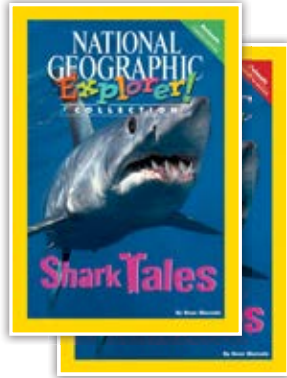
Read and Comprehend Informational Text

Use Quotes to Explain Text

Shark Tales

by Rene Ebersole

Summary *Shark Tales* describes the characteristics and behavior of sharks, including how their teeth vary depending on what they eat. It also explains why sharks need protection. In “Shark Tales,” Rene Ebersole points out that shark attacks are relatively rare, as sharks do not eat people. Instead, sharks may mistake swimmers for seals. People kill sharks to make medicine and soup. Because of overhunting, some sharks are threatened. The article also describes some of the 400 kinds of sharks, including the great white shark. The diagram “Meet the Sharks” shows some of the many kinds of sharks and gives their lengths. In “Shark Teeth,” students discover that sharks have varied diets; some enjoy octopus, while others munch on turtles. Students also find out that shark teeth have different shapes and serve different purposes. Thin teeth are effective for eating small fish. Thick teeth are ideal for chomping on large prey.



Activate Prior Knowledge Display the cover and say the title. Ask: *What tales have you heard or read about sharks?* (Possible response: They are dangerous; they hunt humans; they don’t usually hurt people.)

Build Background Display the illustrations on pages 8 and 9. Point out kinds of sharks, such as the hammerhead, leopard, and lemon shark. Ask: *What does the shark’s name tell you about it?* (It describes how it looks.) Then explain that today, more than 400 types of sharks live in the world’s oceans.

PROGRAM RESOURCES

PRINT ONLY

Shark Tales, Pioneer Edition

Shark Tales, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Quote When Explaining 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

Use Quotes to Explain Text

Explain: *To explain what a text says, use evidence from the text, such as information, ideas, or facts. Be sure to quote, or repeat, the evidence accurately.* Point out that good readers know how to use evidence and quote accurately to explain what a text says.

Read aloud the following text from page 6 of the Pioneer Edition of *Shark Tales* as students listen.

Deep Trouble

Sharks may seem scary, but they need help. Nearly 80 kinds are **threatened**. They may die out.

Scientists say sharks need our protection. It may be the only way these animals will survive.

Text from Pioneer Edition

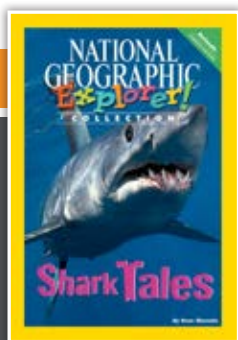
Then, think aloud to model how to find text evidence: *I want to explain the section “Deep Trouble.” It says that many kinds of sharks are in danger of dying out. I will use the following evidence to explain the text, and I will make sure to quote it accurately.*

- *Nearly 80 kinds are threatened.*
- *Scientists say sharks need our protection.*

I will introduce this evidence with phrases such as “The text says that...” or “The author explains that...”

Have students use the evidence identified above and quote accurately to explain this statement: Sharks are in danger of dying out. (Students should begin each sentence with “The text says that...” or “The author explains that...”)

BL BELOW LEVEL 440L



PIONEER EDITION

Lexile: 440L | GR: P

Content Connection: Marine Animals

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

cartilage predator prehistoric prey threatened

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Why do people hunt and kill sharks? (People hunt and kill sharks to get shark fins and to make medicine from shark cartilage.)
- Use Quotes to Explain Text** Why do some people think shark attacks are mistakes? (The text says that sharks “don’t eat people.” So, some people say sharks might be mistaking people swimming in the water for seals. The author explains: “Many sharks eat seals. So sharks might bite people by mistake.”)
- Details** What do sharks eat? (Possible response: Some eat octopus and squid. Others eat fish, eels, turtles, birds, or seals.)
- Make Inferences** What can scientists learn from shark teeth? (Scientists can learn about how sharks lived on Earth long ago. They can also learn what sharks eat.)
- Compare and Contrast** Compare two kinds of sharks. How are they alike? How are they different? (Possible response: The great white shark and the bull shark are alike in that they both have fins and sharp teeth that are shaped like triangles. The two sharks are different because the great white shark’s teeth have an edge like a saw used to cut and tear food. However, the bull shark uses its teeth to slice large animals. Also, the great white shark is 18 feet long, while the bull shark is 9 feet long.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Marine Animals

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

cartilage chum predator prehistoric prey

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

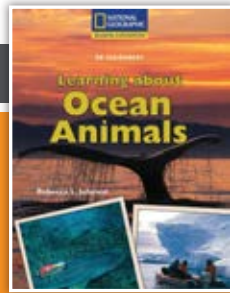
- Explain** Why do people hunt and kill sharks? (People hunt and kill sharks to make medicine from shark cartilage, which is used to treat cancer. Chefs also use shark fins in soup.)
- Explain** Why is it hard to learn about ancient sharks? (Few shark fossils exist because cartilage doesn’t last a long time.)
- Details** What do sharks eat? (Some sharks eat fish, such as anchovies and sardines, and tiny animals and plants called plankton. Other sharks eat octopus and squid; while still others eat eels, turtles, birds, or larger animals, such as seals.)
- Compare** What are some ways sharks catch and eat prey? (Possible response: The whale shark swims with its mouth wide open to gather food. The angel shark hides on the seafloor and uses its jaw to snatch food. The saw shark uses its snout to find prey. The great white shark tears food and gulps it down.)
- Use Quotes to Explain Text** Why might sharks attack people? (The author says that some people think “it may be a case of mistaken identity.” Because sharks eat seals, they may think swimmers are seals. The text also says that because tourists put food in the water, “hungry sharks then swim toward the tourists’ boats. Sharks may learn to go to the same places again and again to find food.”)

Check & Reteach

OBJECTIVE: Use Quotes to Explain Text

Have partners take turns quoting text evidence from the section “Shark Hunts” on page 4 to explain why people kill sharks. (Students should accurately quote evidence, such as: “People sometimes make medicine from their cartilage” and “People also want shark fins.”) For students who cannot use evidence to explain a text, reteach with page 11. Say: *The text says that sharks have different kinds of teeth. What evidence can you use to explain this statement?* Have students skim the text. Make a class list of evidence they cite. Be sure they quote it accurately. (“Some sharks have long, thin teeth”; “Others have thick teeth.”) Help students use this evidence to explain the differences between sharks’ teeth.

BL BELOW LEVEL 680L



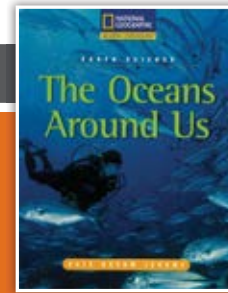
Learning about Ocean Animals

by Rebecca Johnson

Content Connection:
Ocean Animals

Expository Nonfiction | Pages: 32 | Lexile: 680L | GR: Q

BL BELOW LEVEL 760L



The Oceans Around Us

by Kate Boehm Nyquist

Content Connection:
Ocean Regions

Expository Nonfiction | Pages: 32 | Lexile: 760L | GR: R

OBJECTIVES

Thematic Connection: Ocean Exploration

Read and Comprehend Literature

- Main Idea and Details
- Determine Importance

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.15, page SG42
- Practice Master SG3.16, page SG43
- Practice Master SG3.17, page SG44
- Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Crittercam

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 Learning how ocean animals interact underwater is challenging work. Greg Marshall, a biologist, filmmaker, and inventor, set out to find better, safer ways to study ocean life. After watching a remora hitch a ride on a shark, he developed Crittercam—a waterproof video camera that could be attached to ocean animals. Years of development, experimentation, and refining went into the Crittercam in order to film undersea life.

Activate Prior Knowledge Say: *Think about a trip you have taken to an aquarium or the ocean. How well could you see the animals? What did you learn from watching them?*

Build Background Display examples of aquatic animals wearing Crittercams from the **Digital Library**. Explain that studying undersea life is very challenging and that the Crittercam helps scientists see more of ocean life.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

- | | | |
|-------------------------|--------------------------|---------------------------|
| <i>attach</i> , page 11 | <i>attract</i> , page 13 | <i>challenge</i> , page 9 |
| <i>goal</i> , page 11 | <i>improve</i> , page 15 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.15, page SG42
- Practice Master SG3.16, page SG43
- Practice Master SG3.18, page SG45
- Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Ocean Waves, Coral Reef

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–19
- DAY 3 Read pages 20–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Earth's oceans are a vital part of nature's network. Ocean currents affect weather, and undersea geologic activity can cause cataclysmic events on land. People depend on ocean plants and animals for food. The more we know about the world's oceans, the better we can protect them. Scientists like Jacques-Yves Cousteau spend their lives studying the oceans and developing ways to make deeper exploration possible.

Activate Prior Knowledge Have students turn and talk with a partner about what they think makes ocean waves, as well as ways they could find out about ocean waves.

Build Background Display images of the ocean from the **Digital Library**. Explain that the ocean is always moving and supports a wide variety of plants and animals.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

- | | | |
|------------------------------|---------------------------|--------------------------|
| <i>arrangement</i> , page 17 | <i>balance</i> , page 18 | <i>provide</i> , page 15 |
| <i>region</i> , page 8 | <i>valuable</i> , page 25 | |

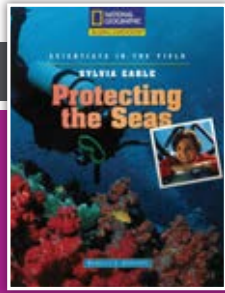
OL ON LEVEL 850L

Sylvia Earle: Protecting the Seas

by Rebecca Johnson

Content Connection:
Modern Oceanographers

Narrative Nonfiction | Pages: 32 | Lexile: 850L | GR: T



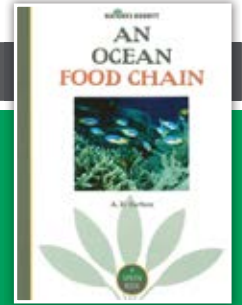
AL ABOVE LEVEL NC1220L

An Ocean Food Chain

by A.D. Tarbox

Content Connection:
Ocean Food Chains

Expository Nonfiction | Pages: 43 | Lexile: NC1220L



COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Text	CC.5.Rinf.10
Determine Main Ideas of Text	CC.5.Rinf.2
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 SG3.15, page SG42

Practice Master SG3.16, page SG43

Practice Master SG3.19, page SG46

Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Ocean

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–21
- DAY 3 Read pages 22–32 and discuss
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Biologist and oceanographer Sylvia Earle spends her life studying the ocean and educating people about the need to protect it. She became fascinated with the ocean as a child and later led the first team of women to live underwater. As head of a program called the Sustainable Seas Expedition, Sylvia explores the deep waters of national marine sanctuaries.

Activate Prior Knowledge Say: *Think of a problem many people face. What could you invent to help solve the problem?*

Build Background Display photos of the ocean and ocean pollution from the **Digital Library**. Tell students that scientists work hard to show people what oceans are like, what harms them, and how we can save them.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

<i>depth</i> , page 16	<i>descent</i> , page 14	<i>pressure</i> , page 15
<i>sustainable</i> , page 13	<i>witness</i> , page 19	

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.15, page SG42

Practice Master SG3.16, page SG43

Practice Master SG3.20, page SG47

Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Ocean Food Chain, Ocean Food Web

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–31
- DAY 4 Read pages 32–43 and discuss
- DAY 5 Connect across texts

Summary Ocean food chains are explored and explained—from the producers, the plants at the base of the food chain, to the top consumers, who spend most of their time in a search for food. *An Ocean Food Chain* highlights the intricate balance and essential importance of ocean food chains and food webs.

Activate Prior Knowledge Ask: *What foods do you eat? Where does your food come from? What else eats this kind of food?*

Build Background Display an ocean food chain and food web from the **Digital Library**. Point out to students that all plants and animals are on a food chain somewhere. Show that plants are at the base of the food chain and predators are at the top of the food chain. Have students discuss the reasons for this.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

<i>attract</i> , page 22	<i>capability</i> , page 15	<i>physical</i> , page 27
<i>pressure</i> , page 17	<i>territory</i> , page 28	

BL > BELOW LEVEL 680L

Learning about Ocean Animals

by Rebecca Johnson

Build Comprehension

- **Identify Problem and Solution** *What problems do scientists have in studying life in the oceans?* (Student responses should reflect the danger of ocean exploration.) *Why are solutions such as the Crittercam so important?* (Student responses should reflect on the importance of the ocean to the planet.)
- **Make Judgments** *What is the most important outcome of Marshall's invention?* (Student responses should mention that knowing how animals live helps scientists protect them.)

Writing Options

- **Interview Questions** Use **Anthology** page 216 to point out the features of an interview. Have students write five interview questions they could ask Greg Marshall about the Crittercam. Then have partners trade questions and interview each other.
- **Opinion Statement** Have students write their opinion on whether it is important to study undersea life. Remind students to support their opinions with details in the text.
- **Journal Entry** Have students recall a time they used tools to solve a problem. What would they have done without tools?

BL > BELOW LEVEL 760L

The Oceans Around Us

by Kate Boehm Nyquist

Build Comprehension

- **Make Comparisons** *Compare the land under the oceans with the land we live on.* (Student responses should indicate landforms and water patterns that are similar and different.)
- **Goal and Outcome** *What was Jacques Cousteau's goal when he worked on his invention?* (Possible responses: He wanted something that would let him move around easily underwater.) *What was the outcome of his work?* (Possible response: He invented the Aqua-Lung.) *Why is setting goals important?* (Responses will vary.)

Writing Options

- **Thank You Note** Have students write a thank you note to Jacques Cousteau for inventing the Aqua-Lung. Have them include reasons they think the invention is important.
- **List** Have students write a list of things they would like to see if they went scuba diving. Remind them to refer to the book for ideas about what they could see underwater.
- **Journal Entry** Have students recall an experience they have had in learning about or exploring a body of water.

Check & Reteach

Ask students to identify the main idea of the book.

If students have difficulty identifying the main idea, point out the information on the tree diagram. Ask: *What is the idea on the main idea line? What are the details on the detail lines?*

DURING READING

Name _____ Date _____

Tree Diagram

Main Idea and Details

Use the tree diagram to take notes about your book as you read. Write the main idea on the main idea line. Write details on the details lines.

Main Idea	Details

Use your tree diagram to tell a partner about the book.

For use with TE pp. 5218–5221 **SG3.16** Unit 3 | Nature's Network

AFTER READING

Name _____ Date _____

Discussion Guide

Learning about Ocean Animals

Review the story words with your group. Then discuss these questions together.

Story Words	
attach	
attract	
challenge	
goal	
improve	

1. **Discuss Main Idea** What is the introduction of *Learning about Ocean Animals* mostly about?
2. **Identify Main Idea and Details** Use these questions and the notes on the tree diagram to help you summarize the book.
 - **Main Idea** In your own words, what is the main point, or main idea, of the book? Now give the main idea of a chapter or section of the book.
 - **Details** For each main idea, recall two important details that give more information about it.
3. **Determine Importance** Look at the title of the book. Turn the title into a question to help you identify important details. Then state the answer to the question as a main idea.
4. **Use Question Generalize** How does learning about ocean animals help us understand nature's network?

For use with TE pp. 5218–5221 **SG3.17** Unit 3 | Nature's Network

AFTER READING

Name _____ Date _____

Discussion Guide

The Oceans Around Us

Review the story words with your group. Then discuss these questions together.

Story Words	
arrangement	
balance	
provide	
region	
valuable	

1. **Discuss Main Idea** What main point, or main idea, does the author make about oceans?
2. **Identify Main Idea and Details** Use these questions and the notes on the tree diagram to help you identify important parts of the selection.
 - **Main Idea** What is the most important idea of Chapter 1? What other chapters can you summarize?
 - **Details** For each chapter, tell two important details that support the main idea.
3. **Determine Importance** Look at the title of the book. Turn the title into a question to help you identify important details. Then state the answer to the question as a main idea.
4. **Use Question Generalize** How do the oceans fit into nature's network?

For use with TE pp. 5218–5221 **SG3.18** Unit 3 | Nature's Network

OL ON LEVEL 850L

Sylvia Earle: Protecting the Seas
by Rebecca Johnson

Build Comprehension

- **Character’s Motivation** *What made Sylvia Earle work so hard to become an oceanographer?* (Possible response: She loved the ocean and wanted to learn everything about it.)
- **Make Judgments** *What is the biggest challenge of studying the deep ocean?* (Student responses should reflect that the ocean poses dangers for humans, who need equipment to offset the lack of light and oxygen and to deal with water pressure.)

Writing Options

- **News Brief** Have students write a short news article about Sylvia and her team living underwater for two weeks. Encourage students to use their articles as the base for a video news report about Sylvia’s expedition.
- **Speech** Have students write a speech to tell why they would like to go on an undersea expedition. Have students cite details from the text to explain what they want to accomplish.
- **Journal Entry** Have students recall an experience they have had in exploring or learning about a body of water.

AL ABOVE LEVEL NC1220L

An Ocean Food Chain
by A.D. Tarbox

Build Comprehension

- **Explain** *Explain how the food chain works.* (Students should give examples of how living things depend on each other.)
- **Make Inferences** *What animals do you think are at the top of the ocean food chain?* (Possible responses: whales, sharks, people) *Explain why you think the way you do.* (Student responses should indicate that the top levels have few natural predators and that there are far fewer animals at the top of the food chain than at the lower levels.)

Writing Options

- **Opinion Statement** Have students write their opinion about the importance of protecting the ocean. Remind them to use information from the book to support their opinions.
- **Book Review** Have students write a review of *An Ocean Food Chain*. Have them include examples of what they learned from the book and their opinion of the book.
- **Journal Entry** Have students write about the food they eat, including its source and why they eat this food.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG3.21** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Sylvia Earle: Protecting the Seas

Review the story words with your group. Then discuss these questions together.

Story Words
depth
descent
pressure
sustainable
witness

1. **Discuss Main Idea** What main point, or main idea, does the author communicate about Sylvia Earle in this book?
2. **Identify Main Idea and Details** Use these questions and the notes on the tree diagram to help you identify important information in the selection.
 - **Main Idea** What is the most important idea of each chapter?
 - **Details** For each chapter, tell two important details that support the main idea.
3. **Determine Importance** Look at the title of the book. Turn the title into a question to help you identify important details. Then state the answer to the question as a main idea.
4. **Life Question Generalize** How can learning about the deep seas help you respect nature’s network?

For use with TE pp. 5218–5221 **SG3.19** Unit 3 | Nature’s Network

AFTER READING

Name _____ Date _____

Discussion Guide

An Ocean Food Chain

Review the story words with your group. Then discuss these questions together.

Story Words
attract
capability
physical
pressure
territory

1. **Discuss Main Idea** What main point, or main idea, does the author make about food chains in this book?
2. **Identify Main Idea and Details** Use these questions and the notes on the tree diagram to help you identify important information in the selection.
 - **Main Idea** This book has sections on many parts of the food chain. For example, the section on salmon begins on pages 22–23 and concludes on page 27. What is the main idea of this section?
 - **Details** Give at least three important details that support the main idea of that section.
3. **Determine Importance** Look at the title of the book. Turn the title into a question to help you identify important details. Then state the answer to the question as a main idea.
4. **Life Question Generalize** How does learning about ocean food chains help us understand nature’s network?

For use with TE pp. 5218–5221 **SG3.20** Unit 3 | Nature’s Network

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.

Learning about Ocean Animals
The Oceans Around Us
Sylvia Earle: Protecting the Seas
An Ocean Food Chain

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does each book give new information about ocean exploration?
2. How do the titles of the books and the chapter titles help you understand the main idea of each book?
3. **Life Question** Based on all these books, how does the ocean fit into nature’s network?

For use with TE pp. 5218–5221 **SG3.21** Unit 3 | Nature’s Network

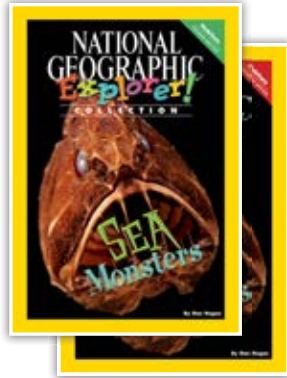
OBJECTIVES

Thematic Connection: Ocean Life

- Read and Comprehend Informational Text
- Determine Main Ideas

Sea Monsters by Dan Hogan

Summary *Sea Monsters* describes amazing deep-sea creatures and the challenges they face living in the cold, dark waters at the bottom of the ocean. The book also describes features of the seafloor. In “Sea Monsters,” Dan Hogan explains how scientists use submersibles to study deep-sea animals and find never-before-seen creatures, such as giant squid. Students find out that living in the deep sea is difficult because of the extreme cold and darkness. Further, the author discusses the food chain and the ability of some animals to glow in the dark. This ability helps animals find food, but it can also make them easy targets for predators. The diagram “Deep-Sea Dive” shows a variety of sea creatures and the ocean layers where they live. The map “Explore the Seafloor” highlights features such as seamounts, or underwater volcanoes, and underwater chains of mountains.



Activate Prior Knowledge Display the front cover and read the title aloud. Ask: *Where have you seen scary-looking sea creatures?* (Possible responses: in an aquarium, in movies, in pictures online, on the beach)

Build Background Display pages 8 and 9. Explain that this diagram shows ocean creatures and the water layers where they live. Point out the number next to each animal and show how it corresponds to the numbered list of names on the left. Ask students to find creatures at different depths and then read their names from the list.

PROGRAM RESOURCES

PRINT ONLY

Sea Monsters, Pioneer Edition

Sea Monsters, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Determine Main Ideas of Text CC.5.Rinf.2
 Read and Comprehend Informational Text CC.5.Rinf.10

Language

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

Mini Lesson

Determine Main Ideas

Explain: *A main idea is the most important idea. It is what a piece of writing is mostly about. Texts such as articles have several main ideas.* Point out that good readers know how to identify the main ideas in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Sea Monsters* as students listen.

The ocean is deep and dark. What lives there? For years, people did not know. Now scientists are finding out.

The Food Chain

Animals have to eat. Some eat plants. Yet plants are rare in the deep sea. Animals there must eat meat.

Text from Pioneer Edition

Then, think aloud to model how to determine the two main ideas in the text: *To identify the main idea of each section, I ask myself, “What is this text mostly about? What is the most important idea?” The first paragraph is mostly about:*

- *animals that live in the deep ocean.*

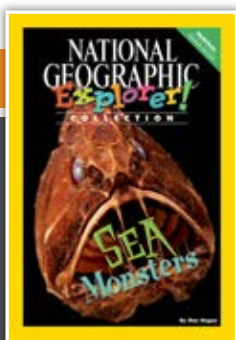
The most important idea is:

- *Scientists are studying the ocean to find out what lives there.*

Point out that, in this example, the last sentence states the main idea, but this is not always the case. The main idea can appear anywhere in a text.

Have students determine the main idea in the second paragraph. Then have them restate it in their own words. (Main idea: “Animals there must eat meat.” Possible response for restatement: Deep sea creatures must eat other animals to live.)

BL BELOW LEVEL 480L



PIONEER EDITION

Lexile: 480L | GR: P

Content Connection: Ocean Habitats

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

bioluminescence food chain predator prey submersible

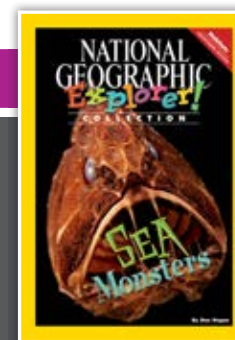
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** How do scientists study the ocean? (They use submersibles to travel to the ocean bottom. Then they take pictures of the creatures and the ocean floor. Scientists also use nets to learn about animals in the sea.)
- Explain** Why is the deep sea a tough place to live? (It is a tough place to live because the water is very cold and very dark. Also, animals are in danger of being eaten by other creatures.)
- Define** What is a predator? (A predator is an animal that eats other animals.)
- Determine Main Ideas** Is a predator ever prey? (Yes.) Explain. (A predator, such as a fish, may eat a shrimp, which is prey. Then a giant squid, another predator, may eat the fish. So, now the fish becomes the squid's prey.)
- Explain** What is bioluminescence? (It is the ability to glow, or make light.) How can it help animals find food in the deep ocean? (It can help animals find food by lighting up the dark waters. For example, the dragonfish uses the glowing organs under its eyes as flashlights.)

OL ON LEVEL 680L



PATHFINDER EDITION

Lexile: 680L | GR: R

Content Connection: Ocean Habitats

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

bioluminescence carnivore food chain herbivore predator prey submersible

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

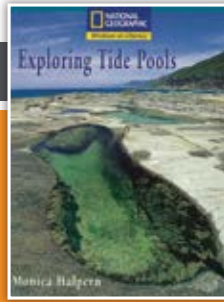
- Details** How do scientists study the ocean? (They use underwater vessels called submersibles; cameras attached to the subs; and nets that trap animals never seen before.)
- Explain** Why is the deep sea a tough place to live? (The water is cold and dark. Animals could be eaten by other creatures.)
- Determine Main Ideas** Is a predator ever prey? (Yes.) Explain. (A predator, such as an anglerfish, may eat a shrimp, which is prey. Then a giant squid, another predator, may eat the fish. So, the anglerfish becomes the squid's prey.)
- Describe** What is a food chain? (It is a series of animals that eat one another.) Draw a diagram to show how a food chain works. (Possible diagram: Students draw a squid at the top, a fish below it, and a shrimp below the fish; arrows point down from one animal to another.)
- Evaluate** What is bioluminescence? (It is the ability to produce chemicals that glow.) How is it a help and a hazard? (It can give light to help animals find food and avoid being eaten. It is a hazard because glowing creatures might be seen by predators.)

Check & Reteach

OBJECTIVE: Determine Main Ideas

Have partners determine the main ideas of "Big Discovery" (Pioneer)/"New Discovery" (Pathfinder) on page 7 and "Explore the Seafloor" on page 10. (Giant squid are some of the largest animals in the ocean [page 7]; scientists also study features of the seafloor [page 10].) For students who cannot determine main ideas, reteach with the text on page 2 and the first paragraph of "Tough Neighborhood" on page 4. Say: *The main idea is the most important idea. It is what the text is mostly about. Which sentence in each paragraph tells the main idea?* Have students skim the text, looking for the two most important ideas. Record sentences they identify. (Amazing animals live deep in the ocean [page 2]; living deep in the ocean is not easy [page 4].) Have groups discuss why they selected these sentences as statements of the main ideas.

BL BELOW LEVEL 600L



Exploring Tide Pools

by Monica Halpern

Content Connection:
Ocean Animals

Expository Nonfiction | Pages: 24 | Lexile: 600L | GR: O

BL BELOW LEVEL 750L



Greenland's Ocean Region

by Moana Ashley

Content Connection: **Ocean Regions**

Expository Nonfiction | Pages: 32 | Lexile: 750L | GR: R

OBJECTIVES

Thematic Connection: Ocean Life

Read and Comprehend Literature

- Main Idea and Details
- Determine Importance

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.22, page SG49
- Practice Master SG3.23, page SG50
- Practice Master SG3.24, page SG51
- Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: Shore

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–24 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary When the tide goes out, tide pools are left behind. Although they may at first look like puddles of seawater, tide pools are complex ecosystems that support an array of life, including fish, barnacles, crabs, sea anemones, and seaweed. Life in a tide pool is not easy, so animals must adapt in several ways.

Activate Prior Knowledge Have students turn and talk with a partner about what they have observed during a walk on a beach or even a walk around their neighborhood after a rainstorm.
What did you find in the puddles that surprised you?

Build Background Display examples of waves washing up onto the shore from the **Digital Library**. Explain that every time the tide goes in and out, animals and plants are left on the shore.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

- | | | |
|-----------------------------|--------------------------|--------------------------|
| <i>adapt</i> , page 18 | <i>collect</i> , page 22 | <i>explore</i> , page 22 |
| <i>protection</i> , page 10 | <i>survive</i> , page 18 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.22, page SG49
- Practice Master SG3.23, page SG50
- Practice Master SG3.25, page SG52
- Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: Ocean Waves, Coral Reef

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Greenland's ocean regions provide valuable natural resources, including food and animal parts that can be used to make other products. However, the oceans are threatened by pollution and overuse. Passing new laws, recycling, using renewable energy, and practicing other forms of conservation are all ways to protect the oceans.

Activate Prior Knowledge Have students turn and talk with a partner about ways they conserve and recycle resources at home. Have students explain why they do these things.

Build Background Display the world map and images of pollution from the **Digital Library**. Point out the vast area covered by oceans. Explain that oceans support life on Earth. Tell students that the water regions are very sensitive to pollution and to overuse.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

- | | | |
|--------------------------|-----------------------------|-------------------------|
| <i>affect</i> , page 21 | <i>convention</i> , page 24 | <i>product</i> , page 6 |
| <i>quality</i> , page 12 | <i>symbol</i> , page 18 | |

OL ON LEVEL IG980L

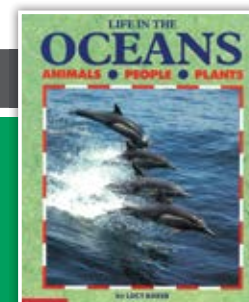


The Ocean Biome
by Bobbie Kalman

Content Connection:
Ocean Ecosystems

Expository Nonfiction | Pages: 32 | Lexile: IG980L | GR: V

AL ABOVE LEVEL 940L



Life in the Oceans
by Lucy Baker

Content Connection:
Ocean Ecosystems

Expository Nonfiction | Pages: 32 | Lexile: 940L | GR: V

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Text	CC.5.Rinf.10
Explain How Main Ideas Are Supported by Details	CC.5.Rinf.2
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 SG3.22, page SG49
- Practice Master SG3.23, page SG50
- Practice Master SG3.26, page SG53
- Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: Ocean

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 Biomes are large areas of Earth, such as forest and grassland, where specific types of plants grow. The aquatic biome, including the ocean, is the largest biome on the planet. Within the ocean biome exist many ecosystems made up of plants, animals, and nonliving natural things, such as sand. The ocean biome affects Earth's temperatures, wind patterns, and the natural resources that are critical to survival.

Activate Prior Knowledge Say: *Think about times you have been at the ocean or another large body of water. What plants and animals did you see? What was the water like? What else did you notice?*

Build Background Display photos of ocean life from the **Digital Library**. Explain that even if you do not live by the ocean, it affects your life. Tell students they will find out how as they read the book.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

- | | | |
|-------------------------|--------------------------|--------------------------|
| <i>affect</i> , page 12 | <i>attract</i> , page 11 | <i>connect</i> , page 22 |
| <i>rely</i> , page 15 | <i>section</i> , page 8 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.22, page SG49
- Practice Master SG3.23, page SG50
- Practice Master SG3.27, page SG54
- Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: Ocean

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–23
- DAY 4 Read pages 24–32 and discuss
- DAY 5 Connect across texts

Summary More than two-thirds of Earth's surface is covered by oceans. The oceans support countless plants and animals, as well as natural resources. The many forms of ocean life range from the tiniest plankton to massive whales. The book also discusses threats to the ocean, such as pollution and overfishing, and suggests solutions.

Activate Prior Knowledge Say: *The ocean supplies us with many things. Name some of the things we use that come from the ocean.*

Build Background Display various pictures of the ocean and ocean life from the **Digital Library**. Point out to students that even if you can't see a lot of it, the oceans are full of life.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

- | | | |
|-----------------------------|----------------------------|-----------------------|
| <i>foundation</i> , page 10 | <i>provide</i> , page 10 | <i>rely</i> , page 20 |
| <i>structure</i> , page 7 | <i>territory</i> , page 12 | |

BL > BELOW LEVEL 600L

Exploring Tide Pools

by Monica Halpern

Build Comprehension

- **Explain** *Explain how life in tide pools survives.* (Students should explain that the constant movement of the ocean delivers food, oxygen, and new life forms to the tide pools.)
- **Form Opinions** *What is the most interesting thing you found out about tide pools? Explain why you find it interesting.*

Writing Options

- **List** Have students compose a list of the plants and animals they might find living in tide pools.
- **Thank You Note** Tell students to imagine that their teacher took them on a field trip to look at tide pools. Have students write a thank you note to their teacher telling what they found most interesting about the tide pools they studied.
- **Journal Entry** Have students describe animal and plant life they have seen in bodies of water.

BL > BELOW LEVEL 750L

Greenland's Ocean Region

by Moana Ashley

Build Comprehension

- **Draw Conclusions** *What does the book suggest about the importance of the oceans?* (Possible responses: Oceans provide natural resources; oceans affect the water cycle and weather.)
- **Form Generalizations** *What challenges do people face in respecting the natural balance of the ocean? Use examples from the book to support your answer.* (Student responses should include the idea that people need to use ocean resources but must also learn to conserve them.)

Writing Options

- **Opinion Statement** Have students use facts from the text to write their opinion about how much fishing should be allowed in Greenland's ocean region.
- **Email** Have students imagine they are on a fishing boat in Greenland's ocean. Tell them to write an email to friends describing what they see.
- **Journal Entry** Have students write about experiences they have had with recycling or cleaning up pollution.

Check & Reteach

Ask students to identify the main idea of the book.

If students have difficulty identifying the main idea, point out the information on the tree diagram. Ask: *What is the idea in the main idea line? What are the details on the detail lines?*

DURING READING

Name _____ Date _____

Tree Diagram

Main Idea and Details

Use the tree diagram to take notes about your book as you read. Write the main idea on the main idea line. Write details on the details lines.

Main Idea	Details
_____	_____
_____	_____
_____	_____

Use your tree diagram to tell a partner about the book.

For use with TE pp. 5624-5627 **SG3.23** Unit 3 | Nature's Network

NGReach.com Practice Master SG3.23

AFTER READING

Name _____ Date _____

Discussion Guide

Exploring Tide Pools

Review the story words with your group. Then discuss these questions together.

Story Words
adapt _____
collect _____
explore _____
protection _____
survive _____

1. **Identify Supporting Details** Tide pools are home to many plants and animals. What details from the book support this idea?
2. **Identify Main Idea and Details** Use the notes on the tree diagram to help you track main ideas and details in the book.
 - **Main Idea** Reread "Survival in a Tide Pool" on pages 18-21. Then state the main idea of this section.
 - **Details** Give three details that support the main idea of "Survival in a Tide Pool."
3. **Determine Importance** Summarize the important ideas in *Exploring Tide Pools*.
4. **Write Question** **Generalize** What can one small tide pool show you about nature's network?

For use with TE pp. 5624-5627 **SG3.24** Unit 3 | Nature's Network

NGReach.com Practice Master SG3.24

AFTER READING

Name _____ Date _____

Discussion Guide

Greenland's Ocean Region

Review the story words with your group. Then discuss these questions together.

Story Words
affect _____
convention _____
product _____
quality _____
symbol _____

1. **Identify Supporting Details** Ocean resources are important to the people of Greenland. What details from the book support this idea?
2. **Identify Main Idea and Details** Use the notes on the tree diagram to help you identify main ideas and details from the book.
 - **Main Idea** Reread "Saving Greenland's Ocean Region" on pages 21-26. What is the main idea of this section?
 - **Details** List at least three details that support the main idea of "Saving Greenland's Ocean Region."
3. **Determine Importance** Summarize the important ideas in *Greenland's Ocean Region*.
4. **Write Question** **Generalize** What can you learn about nature's network from *Greenland's Ocean Region*?

For use with TE pp. 5624-5627 **SG3.25** Unit 3 | Nature's Network

NGReach.com Practice Master SG3.25

OL ON LEVEL IG980L

The Ocean Biome
by Bobbie Kalman

Build Comprehension

- **Explain** *Explain the different ways scientists have divided the ocean for study. Why do you think scientists find these divisions necessary?* (Student responses should include both zones based on depth of water and distance from the shore. Responses should include the idea that the oceans are too vast to study as a whole.)
- **Make Judgments** *What is the biggest problem challenging the oceans? Support your answer with examples from the book.* (Student responses should include a clear statement of the problem with facts indicating that it is a wide-ranging problem.)

Writing Options

- **News Brief** Have students choose one of the problems mentioned on pages 28 and 29 of *The Ocean Biome* and write a short news article explaining the problem and possible solutions.
- **Headline** Have students review *The Ocean Biome* and choose one important message from the book. Tell them to imagine they are going to write an article about that message. Then have them write a headline for their article.
- **Journal Entry** Have students write about foods and materials from the ocean they use or have used.

AL ABOVE LEVEL 940L

Life in the Oceans
by Lucy Baker

Build Comprehension

- **Explain** *Explain the difference between sea animals and sea colonizers.* (Student responses should point out that colonizers cannot breathe underwater and generally come ashore to breed. Sea animals live below the water and never come ashore.)
- **Make Inferences** *What mystery might have caused the tale of Dakuwaca to be told?* (Student responses should indicate an attempt by the people of Kandavu to explain why they are not attacked by sharks as often as other fishermen.)

Writing Options

- **Email** Tell students to choose one new and interesting thing they learned about the ocean from reading *Life in the Oceans*. Have them write an email to a friend telling him or her about it and why they find it interesting.
- **Opinion Statement** Have students write about the biggest challenge they think faces the oceans today. Tell them to use examples from the book to support their opinions.
- **Journal Entry** Have students write experiences they have had at the ocean. If they haven't visited the ocean, have them write about what they would like to see and do if they could visit the ocean.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG3.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

The Ocean Biome

Review the story words with your group. Then discuss these questions together.

Story Words
attract
connect
rely
section

1. **Identify Supporting Details** Marine animals survive in the ocean because they are adapted to life in water. What details from the book support this idea?
2. **Identify Main Idea and Details** Use the notes on the tree diagram to help you track main ideas and details in the book.
 - **Main Idea** What main idea does the book express about the way light affects one set of ocean zones?
 - **Details** Give three details that give important information about this main idea.
3. **Determine Importance** Summarize the important ideas in *The Ocean Biome*.
4. **Life Question Generalize** What part does the ocean biome play in nature's network?

For use with TE pp. 5624-5627 **SG3.26** Unit 3 | Nature's Network

AFTER READING

Name _____ Date _____

Discussion Guide

Life in the Oceans

Review the story words with your group. Then discuss these questions together.

Story Words
foundation
provide
rely
structure
territory

1. **Identify Supporting Details** Plants, animals, and people depend on the oceans. What details from the book support this main idea?
2. **Identify Main Idea and Details** Use the notes on the tree diagram to help you identify main ideas and details from the book.
 - **Main Idea** What main idea in the book shows what most people are starting to realize about oceans?
 - **Details** Give three details that support this main idea.
3. **Determine Importance** Summarize the important ideas in *Life in the Oceans*.
4. **Life Question Generalize** How does *Life in the Oceans* show how nature's network works?

For use with TE pp. 5624-5627 **SG3.27** Unit 3 | Nature's Network

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.

Exploring Tide Pools
Greenland's Ocean Region
The Ocean Biome
Life in the Oceans

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books help readers understand ocean life?
2. How does each author help you determine what is important about ocean life?
3. **Life Question** How do each of these books help the reader better understand nature's network?

For use with TE pp. 5624-5627 **SG3.28** Unit 3 | Nature's Network

Academic Vocabulary

Story Words

Food Chain Frenzy PART 1

absorb (ub-zorb) *verb*
To **absorb** something is to take it in and hold it. *As sponges **absorb** water, they become wet.*

balance (ba-luns) *noun*
When things are in **balance**, they are even. *There is a perfect **balance** of rain and sun for the garden to grow.*

community (ku-myū-nu-tē) *noun*
A **community** is a group that works together. *The **community** worked together to build a playground for the town.*

series (sir-ēz) *noun*
A **series** is a group of things in a particular order. *This is the third game in a **series** of five games.*

variety (vu-rī-u-tē) *noun*
When you have a **variety** of things, you have a lot of different things. *There is a **variety** of fruits at the store.*

One Day in the Desert

adapt (u-dapt) *verb*
To **adapt** means to change the way you do something. *I **adapt** to cold weather by wearing a coat.*

adjust (u-just) *verb*
When you **adjust**, you adapt and get used to the things around you. *We will **adjust** to, or get used to, the new neighborhood once we know our way around and meet the neighbors.*

affect (a-fekt) *verb*
To **affect** is to alter or change. *The rain will **affect** our picnic.*

system (sis-tum) *noun*
A **system** is a group of things that work together as one. *Your digestive **system** has different parts that work together to digest your food.*

variety (vu-rī-u-tē) *noun*
When you have a **variety** of things, you have a lot of different things. *This store has the best **variety** of shirts and pants to choose from.*

Baboon PART 1

advantage (ud-van-tij) *noun*
An **advantage** is something that helps you. *Being really fast is an **advantage** in track and field sports.*

behavior (bi-hā-vyur) *noun*
Your **behavior** is the way you act or what you do. *He won a medal for bravery because of his heroic **behavior** in the fire.*

benefit (be-nu-fit) *noun*
A **benefit** is something that is helpful. *One **benefit** of practicing hard is that it helps the team play better.*

imitate (i-mu-tāt) *verb*
When you **imitate** something, you try to copy it. *My little brother likes to copy, or **imitate**, the way I talk.*

source (sors) *noun*
The **source** is the beginning or cause of something. *The **source**, or cause, of the noise is the television in the den.*

Island of the Blue

Dolphins PART 1

determination (di-tur-mu-nā-shun) *noun*
When you have **determination**, you have strength of will. *My **determination** to win made me practice hard every day.*

rival (rī-vul) *noun*
A **rival** is an opponent or enemy. *Our biggest **rival** in the soccer league is the Cardinals from across town.*

secure (si-kyur) *adjective*
To feel **secure** is to feel safe. *I feel safe, or **secure**, when my big sister babysits instead of Tina.*

task (task) *noun*
A **task** is a job. *My first job, or **task**, is to sweep the floor.*

vow (vahw) *verb*
To **vow** is to promise. *I **vow** to get an A on the math test.*

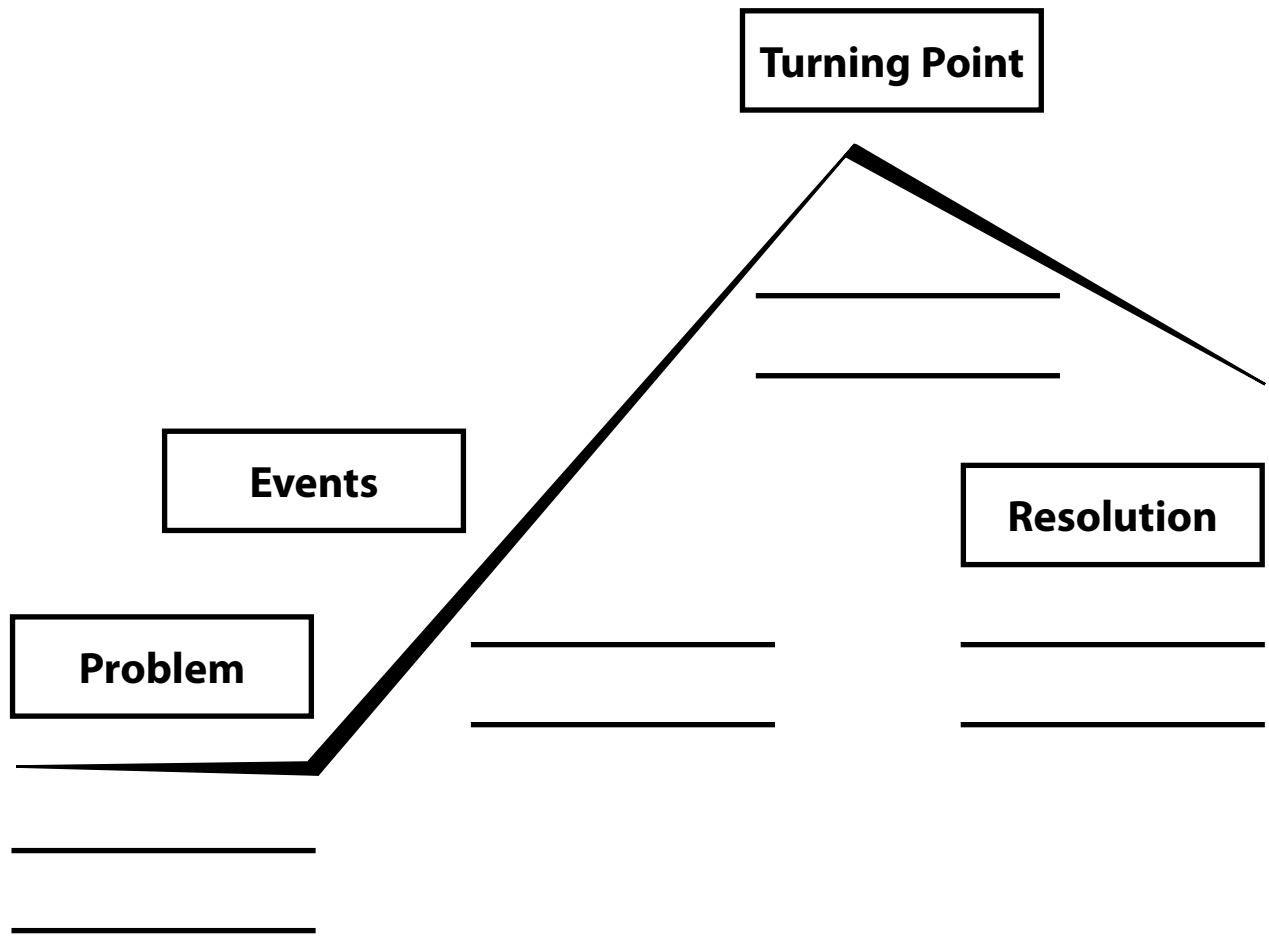
COPY READY

Plot Diagram

Plot

Complete the plot diagram as you read the beginning, middle, and end of the book.

COPY READY



 Use your plot diagram to tell a partner about the book.

Discussion Guide

Food Chain Frenzy PART 1

Review the story words with your group. Then discuss these questions together.

Story Words


absorb

balance

community

series

variety

- 1. Discuss Plot and Setting** How do the different settings in *Food Chain Frenzy* affect the events that take place?
- 2. Analyze Plot** Use these questions and the notes on the plot diagram to help you identify important parts of the story.
 - **Problem** Describe the problem the class must solve.
 - **Events** Tell about two events that are part of the solution to the problem.
 - **Turning Point** Describe when events seem to get even worse for the class.
 - **Resolution** What happens as a result of the bus turning into a snake? (Add this when you have finished reading the book.)
- 3. Determine Importance** Describe why each part of the journey to the museum is important to solving the problem of the story.
- 4.  BIG Question Generalize** How do the different adventures on the trip to the museum show how nature's network works?

Discussion Guide

One Day in the Desert

Review the story words with your group. Then discuss these questions together.

Story Words

adapt

adjust

affect

system

variety

COPY READY

1. **Discuss Plot and Setting** How does the desert setting affect the events of the story?
2. **Analyze Plot** Use these questions and the notes on the plot diagram to help you identify important parts of the story plot.
 - **Problem** Describe the problem the mountain lion must solve. Use details from the story to support your ideas.
 - **Events** Tell about two events caused by the lion trying to solve its problem.
 - **Turning Point** Describe an important event that changes things for all of the characters.
 - **Resolution** How do the events of the story work out for the different characters?
3. **Determine Importance** Describe the important events of the day described in the story. Explain why these events are important.
4. **BIG Question** **Generalize** How does the weather on the day of the story affect everything in nature?

Discussion Guide

Baboon Part 1

Review the story words with your group. Then discuss these questions together.

Story Words


advantage

behavior

benefit

imitate

source

- 1. Discuss Plot and Setting** How does the savannah setting affect the events of the story?
- 2. Analyze Plot** Use these questions and the notes on the plot diagram to help you identify important parts of the story plot.
 - **Problem** Describe the problem Gerry has to solve. Use details from the story to support your ideas.
 - **Events** Tell about two important events in Gerry's life as a baboon. Explain why they are important.
 - **Turning Point** What happens that changes Gerry's place in the baboon troop?
 - **Resolution** How is Gerry's problem solved? (Add this when you have finished reading the book.)
- 3. Determine Importance** Describe the important events in Gerry's journey so far. Explain why they are important.
- 4.  BIG Question Generalize** Explain how Gerry's place in nature changes after the plane crash.

Discussion Guide

Island of the Blue Dolphins Part 1

Review the story words with your group. Then discuss these questions together.

Story Words

determination

rival

secure

task

vow

COPY READY

1. **Discuss Plot and Setting** How does the island setting affect the events of the story?

2. **Analyze Plot** Use these questions and the notes on the plot diagram to help you identify important parts of the story plot.
 - **Problem** Describe the problem Karana faces. Use details from the story to support your ideas.
 - **Events** Tell about two important events that affect Karana's life on the island. Explain why they are important.
 - **Turning Point** Describe what happens that lets Karana hope her problem will be solved.
 - **Resolution** How is Karana's problem solved? (Add this when you have finished reading the book.)

3. **Determine Importance** Describe the important events in Karana's life on the island. Explain why they are important.

4. **BIG Question** **Generalize** What does Karana learn about the living things around her?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Food Chain Frenzy, Part 1
One Day in the Desert
Baboon, Part 1
Island of the Blue Dolphins, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What helps each character learn about the ecosystem?
How do these books help readers learn about ecosystems?
2. How does each author help you understand the plot of the story?
3. **Big Question** What is similar about the way nature is used as part of the plot in each book? What is different? How do the books help the reader understand nature’s network?

Academic Vocabulary

Story Words

Food Chain Frenzy PART 2

absorb (ub-zorb) *verb*

To **absorb** something is to take it in and hold it. *As sponges **absorb** water, they become wet.*

balance (ba-luns) *noun*

When things are in **balance**, they are even. *There is a perfect **balance** of rain and sun for the garden to grow.*

community (ku-myü-nu-tē) *noun*

A **community** is a group that works together. *The **community** worked together to build a playground for the town.*

series (sir-ēz) *noun*

A **series** is a group of things in a particular order. *This is the third game in a **series** of five games.*

variety (vu-rī-u-tē) *noun*

When you have a **variety** of things, you have a lot of different things. *There is a **variety** of fruits at the store.*

One Day in the Prairie

attract (u-trakt) *verb*

When you **attract** something, you make it come to you. *The whistle will **attract** their attention better than waving.*

community (ku-myü-nu-tē) *noun*

A **community** is a group that works together. *The animals and plants in the prairie **community** depend on each other.*

defeat (di-fēt) *noun*

When you admit **defeat**, you admit that you lost. *The other team had to admit **defeat** when our team scored more points.*

resource (rē-sors) *noun*

A **resource** is something that you can use. *Oil is a natural **resource** people use all the time.*

vision (vi-zhun) *noun*

Your **vision** is your ability to see. *Because his **vision** was really good, he didn't need to wear glasses.*

Baboon PART 2

advantage (ud-van-tij) *noun*

An **advantage** is something that helps you. *Being really fast is an **advantage** in track and field sports.*

behavior (bi-hā-vyur) *noun*

Your **behavior** is the way you act or what you do. *He won a medal for bravery because of his heroic **behavior** in the fire.*

benefit (be-nu-fit) *noun*

A **benefit** is something that is helpful. *One **benefit** of practicing hard is that it helps the team play better.*

imitate (i-mu-tāt) *verb*

When you **imitate** something, you try to copy it. *My little brother likes to copy, or **imitate**, the way I talk.*

source (sors) *noun*

The **source** is the beginning or cause of something. *The **source**, or cause, of the noise is the television in the den.*

Island of the Blue

Dolphins PART 2

determination (di-tur-mu-nā-shun) *noun*

When you have **determination**, you have strength of will. *My **determination** to win made me practice hard every day.*

rival (rī-vul) *noun*

A **rival** is an opponent or enemy. *Our biggest **rival** in the soccer league is the Cardinals from across town.*

secure (si-kyur) *adjective*

To feel **secure** is to feel safe. *I feel safe, or **secure**, when my big sister babysits instead of Tina.*

task (task) *noun*

A **task** is a job. *My first job, or **task**, is to sweep the floor.*

vow (vahw) *verb*

To **vow** is to promise. *I **vow** to get an A on the math text.*

Name _____ Date _____

Double-Entry Log

Science Concepts

Use the double-entry log to take notes about your book as you read.

Science Concept	Story Detail

COPY READY

 Use your double-entry log to tell a partner about the book.

Discussion Guide

Food Chain Frenzy PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

absorb


balance

community

series

variety

COPY READY

- 1. Analyze Setting** Explain why the settings of *Food Chain Frenzy* are so important to the story.
- 2. Explain Science Concepts** Use the notes on the double-entry log to help you identify important science concepts in the story.
 - **Concept** Explain one of the science concepts the class learns about on their field trip.
 - **Story Events** Explain what happens in the story that helps the class understand that concept.
- 3. Determine Importance** Summarize *Food Chain Frenzy*. Tell only the important information from the story.
- 4.  BIG Question Generalize** What does the class learn about nature's network on their field trip?

Discussion Guide

One Day in the Prairie

Review the story words with your group. Then discuss these questions together.

Story Words


attract

community

defeat

resource

vision

- 1. Analyze Setting** Why is the setting of *One Day in the Prairie* important to the story?
- 2. Explain Science Concepts** Use the notes on the double-entry log to help you identify important science concepts in the story.
 - **Concept** Explain one of the science concepts Henry learns during his day on the prairie.
 - **Story Events** What happens in the story that helped Henry understand the concept?
- 3. Determine Importance** Summarize *One Day in the Prairie*. Tell only the important information from the story.
- 4.  BIG Question Generalize** What does Henry learn about nature's network on his day in the prairie?

Discussion Guide

Baboon PART 2

Review the story words with your group. Then discuss these questions together.

Story Words


advantage

behavior

benefit

imitate

source

- 1. Analyze Setting** Why is the setting in *Baboon* so important to the story?
- 2. Explain Science Concepts** Use the notes on the double-entry log to help you identify important science concepts in the story.
 - **Concept** Explain one of the science concepts Gerry learns about in his time as a baboon.
 - **Story Events** What happens in the story that helped him understand the science concept you chose?
- 3. Determine Importance** Summarize *Baboon*. Tell only the important details from the story.
- 4.  BIG Question Generalize** What does Gerry learn about nature's network during his adventure?

Discussion Guide

Island of the Blue Dolphins PART 2

Review the story words with your group. Then discuss these questions together.

Story Words


determination

rival

secure

task

vow

- 1. Analyze Setting** Why are the settings in *Island of the Blue Dolphins* so important to the story?
- 2. Explain Science Concepts** Use the notes on the double-entry log to help you identify important science concepts in the story.
 - **Concept** Explain one of the science concepts Karana learns about in her time alone on the island.
 - **Story Events** Explain what happens in the story that helped her understand the science concept you chose.
- 3. Determine Importance** Summarize *Island of the Blue Dolphins*. Tell only the important details from the story.
- 4.  BIG Question Generalize** What does Karana learn about nature's network during her time on the island?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Food Chain Frenzy, Part 2
One Day in the Prairie
Baboon, Part 2
Island of the Blue Dolphins, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the different characters interact with the ecosystem?
2. What is different about the different settings in the books?
What is alike?
3. **BIG Question** How does each book illustrate nature's network?

COPY READY

Academic Vocabulary

Story Words

Learning about Ocean Animals

attach (u-tach) *verb*

To **attach** to something is to connect to it. *Attach the light to the handlebars of your bike with duct tape.*

attract (u-trakt) *verb*

When you **attract** something, you make it come to you. *The light will attract the moths, and they will fly to it.*

challenge (cha-lunj) *noun*

A **challenge** is something that is hard to do. *It is a challenge to dive deep in the ocean.*

goal (gōl) *noun*

A **goal** is something that you want to do. *Our goal is to win the baseball game.*

improve (im-pruiv) *verb*

To **improve** something is to make it better. *You can improve your playing by practicing more.*

The Oceans Around Us

arrangement (u-rānj-munt) *noun*

An **arrangement** is a plan. *The arrangement is that I start the relay race and then you finish it.*

balance (ba-luns) *noun*

When things are in **balance**, they are even. *It is healthy to have a balance of schoolwork and free time.*

provide (pru-vid) *verb*

To **provide** is to give or supply something. *Tina will provide the food for the party, and Tim will provide the drinks.*

region (rē-jun) *noun*

A **region** is an area. *They would travel in the eastern region of the ocean first and then move to the northern region.*

valuable (val-yu-bul) *adjective*

Something that is **valuable** is worth a lot. *Gold is a valuable mineral that costs a lot of money to buy.*

Sylvia Earle: Protecting the Seas

depth (depth) *noun*

The **depth** of something is how far down in the earth or water it is. *The depth of the pool was just 3 feet.*

descent (di-sent) *noun*

Your **descent** is your movement downward. *She wanted her movement downward, or descent, to be very slow.*

pressure (pre-shur) *noun*

When one thing pushes against another, it makes **pressure**. *Pressure from the heavy books made the shelf break.*

sustainable (su-stā-nu-bul) *adjective*

If something is **sustainable**, it can be kept alive. *Trees are sustainable resources because they can continue to grow.*

witness (wit-nus) *verb*

To **witness** something is to see it. *I did not witness the accident, so I do not know who was driving the car.*

An Ocean Food Chain

attract (u-trakt) *verb*

When you **attract** something, you make it come to you. *The sweet fruit will attract ants if you don't cover it.*

capability (kā-pu-bi-lu-tē) *noun*

A **capability** is an ability or strength. *She has the capability of being the best ball player on the team.*

physical (fi-zi-kul) *adjective*

Physical things have to do with the body. *His physical strength grew the more he worked out with weights.*

pressure (pre-shur) *noun*

When one thing pushes against another, it makes **pressure**. *There is too much water pressure to swim in the deepest parts of the ocean.*

territory (ter-u-tor-ē) *noun*

A **territory** is an area. *They explored the northwest territory, or area, of the country before they moved on to the southwest territory.*

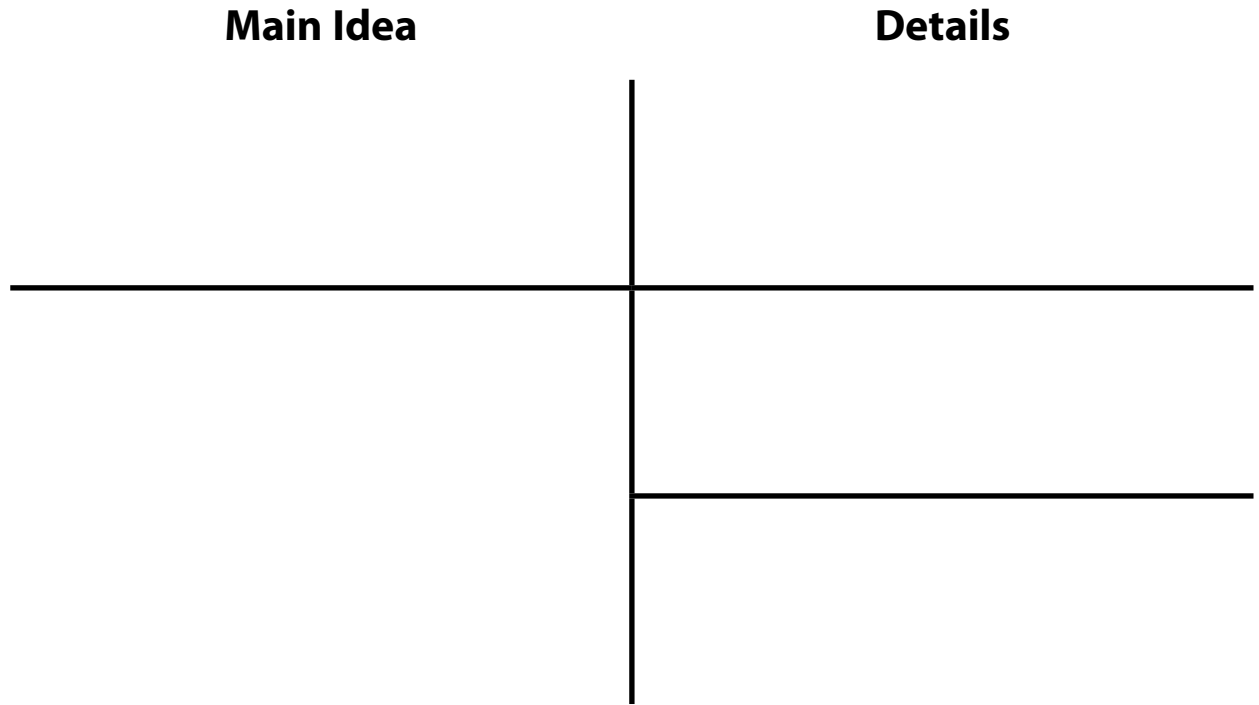
COPY READY

Tree Diagram

Main Idea and Details

Use the tree diagram to take notes about your book as you read. Write the main idea on the main idea line. Write details on the details lines.

COPY READY



 Use your tree diagram to tell a partner about the book.

Discussion Guide

Learning about Ocean Animals

Review the story words with your group. Then discuss these questions together.

Story Words


attach

attract

challenge

goal

improve

- 1. Discuss Main Idea** What is the introduction of *Learning about Ocean Animals* mostly about?
- 2. Identify Main Idea and Details** Use these questions and the notes on the tree diagram to help you summarize the book.
 - **Main Idea** In your own words, what is the main point, or main idea, of the book? Now give the main idea of a chapter or section of the book.
 - **Details** For each main idea, recall two important details that give more information about it.
- 3. Determine Importance** Look at the title of the book. Turn the title into a question to help you identify important details. Then state the answer to the question as a main idea.
- 4.  BIG Question Generalize** How does learning about ocean animals help us understand nature's network?

Discussion Guide

The Oceans Around Us

Review the story words with your group. Then discuss these questions together.

Story Words

arrangement


balance

provide

region

valuable

COPY READY

- 1. Discuss Main Idea** What main point, or main idea, does the author make about oceans?
- 2. Identify Main Idea and Details** Use these questions and the notes on the tree diagram to help you identify important parts of the selection.
 - **Main Idea** What is the most important idea of Chapter 1? What other chapters can you summarize?
 - **Details** For each chapter, tell two important details that support the main idea.
- 3. Determine Importance** Look at the title of the book. Turn the title into a question to help you identify important details. Then state the answer to the question as a main idea.
- 4.  BIG Question Generalize** How do the oceans fit into nature's network?

Discussion Guide

Sylvia Earle: Protecting the Seas

Review the story words with your group. Then discuss these questions together.

Story Words


depth

descent

pressure

sustainable

witness

- 1. Discuss Main Idea** What main point, or main idea, does the author communicate about Sylvia Earle in this book?
- 2. Identify Main Idea and Details** Use these questions and the notes on the tree diagram to help you identify important information in the selection.
 - **Main Idea** What is the most important idea of each chapter?
 - **Details** For each chapter, tell two important details that support the main idea.
- 3. Determine Importance** Look at the title of the book. Turn the title into a question to help you identify important details. Then state the answer to the question as a main idea.
- 4.  BIG Question Generalize** How can learning about the deep seas help you respect nature's network?

Discussion Guide

An Ocean Food Chain

Review the story words with your group. Then discuss these questions together.

Story Words

attract


capability

physical

pressure

territory

COPY READY

- 1. Discuss Main Idea** What main point, or main idea, does the author make about food chains in this book?
- 2. Identify Main Idea and Details** Use these questions and the notes on the tree diagram to help you identify important information in the selection.
 - **Main Idea** This book has sections on many parts of the food chain. For example, the section on salmon begins on pages 22–23 and concludes on page 27. What is the main idea of this section?
 - **Details** Give at least three important details that support the main idea of that section.
- 3. Determine Importance** Look at the title of the book. Turn the title into a question to help you identify important details. Then state the answer to the question as a main idea.
- 4.  BIG Question Generalize** How does learning about ocean food chains help us understand nature's network?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Learning about Ocean Animals
The Oceans Around Us
Sylvia Earle: Protecting the Seas
An Ocean Food Chain

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does each book give new information about ocean exploration?
2. How do the titles of the books and the chapter titles help you understand the main idea of each book?
3. **BIG Question** Based on all these books, how does the ocean fit into nature’s network?

Academic Vocabulary

Story Words

COPY READY

Exploring Tide Pools

adapt (u-dapt) *verb*

To **adapt** means to change the way you do something. *I adapt to the noise by wearing earplugs.*

collect (ku-lekt) *verb*

When you **collect** things, you gather them up in one place. *I collect shells every time I go to the beach.*

explore (ik-splor) *verb*

To **explore** means to go somewhere to learn about people or things. *We will explore our new house to learn all about it.*

protection (pru-tek-shun) *noun*

Something that gives you **protection** helps you stay safe. *The strong building gave us protection from the storm.*

survive (sur-viv) *verb*

If you **survive**, you stay alive. *They were lucky to survive, or stay alive, through the flood.*

The Ocean Biome

affect (a-fekt) *verb*

To **affect** is to alter or change. *The oil spill will affect the ocean animals in the area for a long time.*

attract (u-trakt) *verb*

When you **attract** something, you make it come to you. *The story will attract the attention of people all over the world.*

connect (ku-nekt) *verb*

When you **connect** things, you join or bind them together. *He will use string to connect the balloons to the present.*

rely (ri-li) *verb*

If you **rely** on something, you need it. *I rely on my car to get to work.*

section (sek-shun) *noun*

A **section** is a part or a piece of something bigger. *We sat on the section of the floor that is painted red.*

Greenland's Ocean Region

affect (a-fekt) *verb*

To **affect** is to alter or change. *The heavy traffic will affect when we get to the park.*

convention (kun-ven-shun) *noun*

A **convention** is a contract or an agreement between people. *The state signed a convention to make more parks in the next ten years.*

product (prah-dukt) *noun*

A **product** is something that is produced, or made, such as clothes. *Wool is used to make coats, hats, and other products for sale.*

quality (kwah-lu-tē) *noun*

A **quality** is something that is part of or particular to something. *His best quality is his kindness to others.*

symbol (sim-bul) *noun*

A **symbol** is something that stands for something else. *The bald eagle is a symbol of the United States.*

Life in the Oceans

foundation (fahwn-dā-shun) *noun*

The **foundation** of something is the base or support that holds it up. *The foundation, or base, of the building must be strong to support the building.*

provide (pru-vid) *verb*

To **provide** is to give or supply something. *The blankets will provide warmth on a cold night.*

rely (ri-li) *verb*

If you **rely** on something, you need it. *I rely on the phone to keep in touch with my family.*

structure (struk-chur) *noun*

The **structure** of something is the way it is arranged or organized. *The structure, or organization, of the club includes a president, a vice president, and a secretary.*

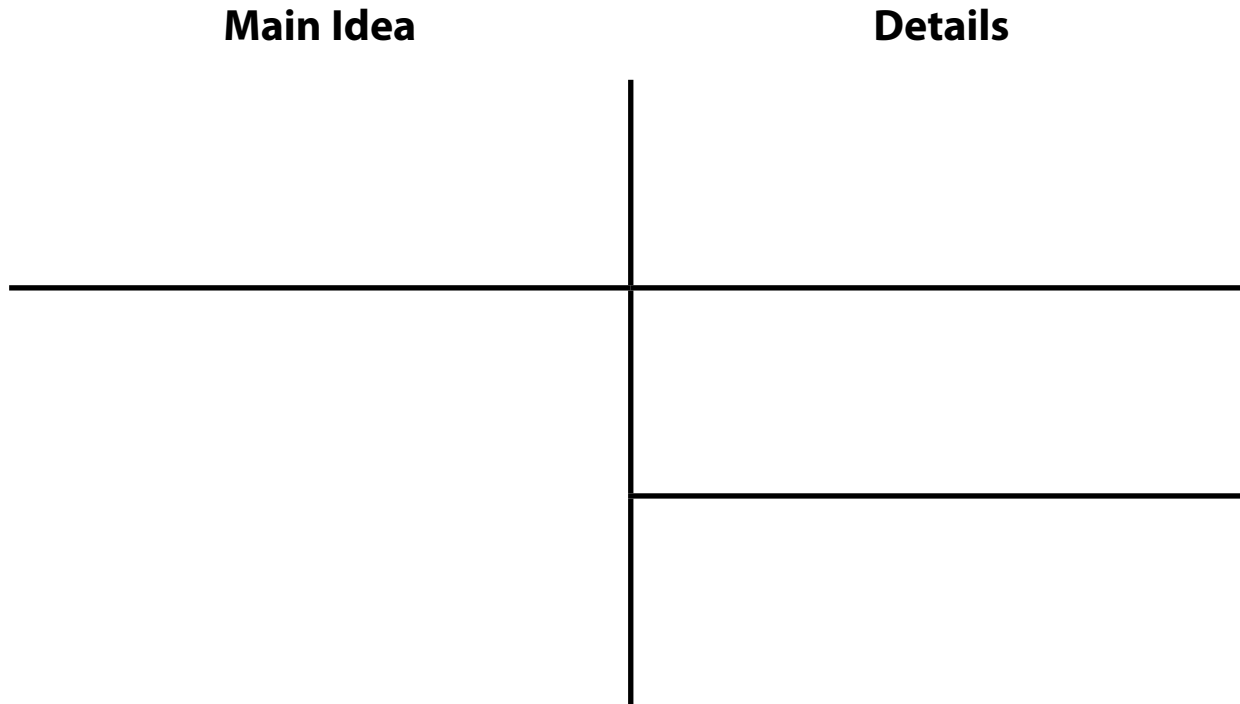
territory (ter-u-tor-ē) *noun*

A **territory** is an area. *We traveled slowly because the territory was rough and had no roads.*

Tree Diagram

Main Idea and Details

Use the tree diagram to take notes about your book as you read. Write the main idea on the main idea line. Write details on the details lines.



COPY READY

 Use your tree diagram to tell a partner about the book.

Discussion Guide

Exploring Tide Pools

Review the story words with your group. Then discuss these questions together.

Story Words

adapt


collect

explore

protection

survive

COPY READY

- 1. Identify Supporting Details** Tide pools are home to many plants and animals. What details from the book support this idea?
- 2. Identify Main Idea and Details** Use the notes on the tree diagram to help you track main ideas and details in the book.
 - **Main Idea** Reread “Survival in a Tide Pool” on pages 18–21. Then state the main idea of this section.
 - **Details** Give three details that support the main idea of “Survival in a Tide Pool.”
- 3. Determine Importance** Summarize the important ideas in *Exploring Tide Pools*.
- 4.  BIG Question Generalize** What can one small tide pool show you about nature’s network?

Discussion Guide

Greenland's Ocean Region

Review the story words with your group. Then discuss these questions together.

Story Words

affect

convention

product

quality

symbol

- 1. Identify Supporting Details** Ocean resources are important to the people of Greenland. What details from the book support this idea?
- 2. Identify Main Idea and Details** Use the notes on the tree diagram to help you identify main ideas and details from the book.
 - **Main Idea** Reread "Saving Greenland's Ocean Region" on pages 21–26. What is the main idea of this section?
 - **Details** List at least three details that support the main idea of "Saving Greenland's Ocean Region."
- 3. Determine Importance** Summarize the important ideas in *Greenland's Ocean Region*.
- 4. BIG Question Generalize** What can you learn about nature's network from *Greenland's Ocean Region*?

Discussion Guide

The Ocean Biome

Review the story words with your group. Then discuss these questions together.

Story Words

affect

attract

connect

rely

section

COPY READY

- 1. Identify Supporting Details** Marine animals survive in the ocean because they are adapted to life in water. What details from the book support this idea?
- 2. Identify Main Idea and Details** Use the notes on the tree diagram to help you track main ideas and details in the book.
 - **Main Idea** What main idea does the book express about the way light affects one set of ocean zones?
 - **Details** Give three details that give important information about this main idea.
- 3. Determine Importance** Summarize the important ideas in *The Ocean Biome*.
- 4. ? BIG Question Generalize** What part does the ocean biome play in nature's network?

Discussion Guide

Life in the Oceans

Review the story words with your group. Then discuss these questions together.

Story Words


foundation

provide

rely

structure

territory

- 1. Identify Supporting Details** Plants, animals, and people depend on the oceans. What details from the book support this main idea?
- 2. Identify Main Idea and Details** Use the notes on the tree diagram to help you identify main ideas and details from the book.
 - **Main Idea** What main idea in the book shows what most people are starting to realize about oceans?
 - **Details** Give three details that support this main idea.
- 3. Determine Importance** Summarize the important ideas in *Life in the Oceans*.
- 4.  BIG Question Generalize** How does *Life in the Oceans* show how nature's network works?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Exploring Tide Pools
Greenland's Ocean Region
The Ocean Biome
Life in the Oceans

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books help readers understand ocean life?
2. How does each author help you determine what is important about ocean life?
3. **Big Question** How do each of these books help the reader better understand nature's network?

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 3

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

- Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

Reading Strategy Rubrics			
Plan and Monitor 4 3 2 1	Ask Questions 4 3 2 1	Determine Importance (Unit Focus) 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> 	
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book.	Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	Asks relevant questions and looks for answers to clarify confusion or understand the text.	Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.
2	Sometimes previews and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.	Asks only literal questions.	Attempts to identify and summarize important ideas, but is inaccurate.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not ask questions or asks irrelevant questions.	Cannot identify an important idea.

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 3

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)?
<p>4</p> <p>Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.</p>	<p>Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding.</p>	<p>Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.</p>	<p>Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.</p>
<p>3</p> <p>Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.</p>	<p>Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.</p>	<p>Describes multi-sensory mental images and goes beyond the literal text.</p>	<p>Combines some information from the text to draw basic conclusions or make limited generalizations.</p>
<p>2</p> <p>Makes inferences that are inaccurate or unsubstantiated.</p>	<p>Attempts to make connections, but the connections are not relevant to understanding the text.</p>	<p>Describes few mental images directly related to text descriptions or pictures.</p>	<p>Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.</p>
<p>1</p> <p>Does not attempt to make inferences.</p>	<p>Does not make connections with the text.</p>	<p>Does not describe mental images related to the text.</p>	<p>Does not draw a conclusion or make a generalization about the text.</p>

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,

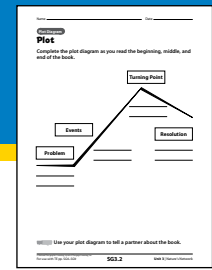
- I stopped to think about its meaning.
- I looked for clues to its meaning.
- I checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

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! ☆ ☆ ☆ ☆ ☆

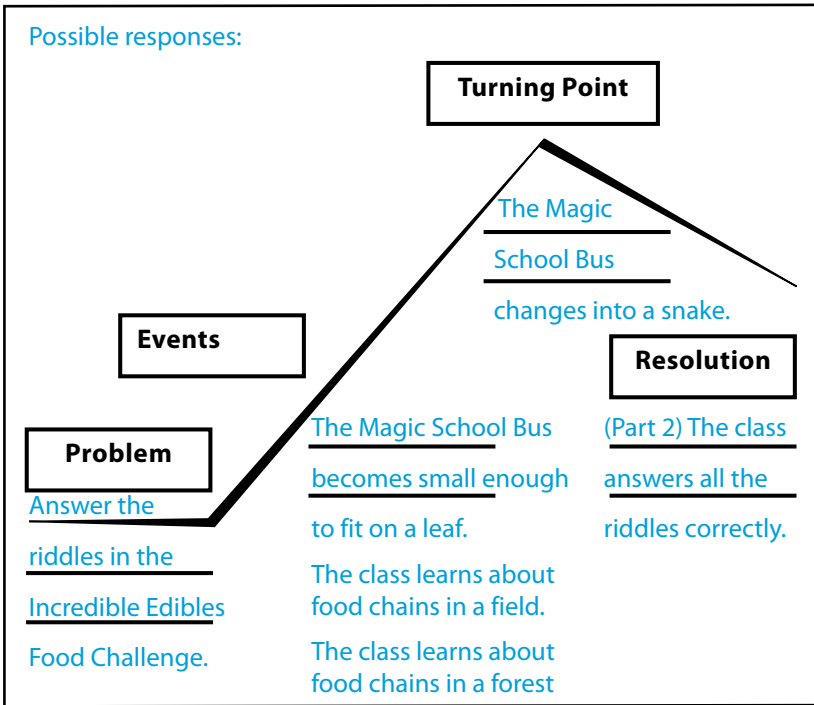
I would like to read other books: about this topic by this author



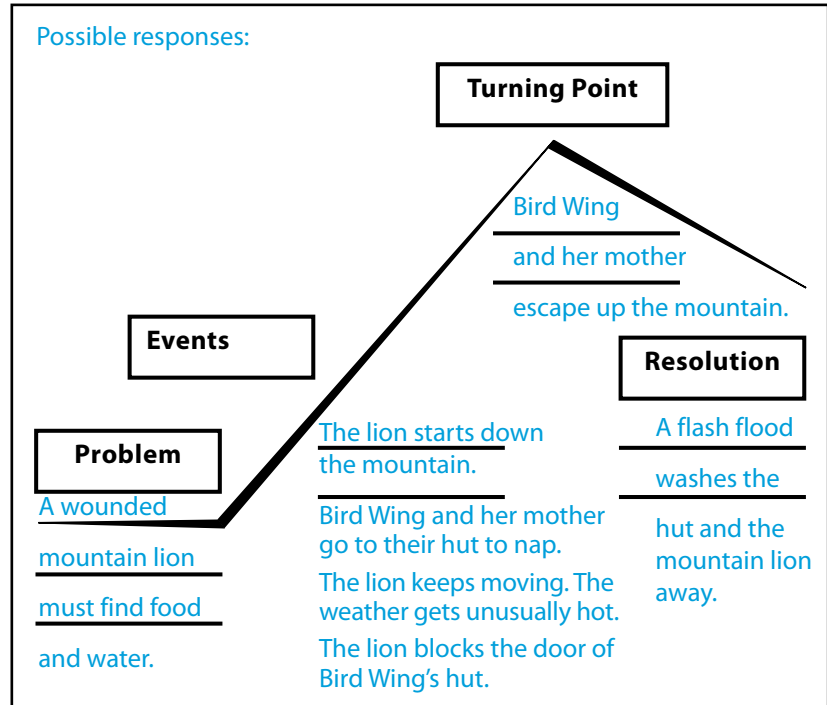
Practice Master SG3.2

Plot Diagram Practice Master SG3.2

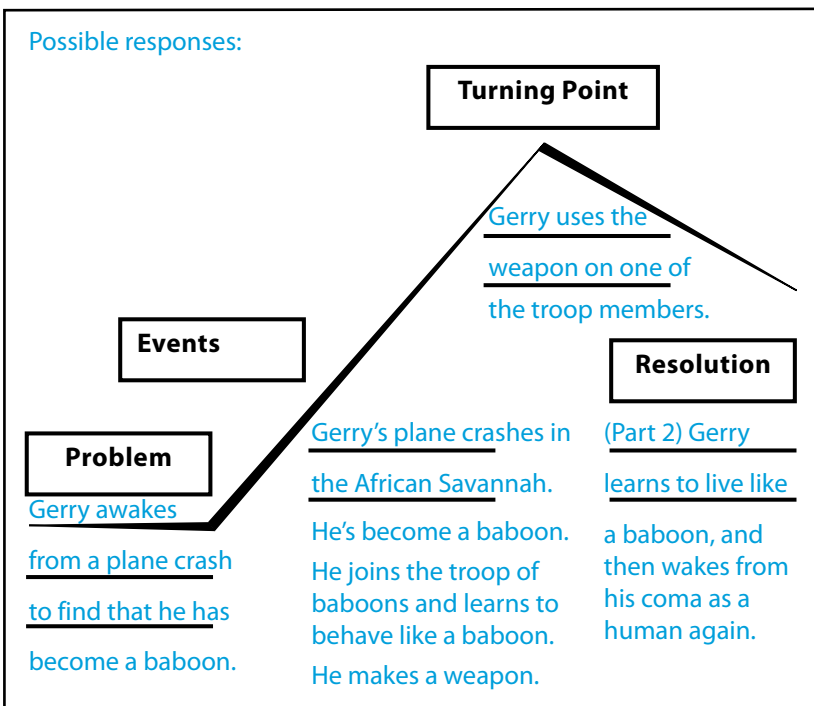
BL Food Chain Frenzy*



BL One Day in the Desert

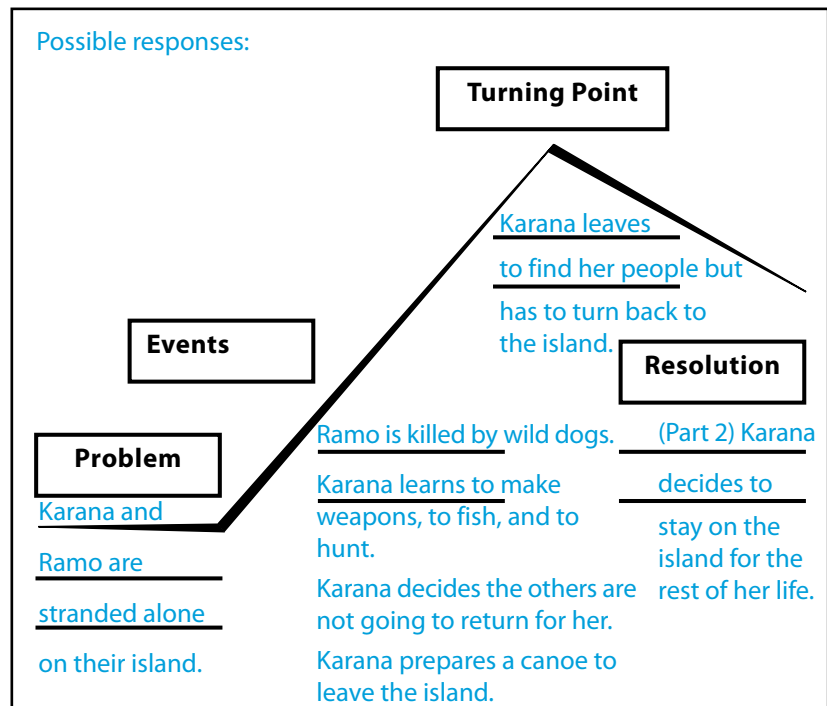


OL Baboon*



* Possible responses for Part 1 and Part 2 of the book are shown.

AL Island of the Blue Dolphins*



* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL Food Chain Frenzy PART 1

Practice Master SG3.3

1. **Discuss Plot and Setting** Each setting shows a different part of the food chain in action. Each different setting means the characters have to change the way they act.
2. **Analyze Plot**
 - **Problem** The class has to complete the riddles in the Incredible Edibles Science Challenge.
 - **Events** (Encourage students to find each part of the story in which the class seems to be in danger. At these points in the story, they learn facts about the food chain.)
 - **Turning Point** The Magic School Bus turns into a snake with the class inside it. Many predators eat snakes.
 - **Resolution** (Part 2) The bus is taken up by a hawk and they fly away. They are dropped into another ecosystem away from the field and forest.
3. **Determine Importance** Each part of the story showed them part of the food chain and a new answer for a riddle.
4. **Generalize** The food chain is an important part of nature's network. The adventures showed how it works.

OL Baboon PART 1

Practice Master SG3.5

1. **Discuss Plot and Setting** The baboons act as they do because of where they can find food and be safe in the savannah.
2. **Analyze Plot**
 - **Problem** Gerry must learn to live as a baboon. He doesn't go with the troop and is almost killed by a leopard on the first night. Not knowing what baboons eat, he is hungry.
 - **Events** (Encourage students to relate the events that show that Gerry is learning to survive as a baboon.)
 - **Turning Point** Gerry makes a weapon. The baboons don't know anything about weapons. Gerry uses the weapon to fight the baboon that has always bullied him.
 - **Resolution** (Part 2) After learning to live as a baboon, Gerry wakes from his coma and is human again.
3. **Determine Importance** Gerry's plane crashes and he wakes up as a baboon. He follows the other baboons to learn how they live and eat.
4. **Generalize** (Encourage students to think about their place in nature and the animals' places in nature. How are they alike and different?)

Connect Across Texts Practice Master SG3.7

1. All of the characters learn to survive in extreme conditions. They learn what it takes to survive. As you read the problems and adventures of the characters, you learn about the ecosystem along with the characters.
2. The main events and facts about nature's network are important to remember.

BL One Day in the Desert

Practice Master SG3.4

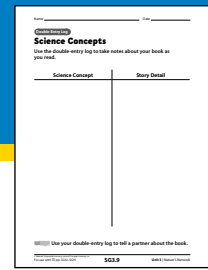
1. **Discuss Plot and Setting** The heat and the flash floods that happen in the desert make the animals act the way they do.
2. **Analyze Plot**
 - **Problem** The lion must figure out how to get food and water even though he is weak and can't hunt.
 - **Events** The peccaries are chased out of their resting place. Bird and her mother have to leave their hut.
 - **Turning Point** The storm causes a flash flood that washes away many of the animals and the hut.
 - **Resolution** The peccaries move away from the lion. Bird Wing and her mother leave the hut. The lion does not live through the flood.
3. **Determine Importance** The heat makes the animals act differently than they usually do. The lion's injury makes him behave differently. The storm cools things off, but it causes a flood that washes away many animals.
4. **Generalize** Some animals die because of the heat. Some animals and plants die because of the storm and the flood. All the animals try to stay safe from the heat and the storm.

AL Island of the Blue Dolphins PART 1

Practice Master SG3.6

1. **Discuss Plot and Setting** Because the setting is an island, Karana can't leave on her own. She must depend on the sea for food.
2. **Analyze Plot**
 - **Problem** Karana has to learn to survive on her own—hunt for her food, make her clothes, and defend herself from wild animals.
 - **Events** (Encourage students to recall those events that change Karana's life, such as the death of her father and her decision to leave the ship to save her brother.)
 - **Turning Point** Karana takes a canoe and tries to find where her people have gone.
 - **Resolution** (Part 2) She can't follow the others. She stops waiting to be rescued and learns how to hunt, fish, and make weapons to survive.
3. **Determine Importance** She takes care of her brother until he sneaks off in the night. When the dogs kill him, she is alone. She learns to make weapons and to hunt. She makes a new home for herself.
4. **Generalize** She found out that all of the living things were important and that she should respect them.

3. Each book shows how the characters learn about nature, and each is set in a different environment. The books show how all the different plants, animals, and environments are part of nature's network.



Practice Master SG3.9

Double-Entry Log Practice Master SG3.9

BL Food Chain Frenzy*

Science Concept	Story Detail
Possible responses: food chain	The class eats lunch. Humans get their food from all parts of the food chain.
chlorophyll and photosynthesis	The bus rides a sunbeam and puts the class down inside a clover leaf.
food makers and food eaters	The bus is shaken from a rabbit and onto the field. The plants are the food makers, and the rabbit and grasshopper are food eaters.
energy transfer	The plants transfer energy to the rabbit and grasshopper.
herbivores	The rabbit and grasshopper eat only plants.
omnivores	The mouse ate the grasshopper. The snake ate the mouse.
food web	The bus turns into a snake and slithers into the forest.

BL One Day in the Prairie

Science Concept	Story Detail
Possible responses: prairie animals	The beginning of the story describes the setting. There are buffalo, killdeer, birds, and beetles.
Coming storms make animals nervous.	The buffalo butt the air and paw the ground because they are nervous.
The prairie dog is prey for most other animals on the prairie.	The prairie dog comes out of his tunnel to look around.
Prairie dogs do back flips to warn of danger.	Red Dog whistles and does a back flip to warn about the eagle.
Eagles eat prairie dogs and jackrabbits.	The prairie dogs were warned, so the eagle caught a jackrabbit.
In the first days of a buffalo calf's life, the father takes charge of it.	The boss buffalo pushes a calf into the center of the ring of buffalo.
Animals head for lowlands for protection in tornados.	The elk goes to the lowlands and the buffalo wants to follow.
Tarantula wasps lay their eggs in a paralyzed tarantula.	The tarantula comes out in the day and the wasp stings him.

OL Baboon*

Science Concept	Story Detail
Possible responses: Baboons don't spend the night on the ground.	Gerry climbs the acacia tree to spend the first night.
Baboons scream to warn of danger.	Gerry screamed when the leopard started coming toward him.
Baboons travel in troops for safety.	Gerry sets off to find the troop his parents were studying.
Lions and hyenas hunt baboons.	Gerry was worried when he was in the open.
Baboons eat a huge variety of food.	Gerry tries to learn what the baboons are eating by watching them.
There is a pecking order in the troop of baboons.	When they were looking for food, the animals ate and moved in the order of their place in the troop.
Wildfire races across the savanna.	Gerry sets a fire to save the troop, but the fire gets out of control with all the grass to feed it.
Leopards hunt baboons.	Gerry is killed by a leopard.

AL Island of the Blue Dolphins*

Science Concept	Story Detail
Possible responses: Roots that can be eaten grow on the island.	Karana and Ramo are gathering roots when the hunters come.
Sea otters live around the island.	The hunters came for sea otters.
Dolphins live in the seas around the island.	Karana describes the shape of the island and talks about the dolphin.
Killer whales prey on white bass.	One of the children sees the bass while collecting shellfish.
Sea otters look something like seals but are different.	Karana describes the otters the hunters are after.
Gulls and wild dogs eat abalones.	Ramo is given the job of guarding the abalone.
The people of this island depend on rain for fresh water.	After a fairly dry rainy season, they had to ration the water.

* 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 Food Chain Frenzy PART 2

Practice Master SG3.10

1. **Analyze Setting** (Encourage students to relate parts of the food chain to details about each setting.)
2. **Explain Science Concepts**
 - **Concept** (Students can choose and explain any of the following concepts: photosynthesis, osmosis, atoms and molecules, food makers and food eaters, and ecosystems.)
 - **Story Events** (Encourage students to include details from the story plot that help explain the science concept.)
3. **Determine Importance** (Encourage students to include what the class learns about the food chain with each of their adventures.)
4. **Generalize** They learn about food chains and food webs and how they are connected. Food chains and webs are ways that nature is a network of things working together.

OL Baboon PART 2

Practice Master SG3.12

1. **Analyze Setting** The story is about how baboons have adapted to their environment to survive.
2. **Explain Science Concepts**
 - **Concept** Possible responses: Baboons need a troop to be safe; baboons are omnivores that eat a wide variety of food; baboons are prey for lions and leopards; baboons find high places, such as cliffs, to sleep safely.
 - **Story Events** (Encourage students to include all of the story details that help explain the science concept.)
3. **Determine Importance** (Encourage students to include details that explain the way the animals interact with each other, how they deal with predators, and how they deal with the savannah landscape.)
4. **Generalize** (Encourage students to include information about how the animals interact with other animals and the environment, such as trees, food, and weather.)

BL One Day in the Prairie

Practice Master SG3.11

1. **Analyze Setting** The setting is the prairie, so all of the plants and animals are prairie animals. The story is about the prairie ecosystem.
2. **Explain Science Concepts**
 - **Concept** Possible responses: Animals can sense coming storms; animals have ways of warning each other about danger; animals eat other animals.
 - **Story Events** (Encourage students to include enough story details to completely explain the concept they choose.)
3. **Determine Importance** (Encourage students to include what the animals ate and how they reacted to each other and the storm in their summaries.)
4. **Generalize** Henry learns that everything in nature is connected. Animals pay attention to what other animals are doing. Animals can sense weather changes.

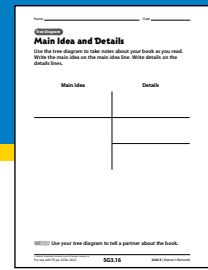
AL Island of the Blue Dolphins PART 2

Practice Master SG3.13

1. **Analyze Setting** The setting is an island, so everything in the story has to do with an island ecosystem and how it works. Because the setting is an island, Karana cannot leave and must learn to survive on her own.
2. **Explain Science Concepts**
 - **Concept** Possible responses: Karana learns that there are no “bad” animals. Each of the animals has its place in the way things work. The rainy season is very important for places without sources of fresh water. The ocean can supply a lot of food.
 - **Story Events** (Encourage students to include all of the important details from the story about the science concept.)
3. **Determine Importance** (Encourage students to include incidents that show Karana’s growing understanding of how nature works and her place in nature, as well as the different animals’ places in nature.)
4. **Generalize** Karana learns that all the different animals and plants are necessary and have their places in nature.

Connect Across Texts Practice Master SG3.14

1. (Encourage students to recognize that unusual circumstances in each story force the characters to interact with the ecosystem in ways they would not usually. In each story, the unusual circumstances help the characters gain a better understanding of the ecosystem.)
2. The main events and facts about nature’s network are important to remember.
3. In each book, the setting is of great importance to what happens in the story. The characters in all the books must learn about their ecosystem in order to survive.



Practice Master SG3.16

Tree Diagram Practice Master SG3.16

BL Learning about Ocean Animals

Main Idea	Details
It is hard to study ocean animals.	Fish swim faster than people or subs.
	It is dark under the water.
	People can't dive as deep as whales and other animals.

Main Idea	Details
Scientists needed new ways to study ocean animals.	A remora gave Greg Marshall an idea.
	He changed a video camera and made it waterproof.
	He figured out a way to attach the camera.

BL The Oceans Around Us

Main Idea	Details
Oceans are big and powerful	There are 330 million cubic miles of ocean.
	Wave energy is strong.
	Sailors once saw a ten-story wave.

Main Idea	Details
Oceans are a lot like the land.	There are rivers or currents in the ocean.
	The ocean floor has valleys and mountains.
	The coral reefs are like cities.

OL Sylvia Earle: Protecting the Seas

Main Idea	Details
Sylvia Earle is a brave ocean explorer.	She dives to the ocean floor in little submarines.
	She set the record for the deepest dive.
	She tests new diving machines.

Main Idea	Details
Sylvia Earle has been interested in oceans most of her life.	As a child, she liked living by the ocean.
	She went on her first dive at age 16.
	She studied ocean plants in college.

AL An Ocean Food Chain

Main Idea	Details
The ocean food chain works the same way as the food chain on land.	Tiny living things are at the bottom of the food chain.
	Small fish, like sardines, eat the plants and animals.
	Bigger fish, like salmon, eat the small fish.
	Even bigger animals, such as sharks and whales, eat the bigger fish and aquatic animals.

Main Idea	Details
Migration is an important part of a salmon's life cycle.	Salmon migrate thousands of miles in order to breed.
	Salmon never turn back when they migrate.
	Salmon clear large obstacles in the water.

Discussion Guides

Analyze Books

BL Learning about Ocean Animals

Practice Master SG3.17

1. **Discuss Main Idea** It is about how scientist Greg Marshall found a way to study the secret lives of ocean animals.
2. **Identify Main Idea and Details**
 - **Main Idea** (Students should note that scientists face special challenges in researching ocean animals.)
 - **Details** (Have students cite specific details about the challenges and scientists' solutions.)
3. **Determine Importance** Possible responses: How did scientists find better ways to learn about ocean animals? Why should we learn about ocean animals? (Have students cite details to answer the question as a main idea.)
4. **Generalize** Ocean animals are an important part of both life in the ocean and life on the land.

BL The Oceans Around Us

Practice Master SG3.18

1. **Discuss Main Idea** Just like land areas, oceans are an important and interesting part of Earth.
2. **Identify Main Idea and Details**
 - **Main Idea** Chapter 1: The ocean is big and powerful. Chapter 2: Oceans are a lot like land. Chapter 3: It is important to protect the ocean.
 - **Details** (Students should cite specific details in the text to support each main idea.)
3. **Determine Importance** Possible responses: What is important about the oceans around us? How are the oceans around us like land? (Have students cite details to answer the question as a main idea.)
4. **Generalize** Oceans cover more of Earth's surface than land and are one of the most important parts of nature's network.

OL Sylvia Earle: Protecting the Seas

Practice Master SG3.19

1. **Discuss Main Idea** Sylvia Earle is a brave scientist who investigates the deep seas in order to protect them.
2. **Identify Main Idea and Details**
 - **Main Idea** Chapter 1: Sylvia Earle has been interested in oceans most of her life. Chapter 2: Every dive to the deep is like a visit to a new world. Chapter 3: As scientists learn about the ocean, they want to protect it.
 - **Details** (Students should cite specific details in the text to support each main idea.)
3. **Determine Importance** Possible responses: How is Sylvia Earle protecting the seas? Why is Sylvia Earle protecting the seas? (Have students cite details to answer the question as a main idea.)
4. **Generalize** The more you learn and care about the deep seas, the more you may want to protect them.

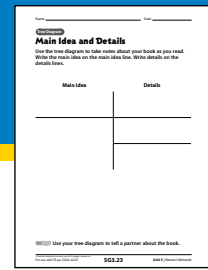
AL An Ocean Food Chain

Practice Master SG3.20

1. **Discuss Main Idea** Earth's five oceans have numerous food chains, including tiny plankton and great whales.
2. **Identify Main Idea and Details**
 - **Main Idea** Migration is an important part of a salmon's life cycle.
 - **Details** Salmon migrate thousands of miles in order to breed; salmon never turn back when they migrate; salmon clear large obstacles in the water; salmon die after they migrate.
3. **Determine Importance** Possible responses: What is an example of an ocean food chain? How is an ocean food chain like a food chain on land? (Have students cite details to answer the question as a main idea.)
4. **Generalize** They show how networks of plants and animals in the oceans depend on each other to survive.

Connect Across Texts Practice Master SG3.21

1. *Learning about Ocean Animals* reports on an invention for exploring oceans. *The Oceans Around Us* tells what you might see on an exploration. *Sylvia Earle: Protecting the Seas* tells about an ocean explorer. *An Ocean Food Chain* focuses on food webs.
2. Possible response: The titles of the books say what the book will be about. The chapter titles are important ideas that help explain parts of the big idea of the book
3. The books show that the ocean is the biggest part of nature's network and has numerous food chains. To learn more about nature's network, scientists are using inventions to explore the ocean in more depth.



Practice Master SG3.23

Tree Diagram Practice Master SG3.23

BL Exploring Tide Pools

Main Idea	Details
Possible response: Animals live in tide pools	Possible responses: Sea stars and sea anemones live in tide pools. Barnacles live in tide pools. Crabs live in tide pools.
Possible response: Tide pools are full of life.	Possible responses: Animals such as barnacles live in tide pools. Plants like kelp live in tide pools. The plants and animals in tide pools depend on each other.

BL Greenland's Ocean Region

Main Idea	Details
Possible response: Greenland's ocean region provides many natural resources.	Possible responses: Fish like haddock and salmon come from Greenland. Seals and whales come from the oceans near Greenland. Shellfish like shrimp and prawns come from the oceans near Greenland.
Possible response: Pollution is a major problem in the ocean around Greenland.	Possible responses: Chemicals from industries get into the water. Chemicals from mines get into the water. Oil spills cover the animals in oil.

OL The Ocean Biome

Main Idea	Details
Possible response: The ocean biome is the largest part of the water biomes.	Possible responses: There are five oceans. There are many different ecosystems in the ocean biome. There are many different habitats in the ocean biome.
Possible response: The ocean biome is divided into zones.	Possible responses: Some zones are based on the depth of the water. Some zones are based on how far things are from shore. Different types of plants and animals live in each of the zones.

AL Life in the Oceans

Main Idea	Details
Possible response: The oceans are always moving.	Possible responses: Currents move in predictable ways. The tides rise and fall. Waves move along the top of the water.
Possible response: A huge number of animals live in the oceans.	Possible responses: Sharks and other fish live here. Octopuses and sting rays live here. Sponges live here.

Discussion Guides

Analyze Books

BL Exploring Tide Pools

Practice Master SG3.24

1. **Identify Supporting Details** (Student responses should cite specific plants and animals described in the text.)
2. **Identify Main Idea and Details**
 - **Main Idea** It is not easy to survive in a tide pool.
 - **Details** Living things have to adapt quickly; they hang on tightly; they protect themselves from storms; they trap water when the tide is low.
3. **Determine Importance** (Summaries should include the idea that tide pools are communities of plants and animals that need the same things as living things in bigger environments.)
4. **Generalize** Even the smallest communities of living things are a part of nature's network.

BL Greenland's Ocean Region

Practice Master SG3.25

1. **Identify Supporting Details** Ocean resources, such as fish and oil, help support the people of Greenland.
2. **Identify Main Idea and Details**
 - **Main Idea** There are many causes of the pollution problem in Greenland's ocean region.
 - **Details** Waste chemicals from industries end up in the ocean; waste materials from mining end up in the ocean; oil spills have added to the pollution.
3. **Determine Importance** (Summaries should tell why Greenland's oceans are an important resource, how pollution harms them, and what solutions can save them.)
4. **Generalize** Pollution threatens nature's network, but people can help save it.

OL The Ocean Biome

Practice Master SG3.26

1. **Identify Supporting Details** Marine animals get oxygen with their skin, gills, or lungs. Most marine animals' bodies are adapted to moving in water. Non-swimming marine animals trap food and use camouflage to hide from predators.
2. **Identify Main Idea and Details**
 - **Main Idea** Some ocean zones are named for the amount of sunlight they receive.
 - **Details** Examples: In the sunlight zone, water varies in temperature; in the twilight zone, water is colder and denser; in the midnight zone, water is near freezing and there are no plants.
3. **Determine Importance** (Summaries should tell what biomes are [page 4] and give examples of different ocean zones.)
4. **Generalize** The ocean biome affects every other biome in nature's network.

AL Life in the Oceans

Practice Master SG3.27





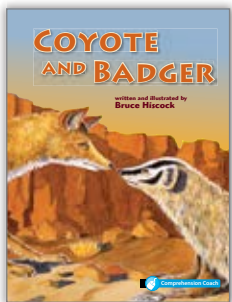
1. **Identify Supporting Details** Two main groups of algae are found in the oceans; marine animals depend on marine plants; whales, seals, turtles, and penguins colonize the oceans; people turn to the oceans for food and raw materials.
2. **Identify Main Idea and Details**
 - **Main Idea** Countries around the world are beginning to realize the importance of the oceans. ("Save the Oceans")
 - **Details** There are stricter laws against waste; some marine mammals are protected; some countries are cleaning up shores; oil companies could use safer boats.
3. **Determine Importance** (Summaries should tell why oceans matter, how they are threatened, and how they can be saved.)
4. **Generalize** Oceans are an important part of nature's network because so many living things depend on them.

Connect Across Texts Practice Master SG3.28

1. *Exploring Tide Pools* shows that even tiny bodies of water are part of nature's network. *Greenland's Ocean Region* and *The Ocean Biome* show that changes in one part of nature affect the whole network. *Life in the Oceans* shows that "in truth there is only one ocean."
2. (Student responses should indicate that each of the books describes ways that the ocean affects life on Earth.)
3. Each book describes why oceans are important, how they are threatened, and how they can be saved.



Recommended Books

	Fiction About Nature's Network	Nonfiction About Nature's Network
BL	<p>Guiberson, Brenda. Cactus Hotel. Henry Holt & Co., 1991.</p> <p>Myers, Walter Dean. The Story of Three Kingdoms. HarperCollins, 1995.</p> <p>Schwabacher, Martin. The Fishy Field Trip. Scholastic, 2004.</p> <p>Talbert, Marc. The Trap. Dorling Kindersley, 1999.</p>	<p>Fleischer, Paul. Grassland Food Webs. Lerner, 2007.</p> <p>Kalman, Bobbie. What Is a Carnivore? Crabtree, 2008.</p> <p>Lauber, Patricia. Who Eats What? Food Chains and Food Webs. HarperCollins, 1995.</p> <p>Randolph, June. Ocean Animals. National Geographic, 2004.</p>
BL	<p>Baglio, Ben. Into the Blue. Scholastic, 2000.</p> <p>George, Jean Craighead. One Day in the Woods. HarperCollins, 1995.</p> <p>George, Jean Craighead. Talking Earth. HarperCollins, 1983.</p> <p>Skurzynski, Gloria & Alane Ferguson. Deadly Waters: A Mystery In Everglades National Park. National Geographic, 1999.</p>	<p>Bernhard, Emery and Durga. Eagles: Lions of the Sky. Holiday House, 1994.</p> <p>Osborne, Mary Pope. Rainforests. Random House, 2001.</p> <p>Pipe, Jim. Earth's Ecosystems. Gareth Stevens, 2008.</p> <p>Slade, Suzanne. What If There Were No Sea Otters? Picture Window Books, 2011.</p>
OL	<p>George, Jean Craighead. Julie of the Wolves. 1972. Reprint: HarperCollins, 2003.  NEWBERY MEDAL BOOK</p> <p>George, Jean Craighead. One Day in the Tropical Rain Forest. HarperCollins, 1990.</p> <p>Hiaasen, Carl. Scat. Knopf Books for Young Readers, 2009.</p> <p>Sperry, Armstrong. Call It Courage. 1940. Reprint: Simon Pulse, 2008.  NEWBERY MEDAL BOOK</p>	<p>Berger, Melvin. What Makes an Ocean Wave? Scholastic, 2000.</p> <p>Campbell, Andrew. Who Eats Who in the Desert? Franklin Watts, 2009.</p> <p>Finton, Nancy. Ecosystems. National Geographic, 2004.</p> <p>Riley, Peter. Food Chains. Franklin Watts 1998.</p>
AL	<p>DeFelice, Cynthia C. Lostman's River. Avon Books, 1994.</p> <p>Paulsen, Gary. Dogsong. 1985. Reprint: Aladdin, 2007.  NEWBERY HONOR BOOK</p> <p>Paulsen, Gary. Hatchet. Simon & Schuster, 2007.</p> <p>Steig, William. Abel's Island. 1976. Reprint: Square Fish, 2007.  NEWBERY HONOR BOOK</p>	<p>Gray, Susan H. Food Webs: Interconnecting Food Chains. Compass Point, 2008.</p> <p>Mallory, Kenneth. Adventures Beneath the Sea: Living in an Underwater Science Station. Boyds Mills Press, 2010.</p> <p>Rhodes, Mary Jo. Life on a Coral Reef. Scholastic, 2007.</p> <p>Wallace, Holly. Food Chains and Webs. Raintree, 2007.</p>
	 <p>Author Study: Bruce Hiscock</p> <p>The Big Caribou Herd: Life in the Arctic National Wildlife Refuge. Boyds Mills Press, 2003.</p> <p>The Big Rock. Aladdin, 1999.</p> <p>The Big Storm. Boyds Mills Press, 1998.</p> <p>Ookpik: The Travels of a Snowy Owl. Boyds Mills Press, 1998.</p>	





Assessment Overview

		Printed Components	Online PDFs NGReach.com	eAssessment™ NGReach.com	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	✓	✓		

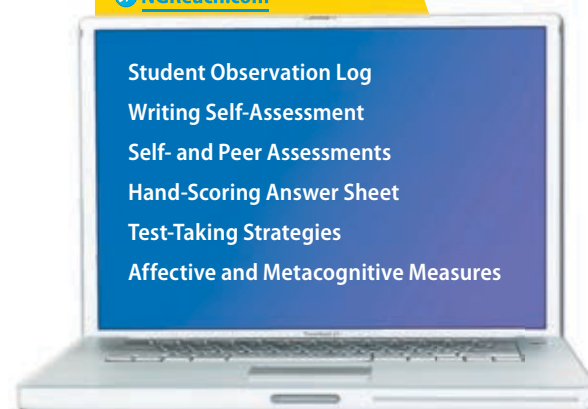
* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A3.4	Comprehension: Plot	RT3.1
Vocabulary Test	A3.6	Comprehension: Determine Importance	RT3.2
Writing, Revising, and Editing Test	A3.8	Writing Trait: Fluency	RT3.3
Week 2			
Reading Comprehension Test	A3.10	Comprehension: Relate Concepts	RT3.4
Vocabulary Test	A3.14	Comprehension: Compare Text Structures	RT3.5
Writing, Revising, and Editing Test	A3.15	Comprehension: Determine Importance	RT3.6
		Writing Trait: Word Choice	RT3.7
Week 3			
Reading Comprehension Test	A3.17	Comprehension: Main Idea and Details	RT3.8
Vocabulary Test	A3.21	Comprehension: Determine Importance	RT3.9
Writing, Revising, and Editing Test	A3.23		
Week 4			
Reading Comprehension Unit Test	A3.26	Comprehension: Identify Supporting Details	RT3.10
Vocabulary Unit Test	A3.33	Comprehension: Implied Main Idea	RT3.11
Writing, Revising, and Editing Unit Test	A3.35	Comprehension: Determine Importance	RT3.12
		Writing Trait: Organization	RT3.13
		(Also see prior weeks.)	
Oral Reading Assessment	A3.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A3.39		
Class Profile: Weekly and Unit Assessments	A3.41		
Student Profile: Strengths and Needs Summary	A3.42		
Writing Rubric	A3.43		
Research Project Rubric	A3.44		
Unit Self-Assessment	A3.45		
Answer Keys and Rubrics	A3.46		
Small Group Reading Assessments			
Speaking and Listening Observation Log	SG3.29		
Reading Strategy Assessment	SG3.30		
Reader Reflection	SG3.32		

Online Assessment Resources

NGReach.com



Oral Reading Assessment

Unit 3

All living things need energy. They use energy to carry out their life processes, to grow, and to reproduce. Plants are able to use water, soil, sunlight, and air to produce their own food for energy. Animals cannot do this. They have to eat other living things to get their energy. Some animals, such as rabbits and deer, eat plants. Other animals, such as lions and hawks, eat other animals that eat plants.

A food chain is a group of living things that are related in a special way. Think of a food chain as a chain hanging straight down. Each of the “links” in the chain is a living thing, and each depends on the next lower link for food. For example, at the bottom of one chain may be wheat grass. The next link in the chain might be field mice, which eat the grains of wheat. At the top of the chain might be red-tailed hawks, which hunt the field mice.

The living things in a food chain are interdependent. Any change that affects one link also affects the others. For example, if there is a drought and the wheat doesn't grow well, the field mice won't have enough to eat, and some will die. This, in turn, will mean that there aren't as many mice for the hawks to eat. Some hawks will die, too.

Many animals, including turtles, squirrels, and humans, can eat both plants and other animals. This means that these animals are part of more than one food chain. Humans are at the top of several different food chains. This means we have a wide food supply. When one type of food is scarce, we can usually find a different food to eat.

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COPY READY

Oral Reading Assessment

Unit 3

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 3

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Reading Comprehension Test

Unit 3, Week 1

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

MIGHTY FRIENDS

On a grassy sandbank in Africa, Bird sits on her nest of eggs. In a hole in the sand nearby, there is another nest of eggs. The nest belongs to Bird's mighty friend, Crocodile. The day is already hot, so Crocodile has left her nest to cool herself in the shallow waters of the river. The small bird guards both nests.

Suddenly, Bird hears a suspicious noise. Her heart begins to beat like a drum when the head of a lizard appears. Slowly, the rest of the beast creeps out of the grass. The lizard snaps his tongue like a snake, hungry for breakfast. He sees the crocodile eggs, and his hunger grows.

Bird leaps between Crocodile's nest and the attacker. In that moment, she becomes a fierce warrior. She flaps her wings forcefully and shrieks loudly, raising a cloud of sand and dust.

Hearing Bird's frantic noises, Crocodile charges back to the nest and greets the enemy with her wide-open jaws. Lizard sees Crocodile's eyes and immense jaws full of sharp, powerful teeth and hesitates. Finally, he retreats into the grass. He will have to find his breakfast somewhere else.

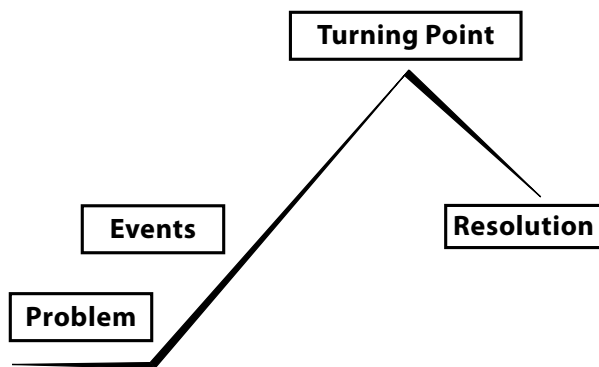
Bird settles back into her nest. Crocodile rests her enormous body on the warm sand. For a moment, the two friends look at each other peacefully. Together, they have saved their eggs.

A blue arrow pointing to the right with the words "GO ON" written inside in white capital letters.

Reading Comprehension Test

Unit 3, Week 1

1 Look at the plot diagram.



What is the problem in the story?

- (A) A lizard attacks Bird.
- (B) The day is too hot for the animals.
- (C) Two animals interrupt Crocodile's bath.
- (D) A lizard wants to eat Crocodile's eggs.

2 What is the turning point in the story?

- (A) The lizard retreats into the grass.
- (B) The lizard sees Crocodile's sharp teeth.
- (C) Bird hears a suspicious noise.
- (D) Crocodile and Bird look at each other peacefully.

3 What is the resolution to the story?

- (A) Crocodile swims in the water.
- (B) Crocodile threatens the lizard.
- (C) Bird and Crocodile relax together.
- (D) The lizard sees Crocodile's eggs in the sand.

4 Which detail would be important to include in a summary of this story?

- (A) The day is hot.
- (B) Bird guards both nests.
- (C) The sandbank is grassy.
- (D) Crocodile rests on the sand.

5 What is another detail that would be important to include in the summary?

- (A) The lizard snaps his tongue like a hungry snake.
- (B) Bird leaps between Crocodile's nest and the lizard.
- (C) Crocodile's jaws are full of sharp and powerful teeth.
- (D) The lizard will have to find breakfast somewhere else.

COPY READY

Score
_____/5

DONE!

Vocabulary Test

Unit 3, Week 1

Directions: Choose the answer that completes the sentence correctly.

COPY READY

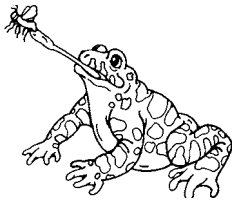
1 A _____ eats only animals.

- (A) carnivore
- (B) force
- (C) society
- (D) stomach



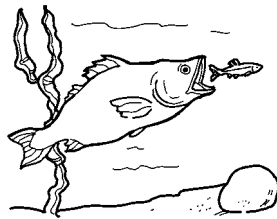
2 A frog is a _____ of flies.

- (A) consumer
- (B) government
- (C) custom
- (D) circuit



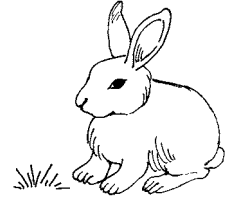
3 A big fish eating a small fish is part of a _____.

- (A) disease
- (B) playground
- (C) food chain
- (D) challenge



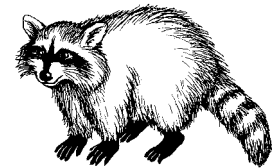
4 An _____ eats only plants.

- (A) opportunity
- (B) herbivore
- (C) identity
- (D) origin



5 An _____ eats animals and plants.

- (A) obstacle
- (B) omnivore
- (C) education
- (D) explanation



6 A _____ makes food.

- (A) trunk
- (B) circuit
- (C) symbol
- (D) producer



GO ON

Vocabulary Test

Unit 3, Week 1

- 7 When you _____ something, you keep it somewhere until it is needed.
 - (A) clean
 - (B) store
 - (C) adapt
 - (D) break

- 8 Individuals in a _____ work together and share the results of their work.
 - (A) current
 - (B) consumer
 - (C) citizenship
 - (D) partnership

- 9 When you _____ something, you move it from one place to another.
 - (A) decrease
 - (B) discover
 - (C) transfer
 - (D) reflect

- 10 When you _____ on a project, you work together.
 - (A) clean
 - (B) translate
 - (C) cooperate
 - (D) understand

- 11 Something that is _____ is important and necessary.
 - (A) foreign
 - (B) essential
 - (C) electrical
 - (D) alternate

COPY READY

Score
_____/11

DONE!

Writing, Revising, and Editing Test

Unit 3, Week 1

Directions: Read the paragraph. Then answer the questions.

Last weekend my family and I went to 1 . As soon as we got there, I approached 2 and asked him what animals we might see in 3 . He said we would see lots of birds, reptiles, and maybe some amphibians. He said we might even see black bears if we went to the 4 . I did not know there were bears in 5 ! The most exciting animal I saw was 6 called a spadefoot toad. It was not a bear, but it was cool.

1 Choose the answer that goes in Blank 1.

- (A) big bend national park
- (B) Big Bend National Park
- (C) a big bend national park
- (D) the Big Bend National Park

2 Choose the answer that goes in Blank 2.

- (A) ranger
- (B) a ranger
- (C) an ranger
- (D) the Ranger

3 Choose the answer that goes in Blank 3.

- (A) park
- (B) a park
- (C) the park
- (D) The Park

4 Choose the answer that goes in Blank 4.

- (A) chisos mountains
- (B) Chisos mountains
- (C) chisos Mountains
- (D) Chisos Mountains



Writing, Revising, and Editing Test

Unit 3, Week 1

5 Choose the answer that goes in Blank 5.

- (A) Texas
- (B) texas
- (C) a Texas
- (D) the Texas

6 Choose the answer that goes in Blank 6.

- (A) amphibian
- (B) a amphibian
- (C) an amphibian
- (D) the Amphibian

7 You are preparing to write a narrative story about animals. Your main character will be an animal. Use the writing frame below to organize the story. Write the main character's name, the problem, two events, the turning point, and a resolution. Do not write the story.

Writing Frame

The animal character _____ had this problem: _____

Because of the problem, this event occurred: _____

Next, this event occurred because of the problem: _____

Then the problem reached a turning point when this event occurred: _____

The turning point led to this resolution: _____

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit 3, Week 2

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



Animals often compete for food or habitats, but they sometimes help each other. Many times, animals help other species without even knowing it. That's what happened with a pair of red-tailed hawks in Oregon.

Red-tailed hawks choose nesting spots high in the trees. They build their nests with large sticks and line them with leaves and grass. In an Oregon nature preserve, two hawks found the perfect place for a nest. It was 95 feet up a tree, right where three large branches came together. From this spot, they could see all around the tree and take flight without hitting branches.

The hawks eventually left, and their abandoned nest caught the attention of two bald eagles. The eagles saw that the nest was in a fine location. Before they could move in, however, the eagles needed to do some remodeling.

The bald eagles added to the old nest. By the time they were finished, the nest weighed 1,500 pounds. It measured eight feet high and six feet across. That's almost the size of a compact car!

The nest was a marvel of bald eagle engineering. It was also the perfect place to raise baby eagles. But the nest might never have been built if not for the keen eyes and good choice of two helpful red-tailed hawks.

GO ON 

Reading Comprehension Test

- 1 An important concept in this article is that animals help other species. Which of these is related to this concept?
- (A) Red-tailed hawks built a nest high in the trees.
 - (B) Bald eagles adopted a nest built by red-tailed hawks.
 - (C) Red-tailed hawks lined their nests with leaves and grass.
 - (D) Bald eagles needed just the right place to raise their baby eagles.
- 2 An important concept in this article is that animals can be helpful without knowing it. Which of these is related to this concept?
- (A) The hawks used large sticks to build their nest.
 - (B) The hawks were gone when their nest was found.
 - (C) The hawks could see all around the tree from their nest.
 - (D) The hawks could take flight from their nest without hitting branches.

- 3 Which of these is an **opinion** about the nest?
- (A) The nest weighed 1,500 pounds.
 - (B) The nest was built 95 feet up a tree.
 - (C) The nest was a marvel of engineering.
 - (D) The nest was almost the size of a compact car.
- 4 How is information organized in this article?
- (A) by cause and effect
 - (B) by comparing and contrasting
 - (C) by stating a goal and outcome

GO ON 

Reading Comprehension Test

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

TEAMWORK IN THE WILD

If you have ever played sports, you know that teamwork is important. Some animals, like zebras and ostriches, are teammates of a sort. On the opposing team are predators like lions, leopards, cheetahs, and hyenas. How do zebras and ostriches work together to survive such a difficult match?

Zebras are fast runners, and they have a lot of endurance. Still, they are not as fast as cheetahs or charging lions. Zebras have poor eyesight, too. To avoid being surprised, they use their excellent hearing and sense of smell.

Ostriches, on the other hand, are extremely fast. These birds can run 45 miles per hour. The only African predator faster than an ostrich is the cheetah. Like the zebra, ostriches have a lot of endurance. If they can get enough of a head start, they can escape. Ostriches have excellent eyesight. Their sense of smell and their hearing, however, are poor.

This explains why it is common to see zebras and ostriches together in the wilds of Africa. If ostriches see a predator, they send out an alert. Likewise, if zebras hear or smell something dangerous, they let the ostriches know. By working with each other, these two animals make an excellent team.

GO ON 

Reading Comprehension Test

Unit 3, Week 2

- 5 Zebras and ostriches are alike because of their good —
- (A) eyesight.
 - (B) endurance.
 - (C) sense of smell.
 - (D) sense of hearing.
- 6 An important concept in this article is that some animals are teammates. Which of these is related to this concept?
- (A) Ostriches and zebras are fast runners.
 - (B) Zebras try to avoid being surprised by predators.
 - (C) Zebras and ostriches alert one another to danger.
 - (D) Ostriches can outrun every predator except the cheetah.
- 7 How is information organized in this article?
- (A) by cause and effect
 - (B) by comparing and contrasting
 - (C) by explaining how to do or make something
- 8 Which of these is an **opinion**?
- (A) Ostriches can run 45 miles per hour.
 - (B) Zebras are not as fast as cheetahs or lions.
 - (C) Ostriches and zebras live in the wilds of Africa.
 - (D) Zebras and ostriches make an excellent team.

COPY READY

Score
_____/8

DONE!

Vocabulary Test

Directions: Read the question. Choose the best answer.

COPY READY

1 What does the word microorganism mean?

Scientists study a microorganism for several years.

- (A) a small organism
- (B) not an organism
- (C) beyond an organism
- (D) through an organism

2 What does the word incorrect mean?

The cashier gave him incorrect change.

- (A) can be correct
- (B) correct again
- (C) fully correct
- (D) not correct

3 What does the word retell mean?

I asked him to retell the story.

- (A) not tell
- (B) tell again
- (C) tell wrongly
- (D) tell beyond

4 What does the word automobile mean?

As the automobile became more popular, fewer people had horses.

- (A) does not move
- (B) full of movement
- (C) something that moves again
- (D) something that can move by itself

Score
_____/4

DONE!

Writing, Revising, and Editing Test

Unit 3, Week 2

Directions: Read the paragraph. Then answer the questions.

Mr. and Mrs. Lee, our neighbors, visited different 1 on Australia's coast. They did not take a tour bus. Instead, they drove 2 . They dined in several charming seaside 3 and tasted several seafood 4 for the first time. They then went snorkeling on the Great Barrier Reef. The reef had deep cliffs with numerous 5 where fish could hide. They showed us a picture of a clownfish swimming through a sea of finger-like coral. The Lees also saw several sea cucumbers lying on the ocean floor. Mrs. Lee said their 6 feel like fat, spineless worms. She got to pick one up!

1 Choose the answer that goes in Blank 1.

- (A) sites
- (B) sitees
- (C) sits
- (D) sities

2 Choose the answer that goes in Blank 2.

- (A) themselves
- (B) themselves
- (C) themselfies
- (D) themselvies

3 Choose the answer that goes in Blank 3.

- (A) communitys
- (B) communites
- (C) communities
- (D) communityies

4 Choose the answer that goes in Blank 4.

- (A) dishes
- (B) dishes
- (C) dishies
- (D) dishees



Writing, Revising, and Editing Test

5 Choose the answer that goes in Blank 5.

- (A) shelvs
- (B) shelfes
- (C) shelves
- (D) shelvies

6 Choose the answer that goes in Blank 6.

- (A) bodyies
- (B) bodyes
- (C) bodyys
- (D) bodies

7 Read the paragraph about the desert food chain below. Then rewrite the paragraph using precise language and adding concrete details.

The desert is a dry place. Life is hard, but there are living things there. Things that live in the desert have changed over many years so they can get and keep water. Animals eat plants to live. They also eat each other. Animals and plants are part of the food chain. Small animals eat plants. Then bigger animals eat the small animals. Even larger animals eat those animals. When large animals die, they help plants grow. Then the chain keeps going.

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

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

Sweet Partnership

In Africa, a delicate bird and a tough badger work as partners. Although the two creatures are very different, they both love the food that honeybees provide. The bird, called a honeyguide, eats honeycomb. The badger is called a honey badger. Honey badgers will eat almost anything, but as their name suggests, they especially love honey.

The honeyguide is a good flier and knows how to find bees' nests, but it is a tiny, dainty bird. It is not strong enough to break into the nests to reach the honeycomb. The honey badger, however, is a fierce, powerful animal. Its long, sharp claws are perfect for breaking open bees' nests. In addition, it has thick fur and tough skin to protect it from stinging bees.

The two animals cooperate to get what they both want. When the honeyguide is ready for a meal, it looks for a honey badger. The honeyguide hovers around the badger's head, fanning its tail and calling to get the badger's attention. The honey badger follows the honeyguide to the bees' nest. The honeyguide stops every few seconds to wait for the badger. Upon arriving at the bees' nest, the honey badger breaks it open and eats the honey. The honeyguide waits patiently for its turn. Once the honey badger has satisfied its appetite, the honeyguide eats the honeycomb and bee larvae that remain. The bird and the badger have a sweet partnership!



GO ON 

Reading Comprehension Test

COPY READY

- 1 The main idea of the article is that the honeyguide and the badger —
- (A) both love honey.
 - (B) are very different.
 - (C) are smart animals.
 - (D) cooperate to get food.
- 2 Which detail supports the idea of a partnership?
- (A) The honeyguide calls to the badger.
 - (B) The badger especially loves to eat honey.
 - (C) The honeyguide is good at finding bees' nests.
 - (D) The badger's thick skin protects it from stinging bees.
- 3 Which detail is important because it supports the idea that the bird guides the badger?
- (A) *Honey badgers will eat almost anything.*
 - (B) *The honey badger follows the honeyguide to the bees' nest.*
 - (C) *They both love the food that honeybees provide.*
 - (D) *The honeyguide waits patiently for its turn.*
- 4 Which detail is important because it supports the idea that the badger can open bees' nests?
- (A) *The badger is called a honey badger.*
 - (B) *When the honeyguide is ready for a meal, it looks for a honey badger.*
 - (C) *Its long, sharp claws are perfect for breaking open bees' nests.*
 - (D) *The honey badger follows the honeyguide to the bees' nest.*

GO ON 

Reading Comprehension Test

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

The **Anemone** *and the* **Clownfish**

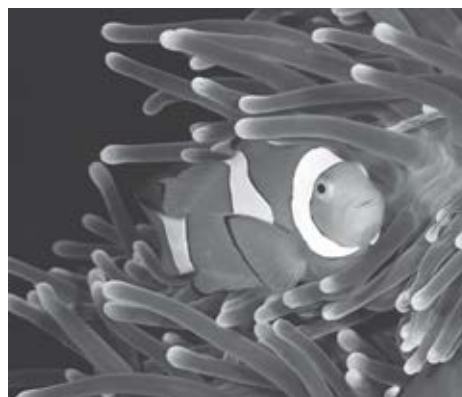
Nature provides many examples of animals that cooperate with each other. Sometimes these animals join together for protection. Other times, the animals cooperate to obtain food. Here is an unusual example of two animals that do both!

The sea anemone may not look like an animal to some people. That's because it looks like an underwater flower with tentacles for flower petals. From where it's attached on rock or coral, the sea anemone waves its tentacles back and forth. These tentacles have stinging cells that can stun and capture small animals, which the sea anemone eats.

These tentacles also give the sea anemone protection. Even so, there are predators that try to feed on sea anemones. Luckily, a small, brightly colored clownfish chases off these attackers.

The clownfish has developed protection from the sea anemone's tentacles. It is safe among the waving stingers. The clownfish leaves scraps of food for the anemone and cleans its tentacles.

If a predator threatens the clownfish, it will flee to the safety of the sea anemone. If the attacker goes into the anemone's tentacles to get the clownfish, it will be stung. This means that the clownfish's predator has become the anemone's prey!



GO ON 

Reading Comprehension Test

Unit 3, Week 3

COPY READY

- 5 What is the main idea of this article?
- (A) Predators try to feed on anemones.
 - (B) The clownfish is safe among the anemone's stingers.
 - (C) Sea anemones look more like plants than animals.
 - (D) The sea anemone and the clownfish work together.
- 6 Which detail is important because it supports the main idea?
- (A) The sea anemone provides protection for clownfish.
 - (B) The sea anemone looks like a flower with petals.
 - (C) The sea anemone attaches itself on rock or coral.
 - (D) The sea anemone waves its stingers back and forth.
- 7 Which detail supports the idea that the clownfish provides protection for the anemone?
- (A) It cleans the sea anemone's tentacles.
 - (B) It chases off the sea anemone's attackers.
 - (C) It leaves scraps of food for the sea anemone.
 - (D) It is safe among the stingers of the sea anemone.
- 8 Which detail is important because it supports the idea that the clownfish helps the anemone obtain food?
- (A) The sea anemone's stinging cells can stun animals.
 - (B) The sea anemone captures and eats small animals.
 - (C) The clownfish flees to the safety of the sea anemone.
 - (D) The clownfish's predator becomes the sea anemone's prey.

Score
_____/8

DONE!

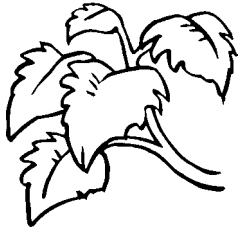
Vocabulary Test

Unit 3, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 _____ in plants changes the sun's energy into food.

- (A) Immigration
- (B) Chlorophyll
- (C) Diversity
- (D) Attention



2 The student _____ the butterfly.

- (A) magnifies
- (B) removes
- (C) absorbs
- (D) invents



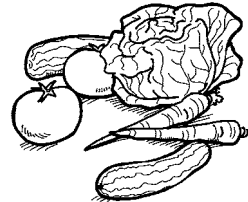
3 This is a _____.

- (A) refuge
- (B) culture
- (C) necklace
- (D) microscope



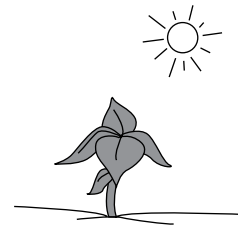
4 These vegetables have many _____.

- (A) volts
- (B) watts
- (C) nutrients
- (D) contests



5 _____ is how plants make food using the sun's energy.

- (A) Origin
- (B) Language
- (C) Employment
- (D) Photosynthesis



COPY READY

GO ON

Vocabulary Test

Unit 3, Week 3

COPY READY

- 6 When you _____, you watch someone or something closely.
- (A) accept
 - (B) become
 - (C) observe
 - (D) decrease
- 7 When you _____, you suggest something, such as an idea or plan.
- (A) conduct
 - (B) propose
 - (C) reflect
 - (D) collect
- 8 When you _____ things, you put them into groups based on their similarities.
- (A) finish
 - (B) repeat
 - (C) classify
 - (D) transmit
- 9 To _____ is to learn or know a lot about one thing.
- (A) specialize
 - (B) perform
 - (C) explore
 - (D) behave
- 10 When you _____ something, you try to find out more about it.
- (A) investigate
 - (B) remember
 - (C) translate
 - (D) mention

Score
_____/10

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

I have been watching a lot of nature shows lately. First, I watched the movie 1 on DVD. I saw it in the movie theater when I was little, but it was fun to see again. It follows a family of penguins. The family 2 an incredible journey to a breeding ground where other penguins gather. The majority of penguins 3 , but sadly, some do not.

Last week, I watched another movie called 4 with my mom. It had penguins in it, too, but my favorite part was watching the elephants. I can't believe a herd 5 in single file without a teacher telling them to.

Now I am working my way through the television series 6 . So far, my favorite episode is 7 . The ocean is like another world. Also, when a school of dolphins 8 together, it makes me want to be there with them. I can't wait to see what animals and habitats I get to learn about next!

1 Choose the answer that goes in Blank 1.

- (A) "March Of The Penguins"
- (B) "march of the Penguins"
- (C) *March of the Penguins*
- (D) March of The Penguins

2 Choose the answer that goes in Blank 2.

- (A) make
- (B) making
- (C) makes

3 Choose the answer that goes in Blank 3.

- (A) survive
- (B) survives
- (C) surviving

4 Choose the answer that goes in Blank 4.

- (A) Earth
- (B) *Earth*
- (C) "earth"
- (D) "Earth"

GO ON 

Writing, Revising, and Editing Test

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) march
- (B) marches
- (C) marching

6 Choose the answer that goes in Blank 6.

- (A) planet earth
- (B) "planet earth"
- (C) "Planet earth"
- (D) Planet Earth

7 Choose the answer that goes in Blank 7.

- (A) Deep ocean
- (B) deep Ocean
- (C) "deep ocean"
- (D) "Deep Ocean"

8 Choose the answer that goes in Blank 8.

- (A) play
- (B) plays
- (C) playing

GO ON 

Writing, Revising, and Editing Test

- 9 Below is information about gray whales from two sources. Read the information. Evaluate each source. Write several sentences to explain whether each source is good for research and why.

Source 1—Science Magazine

Science Through the Hand Lens

A closer look at the world around you
January 2011 issue

The Great Migrators

Gray whales get their name from the gray and white spotting that covers their long bodies. Weighing 30 to 40 tons, adult males average 45 feet long. Adult females are slightly larger than males and average 48 feet in length. These whales are coastal and can be seen migrating along the North American Pacific Coast as they travel between the arctic seas to Baja California, Mexico. The migration path of gray whales is one of the longest of all mammals.

Source 2—Answer Web Site

www.StuffCCKnows.com 10/18/11

Topic: **gray whales**

- Q** Dear CC, What do you know about gray whales and their migration?
- A** I saw some gray whales off the coast of Big Sur, California. With binoculars, we could see them lift their backs out of the water. The cool thing about a whale is that it shoots water out of a spout on its back. I am not sure why whales do this. It may have something to do with the fact that they are mammals but live in the ocean.

COPY READY

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

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

Owen Meets Mzee

Animals ordinarily stay with their own kind, but the world is full of unplanned surprises. One example is the extraordinary friendship between two very different animals named Mzee and Owen.

Mzee is a giant land tortoise who lives in a nature preserve in Africa. He is more than 100 years old. One day, Mzee was basking in the sun when he noticed a new addition to the nature preserve: a baby hippo named Owen.

Owen had been separated from his mother during a storm. After being rescued by wildlife workers, the baby hippo was brought to the nature preserve. Once Owen arrived, he ran right up to Mzee.

At first, Mzee did not like this new pest. Everywhere the ancient tortoise turned, there was a 660-pound baby hippo. That first night, though, Owen cuddled next to Mzee to sleep. Over time, the hippo and the tortoise bonded. Tortoises are not usually very playful, but Mzee started nudging Owen to go for walks. They shared food. The tortoise even went into the water with the baby hippo.

In the wild, there is almost no chance that these two would have met. As a result of a storm, however, Mzee the tortoise found an extraordinary best friend in a baby hippo named Owen.

GO ON 

Reading Comprehension Test

Unit Test

- 1 What is the main idea of this article?
- (A) Animals can be taught surprising behaviors.
 - (B) Animals live longer when they have companions.
 - (C) Animals of different species can make connections.
 - (D) Animals need time to heal from difficult experiences.
- 2 Which detail supports the main idea of this article?
- (A) Owen lost his mother during a storm.
 - (B) Owen cuddled next to Mzee to sleep.
 - (C) Owen was rescued by wildlife workers.
 - (D) Owen and Mzee live in a nature preserve.
- 3 An important concept is that at first Mzee thought Owen was a pest. What is a related concept?
- (A) Over time, the hippo and the tortoise bonded.
 - (B) The hippo and the tortoise met at a nature preserve.
 - (C) Animals usually stay with their own kind.
 - (D) The tortoise was basking in the sun when the hippo arrived.
- 4 How is the information in the article organized?
- (A) by cause and effect
 - (B) by telling how to do or make something
 - (C) by comparing and contrasting

COPY READY**GO ON** 

Reading Comprehension Test

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

Shy Meets Social

The moray eel is a snake-like predator that is one of the most feared animals in the sea. Despite its scary looks and reputation, the moray eel is actually shy. It typically stays in a hole with only its head sticking out. It is surprising, then, to see the eel leave its hole and swim over to a red-and-white striped shrimp.

The shrimp is in a gap in a rock. It is waving its long antennae about, almost like a signal. The moray eel approaches, opens its huge jaws, and the shrimp climbs into its mouth!

The shrimp is a “cleaner shrimp.” It picks bits of food off the teeth of fish. It also removes dead skin and unwanted critters. In this way, the fish get cleaned, and the cleaner shrimp gets a meal.

Unlike the shy moray eel, the cleaner shrimp is very social. The shrimp entertains many customers. This will be the moray eel’s only outing of the day. The cleaner shrimp, however, is just getting started.

After a few minutes, the shrimp finishes the eel’s razor-sharp teeth. The moray opens and closes its mouth. This is a sign that it is done for today. The cleaner shrimp scuttles back to its rock while other fish wait at a distance for their turn.

GO ON 

Reading Comprehension Test

- 5 What is the main idea of this article?
- (A) Animals that are different can benefit one another.
 - (B) The cleaner shrimp uses its antennae to communicate.
 - (C) Sea animals make their homes in rocks and in coral reefs.
 - (D) The moray eel is one of the most feared animals in the sea.
- 6 Which detail is important because it supports the main idea of this article?
- (A) The cleaner shrimp scuttles back to its rock.
 - (B) This will be the moray eel's only outing of the day.
 - (C) The fish get cleaned, and the cleaner shrimp gets a meal.
 - (D) Even with its scary reputation, the moray eel is actually shy.
- 7 An important concept is that the moray eel is shy. What is a related concept?
- (A) The cleaner shrimp is very social.
 - (B) The cleaner shrimp scuttles over rocks.
 - (C) The cleaner shrimp lives in a gap in the rock.
 - (D) The cleaner shrimp picks food off the teeth of fish.
- 8 How is the information in the fourth paragraph organized?
- (A) by cause and effect
 - (B) by comparing and contrasting
 - (C) by giving opinions and supporting them with facts



Reading Comprehension Test**Unit Test****Directions:** Read the article. Then answer the questions about the article.

CATTLE EGRETS

Catch a Ride

The cattle egret is a member of the heron family. This white bird likes nothing better than to perch on the back of a large mammal. In Africa, these egrets are often seen riding elephants, rhinos, hippos, zebras, and giraffes. At only twenty inches long, the egret is not large. Does it just like the view from a giraffe's back? Perhaps, but there is a better reason for being perched up so high. As the larger animal moves, it disturbs small animals, like frogs, spiders, and flies. These are all tasty snacks for the watchful egret.

Does the egret pay for the ride? In a way, yes. Animals like rhinos often have parasites like ticks. The hitchhiking egret eats these, which frees the rhino from a pest. And with its excellent eyesight, the egret also serves as an alarm system, sending an alert to its host when a threat appears.

In the United States, cattle egrets ride on horses and cows. In Australia, they have been spotted with kangaroos. Egrets have learned to catch a ride—and a free lunch—all over the world.

- 9 The main idea of the first paragraph of this article is that cattle egrets —
- (A) belong to the heron family.
 - (B) are found all over the world.
 - (C) share food with large mammals.
 - (D) perch on the backs of large mammals.
- 10 Which detail supports the idea that cattle egrets pay for their ride?
- (A) They feed on ticks.
 - (B) They are hitchhiking birds.
 - (C) They like the view from up high.
 - (D) They are only twenty inches long.

GO ON 

Reading Comprehension Test

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

Help from a Hippo

Dust rises around the thundering herd of wildebeests as they head for grassy plains to the south. They migrate every year, but there are dangers and obstacles along the way.

Rushing water gets louder as the wildebeests approach a river. Normally, the animals can find a shallow part to wade across, but this season, the river is swollen from early rains. Its current runs deep and strong.

The wildebeests plunge into the river with a splash! Most adults have swum before, but the young calves have never experienced deep water. One of the calves plunges into an underwater hole, and his head dips below the water. Confused, the calf gets turned around and starts swimming downriver, away from the herd. The strong current sweeps him away, and he cannot hear his mother's call from the far shore.

The thrashing calf is getting weaker. Suddenly he feels a push from behind. The push comes again, stronger than before. The surprised calf finds himself being nudged to the far shore.

Entering shallow water, the calf stands. He turns and is greeted by the huge, round outline of a hippo's snout! With a toss of her mighty head, the hippo gracefully swims away.

Upriver, the calf spies the rest of his herd. He shakes the water from his coat and hurries off to find his mother.



Reading Comprehension Test

Unit Test

- 11 What happens when the wildebeests start to wade across the river?
- (A) A calf forgets how to swim.
 - (B) A calf is nudged into the water.
 - (C) A calf ignores calls from the herd.
 - (D) A calf is carried off by the current.
- 12 What leads to the story's resolution?
- (A) The hippo swims away gracefully.
 - (B) The hippo tosses her mighty head.
 - (C) The hippo pushes the calf to shore.
 - (D) The hippo greets the calf with her snout.

- 13 Determine what is important in "Help from a Hippo" and then write a summary.

Score
_____/15

DONE!

Vocabulary Test

Directions: Read the question. Choose the best answer.

1 What does the word scientist mean?

The scientist took water samples back to her lab.

- (A) full of science
- (B) more than science
- (C) can be done with science
- (D) a person who studies science

2 What does the word breakable mean?

This toy is breakable because it is glass.

- (A) can break
- (B) break again
- (C) full of breaks
- (D) will not break

3 What does the word ecology mean?

Jamie is watching a TV program about ecology.

- (A) full of the environment
- (B) can be in the environment
- (C) the study of the environment
- (D) one who works in the environment

4 What does the word careful mean?

She is careful when she pours milk.

- (A) care again
- (B) full of care
- (C) without care
- (D) beyond care

5 What does the word biohazard mean?

The beach was closed after the biohazard was discovered.

- (A) a hazard again
- (B) a hazard to life
- (C) reverse of a hazard
- (D) more than a hazard

6 What does the word deactivate mean?

The firefighters will deactivate the alarm when the fire drill is over.

- (A) reverse the activation
- (B) activate by hand
- (C) activate through
- (D) activate again

GO ON 

COPY READY

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

- 7 Some _____ eat more plants than animals.
- (A) carnivores
 - (B) herbivores
 - (C) omnivores
 - (D) producers
- 8 The green color of most plants comes from _____.
- (A) nutrients
 - (B) chlorophyll
 - (C) microscopes
 - (D) photosynthesis
- 9 A tomato plant and an apple tree are both _____.
- (A) herbivores
 - (B) producers
 - (C) consumers
 - (D) omnivores
- 10 We will _____ with one another from now on.
- (A) observe
 - (B) transfer
 - (C) cooperate
 - (D) propose
- 11 The researcher wanted to _____ in the study of sunfish.
- (A) store
 - (B) finish
 - (C) produce
 - (D) specialize
- 12 We should _____ that idea further.
- (A) transfer
 - (B) perform
 - (C) propose
 - (D) investigate

COPY READY

Score
____/12

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

I just read a book about sharks. 1 taught me what amazing animals sharks are! There are many different 2 of sharks. In the first chapter, 3 I read about the whale shark. Although it is very big, this shark is gentle. It doesn't even eat large 4. I also read that other types of sharks, like the great white shark, are powerful hunters. They have rows of sharp and pointy 5, and they usually hunt alone. In spite of their reputation, great white sharks rarely attack people. Most great white sharks spend their entire 6 without ever seeing a person.

- | | |
|--|--|
| <p>1 Choose the answer that goes in Blank 1.</p> <p>(A) Sharks from the deep</p> <p>(B) <i>Sharks from the Deep</i></p> <p>(C) "Sharks From the Deep"</p> <p>(D) "Sharks From The Deep"</p> | <p>4 Choose the answer that goes in Blank 4.</p> <p>(A) fish</p> <p>(B) fishes</p> <p>(C) fish's</p> <p>(D) fishies</p> |
| <p>2 Choose the answer that goes in Blank 2.</p> <p>(A) species</p> <p>(B) species'</p> <p>(C) speciess</p> <p>(D) specieses</p> | <p>5 Choose the answer that goes in Blank 5.</p> <p>(A) tooth</p> <p>(B) teeth</p> <p>(C) tooths</p> <p>(D) teeths</p> |
| <p>3 Choose the answer that goes in Blank 3.</p> <p>(A) big sharks,</p> <p>(B) <i>Big Sharks,</i></p> <p>(C) "Big sharks,"</p> <p>(D) "Big Sharks,"</p> | <p>6 Choose the answer that goes in Blank 6.</p> <p>(A) lifs</p> <p>(B) lifes</p> <p>(C) lives</p> <p>(D) livies</p> |

GO ON 

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

(1) Our neighbor Judy Cho is a beekeeper. (2) Judy keeps about 1,000 honeybees in her backyard. (3) Sometimes a swarm of bees come from her yard to ours. (4) The bees live in hives that Judy made from wood. (5) I learned that each hive has a colony of bees, and each colony keep one queen bee. (6) Judy also told me that bees drink lots of waters from her swimming pool. (7) They also drink from the birdbaths that fill up with rain. (8) What's most interesting is that the bees make honey that Judy eats and sells.

7 What is the correct way to write sentence 3?

- (A) Sometimes a Swarm of bees come from her yard to ours.
- (B) Sometimes a swarm of bees coming from her yard to ours.
- (C) Sometimes a swarm of bees comes from her yard to ours.
- (D) Correct as is

8 What is the correct way to write sentence 5?

- (A) I learned that each hive has a colony of bees and each colony keep one queen bee.
- (B) I learned that each hive has a colony of bees, and each colony keeps one queen bee.
- (C) I learned that each hive has a Colony of Bees, and each colony keep one queen bee.
- (D) Correct as is

GO ON 

Writing, Revising, and Editing Test

9 What is the correct way to write sentence 6?

- Ⓐ Judy also told me that bees drink lots of water from her swimming pool.
- Ⓑ Judy also told me that bees drinks lots of waters from her swimming pool.
- Ⓒ Judy also told me that bees drink lots of waters from her Swimming Pool.
- Ⓓ Correct as is

10 What is the correct way to write sentence 7?

- Ⓐ They also drinks from the birdbaths that fill up with rain.
- Ⓑ They also drink from the birdbaths that fill up with rains.
- Ⓒ They also drink from the birdbath's that fill up with rain.
- Ⓓ Correct as is



Writing, Revising, and Editing Test

COPY READY

- 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) My brother and I read about a salmon festival in a newspaper article titled Salmon Days Are Here Again. (2) We decided to go to the festival. (3) There was food, music, and even a storytelling circle. (4) Of all the storys we heard, my favorite was told by an elderly fisherman. (5) The story was called "Coyote Leads the Salmon Up the River." (6) It's a tale about how the salmon returned to the river where they were born. (7) After we heard the story, we decided to head to Capilano bridge to watch the salmon. (8) A crowd were moving toward us, so we had a difficult time getting to the bridge. (9) Once we finally got there, we saw several fishes swimming against the current. (10) I was impressed by the determination and strength of the species.

Editing and Proofreading Marks

^	Add.
ℓ	Take out.
/	Make lowercase.
≡	Capitalize.

- 12** Imagine someone is interviewing you about your favorite wild animal. The interview will appear in a conservation magazine. Write the interview with at least three questions and answers about what you know about your favorite animal. Include an introduction so that the audience knows the purpose of the interview.

Score	
_____ /10	multiple-choice
_____ /6	editing task
_____ /4	weekly writing skill
_____ /24	writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 3

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A3.48.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.5.Rfou.3.a, Rfou.3, L.2.e	_____/19	_____/17	_____/17	_____/17
End-of-Week Test CC.5.Rfou.3.a, Rfou.3, L.2.e	_____/19 ____%	_____/17 ____%	_____/17 ____%	_____/17 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A3.48.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Literature Text Structures CC.5.Rlit.10	1 2 3			11 12	_____/5
Summarize Literature CC.5.Rlit.2	4 5			13 (____/3)	_____/5
Events, Procedures, Concepts in Informational Text CC.5.Rinf.3		1 2 6		3 7	_____/5
Informational Text Structures CC.5.Rinf.5		4 7		4 8	_____/4
Main Idea CC.5.Rinf.2			1 2 3 4 5 6 7 8	1 2 5 6 9 10	_____/14
Review Skill: Distinguish Fact from Opinion CC.5.Rinf.10		3 8			_____/2
Review Skill: Compare and Contrast CC.5.Rinf.10		5			_____/1
Total	_____/5 ____%	_____/8 ____%	_____/8 ____%	_____/15 ____%	

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 6		1 2 3 4 5	7 8 9	_____/14
Academic Vocabulary CC.5.L.6	7 8 9 10 11		6 7 8 9 10	10 11 12	_____/13
Prefixes CC.5.L.4.b		1 2 3 4		5 6	_____/6
Suffixes CC.5.L.4.b				1 2 3 4	_____/4
Total	_____/11 ____%	_____/4 ____%	_____/10 ____%	_____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 3

COPY READY

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	Common and Proper Nouns CC.5.L.1, W.5	1 2 3 4 5 6			11d	_____/7
	Plural Nouns CC.5.L.2, W.5		1 2 3 4 5 6		2 4 5 6 11b 11f	_____/12
	Titles of Works CC.5.L.2.d, W.5			1 4 6 7	1 3 11a 11c	_____/8
	Collective Nouns CC.5.L.1, W.5			2 3 5 8	7 8 9 10 11e	_____/9
Subtotal		_____/6	_____/6	_____/8	_____/16	
Weekly Writing Skills (Writing Prompts)	Sequence Events CC.5.W.3.a	_____/4				_____/4
	Explain a Concept CC.5.W.2.b, W.2.d		_____/4			_____/4
	Evaluate Sources CC.5.W.7, W.8			_____/4		_____/4
	Establish a Purpose and Audience CC.5.W.2.a				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/10 ____%	_____/10 ____%	_____/12 ____%	_____/20 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.5.W.2.a, W.4, 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

Weekly and Unit Assessments

Unit 3

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

		Student Name														
Reading Comprehension	Literature Text Structures CC.5.Rlit.10															
	Summarize Literature CC.5.Rlit.2															
	Events, Procedures, Concepts in Informational Text CC.5.Rinf.3															
	Informational Text Structures CC.5.Rinf.5															
	Main Idea CC.5.Rinf.2															
	Review Skill: Distinguish Fact from Opinion CC.5.Rinf.10															
	Review Skill: Compare and Contrast CC.5.Rinf.10															
Writing, Revising, and Editing	Common and Proper Nouns CC.5.L.1, W.5															
	Plural Nouns CC.5.L.2, W.5															
	Titles of Works CC.5.L.2.d, W.5															
	Collective Nouns CC.5.L.1, W.5															
	Writing in Response to Prompt CC.5.W.3.a, W.2.b, W.2.d, W.7, W.8, W.2.a, W.4, W.10															
Vocabulary	Science Vocabulary CC.5.L.6															
	Academic Vocabulary CC.5.L.6															
	Prefixes CC.5.L.4.b															
	Suffixes 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			

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Writing Rubric

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

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Grade 5 Assessment

A3.43

Unit 3 | Nature's Network

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Research Rubric

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Scale	Content	Presentation
4	<ul style="list-style-type: none"> • Presentation is well organized, matching relevant facts to the main ideas represented by the research questions. • Multimedia elements complement the spoken presentation. • Student uses reliable sources and understands why those sources were considered reliable. • Student mixes personal observation (as appropriate) with solid research. 	<ul style="list-style-type: none"> • Speaker explains his or her topic clearly, and is able to answer questions about the topic. • Student clearly explains which sources were used and why they were credible. • Multimedia elements are woven in at appropriate points.
3	<ul style="list-style-type: none"> • Presentation is organized, but may lack some logical structure. • Multimedia elements are interesting but might not complement the spoken presentation. • Student uses reliable sources but may not be clear on why some sources are more reliable. • Student's personal observations are at times unfocused or not relevant to student's research. 	<ul style="list-style-type: none"> • Speaker explains his or her topic and reads clearly, but may struggle to answer questions that are not part of the presentation. • Student may have used an unreliable source or been unable to explain why a source was considered credible. • Multimedia elements are included but not seamlessly integrated.
2	<ul style="list-style-type: none"> • Presentation, including any multimedia elements, is not clearly focused on the topic or does not provide sufficient meaningful information about the topic. • Student makes no attempt to discriminate between reliable and unreliable resources. • Student's personal observations are very unfocused or not at all relevant to student's research. 	<ul style="list-style-type: none"> • Speaker struggles to explain the topic or is unable to answer feedback. • Student does not appear to have done sufficient research. • The multimedia portion of the presentation is not effective.
1	<ul style="list-style-type: none"> • Presentation lacks focus, is confusing, or does not come close to time allotted. • Personal observations are confused or off-topic. 	<ul style="list-style-type: none"> • Speaker struggles to explain his or her topic and to explain which sources were used for information. • Student is unable to respond to any feedback. • No multimedia elements are included.

Unit Self-Assessment

Unit 3

Directions: Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
use prefixes and suffixes to understand new words.			
determine importance when I read.			
identify the problem, the turning point, and the resolution in stories.			
relate concepts when I read.			
compare how information is organized in different texts.			
find main ideas and their supporting details.			
use regular and irregular plural nouns correctly.			
use collective nouns correctly.			
write common and proper nouns correctly.			
write titles of works correctly.			

Of all the texts you read for Nature's Network, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

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Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	D	Plot	CC.5.Rlit.10
2	B	Plot	CC.5.Rlit.10
3	C	Plot	CC.5.Rlit.10
4	B	Determine Importance	CC.5.Rlit.2
5	B	Determine Importance	CC.5.Rlit.2
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Relate Concepts	CC.5.Rinf.3
2	B	Relate Concepts	CC.5.Rinf.3
3	C	Distinguish Fact from Opinion	CC.5.Rinf.10
4	A	Compare Text Structures	CC.5.Rinf.5
5	B	Compare and Contrast	CC.5.Rinf.10
6	C	Relate Concepts	CC.5.Rinf.3
7	B	Compare Text Structures	CC.5.Rinf.5
8	D	Distinguish Fact from Opinion	CC.5.Rinf.10
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	D	Main Idea	CC.5.Rinf.2
2	A	Supporting Details	CC.5.Rinf.2
3	B	Determine Importance	CC.5.Rinf.2
4	C	Determine Importance	CC.5.Rinf.2
5	D	Main Idea	CC.5.Rinf.2
6	A	Determine Importance	CC.5.Rinf.2
7	B	Supporting Details	CC.5.Rinf.2
8	D	Determine Importance	CC.5.Rinf.2
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Main Idea	CC.5.Rinf.2
2	B	Supporting Details	CC.5.Rinf.2
3	A	Relate Concepts	CC.5.Rinf.3
4	A	Compare Text Structures	CC.5.Rinf.5
5	A	Main Idea	CC.5.Rinf.2
6	C	Determine Importance	CC.5.Rinf.2
7	A	Relate Concepts	CC.5.Rinf.3
8	B	Compare Text Structures	CC.5.Rinf.5
9	D	Main Idea	CC.5.Rinf.2
10	A	Supporting Details	CC.5.Rinf.2
11	D	Plot	CC.5.Rlit.10
12	C	Plot	CC.5.Rlit.10
13	Skill Rubric	Determine Importance	CC.5.Rlit.2

Vocabulary					
Week 1 CC.5.L.6			Week 3 CC.5.L.6		
Item	Key	Word	Item	Key	Word
1	A	carnivore	1	B	Chlorophyll
2	A	consumer	2	A	magnifies
3	C	food chain	3	D	microscope
4	B	herbivore	4	C	nutrients
5	B	omnivore	5	D	Photosynthesis
6	D	producer	6	C	observe
7	B	store	7	B	propose
8	D	partnership	8	C	classify
9	C	transfer	9	A	specialize
10	C	cooperate	10	A	investigate
11	B	essential			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Prefixes	CC.5.L.4.b
2	D	Prefixes	CC.5.L.4.b
3	B	Prefixes	CC.5.L.4.b
4	D	Prefixes	CC.5.L.4.b
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	D	Suffixes	CC.5.L.4.b
2	A	Suffixes	CC.5.L.4.b
3	C	Suffixes	CC.5.L.4.b
4	B	Suffixes	CC.5.L.4.b
5	B	Prefixes	CC.5.L.4.b
6	A	Prefixes	CC.5.L.4.b
7	C	Science Vocabulary	CC.5.L.6
8	B	Science Vocabulary	CC.5.L.6
9	B	Science Vocabulary	CC.5.L.6
10	C	Academic Vocabulary	CC.5.L.6
11	D	Academic Vocabulary	CC.5.L.6
12	D	Academic Vocabulary	CC.5.L.6

Answer Keys and Rubrics

Unit 3

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	B	Proper Nouns	CC.5.L.1	1	B	Titles of Works	CC.5.L.2.d
2	B	Common Nouns	CC.5.L.1	2	A	Irregular Plural Nouns	CC.5.L.2
3	C	Common Nouns	CC.5.L.1	3	D	Titles of Works	CC.5.L.2.d
4	D	Proper Nouns	CC.5.L.1	4	A	Irregular Plural Nouns	CC.5.L.2
5	A	Proper Nouns	CC.5.L.1	5	B	Irregular Plural Nouns	CC.5.L.2
6	C	Common Nouns	CC.5.L.1	6	C	Plural Nouns (change <i>f</i> to <i>ve</i>)	CC.5.L.2
Prompt (7)	Skill Rubric	Sequence Events	CC.5.W.3.a	7	C	Editing: Collective Nouns	CC.5.L.1, W.5
Week 2				8	B	Editing: Collective Nouns	CC.5.L.1, W.5
Item	Key	Item Descriptor	CCSS Code	9	A	Editing: Collective Nouns	CC.5.L.1, W.5
1	A	Plural Nouns (-s and -es endings)	CC.5.L.2	10	D	Editing: Collective Nouns	CC.5.L.1, W.5
2	B	Plural Nouns (change <i>f</i> to <i>ve</i>)	CC.5.L.2	11a	Editing Rubric	Editing Task: Titles of Works	CC.5.L.2.d, W.5
3	C	Plural Nouns (change <i>y</i> to <i>i</i>)	CC.5.L.2	11b	Editing Rubric	Editing Task: Plural Nouns (change <i>y</i> to <i>i</i>)	CC.5.L.2, W.5
4	B	Plural Nouns (-s and -es endings)	CC.5.L.2	11c	Editing Rubric	Editing Task: Titles of Works	CC.5.L.2.d, W.5
5	C	Plural Nouns (change <i>f</i> to <i>ve</i>)	CC.5.L.2	11d	Editing Rubric	Editing Task: Proper Nouns	CC.5.L.1, W.5
6	D	Plural Nouns (change <i>y</i> to <i>i</i>)	CC.5.L.2	11e	Editing Rubric	Editing Task: Collective Nouns	CC.5.L.1, W.5
Prompt (7)	Skill Rubric	Explain a Concept	CC.5.W.2.b, W.2.d	11f	Editing Rubric	Editing Task: Irregular Plural Nouns	CC.5.L.2, W.5
Week 3				Prompt (12)	Skill Rubric	Establish a Purpose and Audience	CC.5.W.2.a, W.4, W.10
Item	Key	Item Descriptor	CCSS Code				
1	C	Titles of Works	CC.5.L.2.d				
2	C	Collective Nouns	CC.5.L.1				
3	A	Collective Nouns	CC.5.L.1				
4	B	Titles of Works	CC.5.L.2.d				
5	B	Collective Nouns	CC.5.L.1				
6	D	Titles of Works	CC.5.L.2.d				
7	D	Titles of Works	CC.5.L.2.d				
8	A	Collective Nouns	CC.5.L.1				
Prompt (9)	Skill Rubric	Evaluate Sources	CC.5.W.7, W.8				

Answer Keys and Rubrics

Writing, Revising, and Editing	
Week 1 Skill Rubric Item 7 (Prompt) Sequence Events	Student describes a problem, resulting events, turning point, and resolution that are
4 points	clear, thought out, and logically connected.
3 points	adequate and appropriately connected.
2 points	superficially related to each other.
1 point	vague, random, or unrelated to each other.
Week 2 Skill Rubric Item 7 (Prompt) Explain a Concept	Student rewrites a paragraph about a concept using
4 points	concrete, precise, formal language.
3 points	adequate words and some detail.
2 points	mediocre words and little detail.
1 point	bland words and no detail.
Week 3 Skill Rubric Item 9 (Prompt) Evaluate Sources	Student uses criteria of site type and purpose, author expertise, and data to write
4 points	an appropriate and accurate evaluation of the sources.
3 points	a mostly accurate evaluation of the sources.
2 points	a somewhat accurate evaluation of the sources.
1 point	an inadequate evaluation of the sources.
0 point	no response or an unscorable response.

Writing, Revising, and Editing	
Unit Test Week 4 Skill Rubric Item 12 (Prompt) Establish a Purpose and Audience	Student uses wording and details that convey
4 points	a strong and definite sense of purpose and awareness of audience.
3 points	adequate sense of purpose and awareness of audience.
2 points	a vague sense of purpose and awareness of audience.
1 point	minimal or no sense of purpose or awareness of audience.
Use the Writing Rubric on page A3.43 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
Unit Test Editing Task Rubric Item 11 1 point correct per response	
11a	In sentence 1, add quotes around title
11b	In sentence 4, change "stories" to "stories"
11c	In sentence 5, change "Up" to "up"
11d	In sentence 7, change "bridge" to "Bridge"
11e	In sentence 8, change "were" to "was"
11f	In sentence 9, change "fishes" to "fish"

Reading Comprehension	
Unit Test Rubric Item 13 Determine Importance	Fully summarizes the story without including extraneous details.
3 points	Provides a limited summary and/or includes extraneous details.
2 points	Summary is minimal and/or incorrect.
1 point	

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	100

5 points

Points	1	2	3	4	5
%	20	40	60	80	100

8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

11 points

Points	1	2	3	4	5	6	7	8	9	10	11
%	9	18	27	36	45	55	64	73	82	91	100

12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

15 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100

17 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
%	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100

19 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
%	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

20 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

Plot

Review the Rules

Plot is what happens in a story.

- At the beginning of the plot, the characters face a problem.
- In the middle, events move the story along. But one event changes everything. That's the turning point.
- At the end, the problem is solved. That's the resolution.

Practice

Read "Falcon and the Rain God." Then finish the labels to tell about the story.

<p style="text-align: center;">Falcon and the Rain God</p> <p>"Falcon," called Javelina and Antelope. "Our water holes are empty. Our shade bushes are all dried up. You are the only one who can fly. You are the only one who can find us rain."</p> <p>Falcon nodded. Spreading his wings, he flew up past the mountains and through the clouds until he reached Rain God's home.</p> <p>"Rain God," Falcon said as he bowed his head. "Our water holes are dried up. The shade bushes are sticks. Could you please give us just a little rain?"</p> <p>Rain God replied, "Since you've been so respectful, you may have some rain. But only take what you need."</p> <p>So Falcon found the fattest raincloud he could and poked tiny holes in it with his sharp beak. As he headed for home, he felt raindrops sprinkling down to the desert.</p>	<p>Problem: _____</p> <p>_____</p> <p>Event 1: _____</p> <p>_____</p> <p>Event 2: _____</p> <p>_____</p> <p>Turning Point: _____</p> <p>_____</p> <p>Resolution: _____</p> <p>_____</p>
---	--

Apply

Tell a partner about a story from one of your Small Group Reading books. Retell the plot by describing the problem, main events, turning point, and resolution.

Determine Importance

Review the Rules

To determine importance, you decide which ideas matter the most. Then you use those ideas to summarize the text. You tell about the most important ideas in just a few sentences.

Practice

Read "In the City" and complete the sentences that follow the passage. Then, summarize the passage.

In the City

There are many ways to get around in the city. People can drive their own cars or ride in a bus. Some people prefer to ride in taxis because they want to avoid crowds. People who don't mind crowds at all can take the subway. With sidewalks everywhere, people can walk, too!

1. The topic is _____

2. Important details are _____

3. Summary: _____

Apply

Determine the importance of one of your Small Group Reading books. Share a summary of the book with a partner.

Writing Trait: Fluency

Review the Rules

You can write fluent sentences by

- using different sentence types
- including transition words so they are easy to follow
- making sure your writing sounds natural when you read it aloud.

Practice

Read each paragraph. Check the box to show which paragraph has the best sentence fluency. Tell why you think so.

Paragraphs	Best Sentence Fluency
Nina got out the bread. Then, she grabbed the peanut butter and jelly. Using a knife, Nina spread the peanut butter and jelly onto the bread. Finally, she ate the sandwich	
Nina got out the bread. Nina got out the peanut butter and jelly. Nina put the peanut butter and jelly on the bread by spreading them. She used a knife. Nina ate her sandwich.	

Apply

Rewrite the paragraph below to improve the sentence fluency.

Yoon went to the library at the school. Yoon was looking for an article for her writing project. It would have to be about computers. She was in a hurry. She needed help. Yoon asked the librarian where to find the articles. The librarian found just what Yoon needed.

Relate Concepts

Review the Rules

When you relate concepts, you tell how important ideas in a text are connected.

Practice

Read the article. Write the answers to the questions.

Amazing Ants

We usually think of ants as pests, but these tiny creatures actually perform valuable functions in an ecosystem. In the jungle, for example, leafcutter ants actually recycle leaves as they make their own food. Harvesting the leaves keeps the jungle from becoming overgrown.

Back in their nests, the ants chop the leaves and smash the pieces into a paste. Then they wait until a fungus grows on the paste and feast on this fungus. When the fungus is gone, they push the leaf paste out of their nest. As the paste decomposes, it releases important nutrients for plants into the soil.

1. What important concept does the first paragraph introduce?

2. What process does the second paragraph explain?

3. Summarize the process explained in the second paragraph.

4. How is the process in the second paragraph related to the concept introduced in the first paragraph?

Apply

Choose one of your Small Group Reading books. Explain to your partner how two important ideas in the book are related.

Compare Text Structures

Review the Rules

Texts can be organized in different ways depending on the author’s purpose.

- Some texts are organized by causes and effects, sequence, or compare-and-contrast.
- Words, such as *because*, *first*, and *both*, are clues that show how the writing is organized.

Practice

Read the two paragraphs. Identify the text structure of each one. Circle the clues.

Photosynthesis is the basis of the earth’s food chains. First, green plants absorb sunlight and carbon dioxide into their leaves. Then a substance called chlorophyll in the leaves uses the energy from sunlight to transform carbon dioxide and water into sugar and oxygen. The oxygen is released into the atmosphere. The sugar is later converted into starches, fats, and proteins that are stored in the plant, good foods just waiting for herbivores to discover them.

Text Structure: _____

Carnivores and herbivores have different kinds of teeth. Carnivores have short, pointed incisors for tearing apart meat. They have molars with jagged edges that function like knife blades. Many herbivores, on the other hand, have incisors with flat edges. Their molars slide across each other to allow them to grind their food.

Text Structure: _____

Apply

Review your Small Group Reading books. How many different text structures can you identify?

Determine Importance

Review the Rules

You can summarize information by looking for the most important details.

Look for details that help you understand the topic.

- Decide which details are more important than others.
- Tell the most important details in sentence or two.

Read the first paragraph of “Modern Pirates on the High Seas” and look at the underlined examples of important details.

Modern Pirates on the High Seas

Many people dream of finding a buried treasure. But some people make their living at it. These treasure hunters search land and sea to find a lost treasure. Then they sell it to make money.

Is treasure hunting big business? Or is it modern piracy?

Experts feel that treasure hunting should be illegal. Treasure hunters destroy valuable pieces from our past. Experts could study these pieces for clues to the past. They believe that these pieces belong in museums. To them, treasure hunters rob the people from learning more about the world.

These are important details

To summarize, treasure hunters look for treasure to sell.

Practice

As you read the second and third paragraphs, underline the important details. Then summarize the paragraph in one or two sentences.

Apply

Summarize a paragraph for a partner from one of your Small Group Reading books.

Writing Trait: Word Choice

Review the Rules

When you write a report, use precise words to explain ideas.

- Clearly state your topic.
- Make sure you group related ideas in the correct order.

Practice

Read "Why Ecologists Are Importantt."

- Look at the underlined words.
- Use definitions and specific details to improve the word choice.
- Use ^ to show what you would add. Use ↗ to show what you would replace.

Why Ecologists Are Important

Ecologists are scientists who study the relationships between organisms and their environment. They often focus on the food chains in a particular ecosystem. For example, they might study a desert or an ocean.

Ecologists also evaluate how people can preserve natural resources, while enjoying the benefits of using them. For example, they suggest how to use forests and water wisely.

Apply

Write a paragraph about a food chain. Provide definitions and specific examples to explain concepts.

Main Idea and Details

Review the Rules

Many texts include a main idea and details.

- The main idea is the biggest, or most important, idea in a text.
- Details are smaller pieces of information that tell more about the main idea.
- The most important details will answer questions about the main idea.

Practice

Read "The 1906 San Francisco Earthquake." Look at the main idea and the question. Underline three details that support the main idea.

The 1906 San Francisco Earthquake

A dangerous earthquake struck San Francisco on April 18, 1906. It measured 7.8 out of 10 on the Richter scale. The Richter scale is an instrument that measures the strength of earthquakes. More than 700 people were killed in the earthquake. Dozens of buildings fell down. The earthquake caused many fires. All day, the fire spread from building to building in the city.

What happened during the earthquake that made it dangerous?

Apply

Share the main idea and details from one of your Small Group Reading books with a partner. Include at least two details about the main idea.

Determine Importance

Review the Rules

To determine importance, you decide which idea matters the most. One way to do this is to look for a main idea.

- First, turn the title into a question.
- Next, look for details that answer the question.
- Then think about how the details answer your question. The answer will be the main idea.

Practice

Read "The Green Thumb." Write a question for the title. Underline the important details. Then write the main idea.

The Green Thumb

Emily Jax just opened the Green Thumb last week. Emily moved here from Ohio just a few months ago. She sells flowers, plants, and plant supplies. Emily's favorites are roses and daisies. Olivia Golden lives in the apartment above the Green Thumb. She says "The parking lot is always full. But people don't seem to mind waiting for a parking spot. They look so happy when they come out of the shop carrying beautiful and healthy plants."

Question: _____

Main Idea: _____

Apply

Work with a partner to determine the main ideas for two of your Small Group Reading books.

Identify Supporting Details

Review the Rules

The most important details you'll find in texts are those that support the main idea. Supporting details help you understand the main idea better.

Read the first paragraph of "Art from Junk?"

Art from Junk?

One person's junk is someone else's treasure. That is what the people at the American Visionary Art Museum believe. This museum shows art that is not made with paint and clay. It's created with junk!

Artists use recycled materials to make masterpieces! There is art made with socks. There is an old car decorated with forks. So the next time you take out the recycling, think about if you are throwing out a future work of art!

The main idea is that junk can be treasure.

The supporting details tell how junk is a treasure—it's used for art.

Practice

Read the second paragraph of "Art from Junk?"

1. Underline the main idea.
2. Circle the details below that you would add to the paragraph to support the main idea.

Scraps of metal make interesting birds of all shapes and sizes.

Everyone knows it is important to recycle.

Socks are colorful and soft.

There's a sculpture made from toothpicks.

Many people throw old pieces of wood into the trash

Apply

Work with a partner to identify the main idea and the most important, or supporting, details in one of your Small Group Reading books.

Implied Main Idea

Review the Rules

Sometimes the main idea of a text isn't stated directly. To figure out the main idea

- identify the topic and author's purpose
- find the important details
- use the important details to decide what the writing is mostly about.

Practice

Read "A Unique Swimmer." Circle the topic. Underline the most important details. Then write the main idea.

A Unique Swimmer

Have you ever seen a sailfish jumping above the ocean waves? They are quite a sight to see with their brilliant colors, which can be a mix of blues, grays, and silver. You can easily identify a sailfish by its slender body and large dorsal fin. The dorsal fin stretches almost the entire length of its back. The fin moves down to its side while swimming. That's probably why a sailfish can swim so fast. A sailfish has been known to swim at speeds up to 70 miles per hour! When the sailfish is threatened or excited, the dorsal fin raises up like a sail.

Main Idea: _____

Apply

With a partner, take a look at several of your Small Group Reading books. Are the main ideas stated directly, or can you figure out the main idea by using the important details?

Determine Importance

Review the Rules

Once you know the topic of a story or article, you can look at all the ideas. Determining the most important details will help figure out the most important, or main idea.

- Figure out the topic.
- Look for important details about the topic.
- The details will help me determine the main idea.

Read the first paragraph of the article "Birds of Prey" and circle the main idea.

The topic is bald eagles.

Birds of Prey

Bald eagles are good hunters. They have amazing eyesight. They can see straight ahead and to the side at the same time. Their sharp talons help them capture prey. After grabbing food with their claws, eagles use their strong beaks to tear the food apart.

Bald eagles really like fish. To capture fish, they swoop down and snatch them from the water. Or, they will stand in shallow water and scoop up fish in their bills. Sometimes an eagle will steal fish! The eagle waits for a hawk to bring fish for its babies. The eagle bothers the hawk so much that it drops the fish. Then the eagle grabs the fish.

Important details: Eagles' eyes, talons, and beaks make them good hunters.

Practice

Read the second paragraph, and underline its important details. Then write the main idea.

The main idea of the second paragraph is _____

Apply

Tell a partner about some important details in a paragraph from one of your Small Group Reading books. Tell how they support the main idea.

Writing Trait: Organization

Review the Rules

When you write, organize the ideas so your readers understand the message.

- Clearly state your topic.
- Make sure you group related ideas in the correct order.

Practice

Read "A Good Pet." Circle two sentences that should move to improve the organization. Draw arrows to show where they should go.

A Good Pet

Somehow a dog always knows what kind of mood you are in. If you've had a bad day, a dog might just sit close to you and wait patiently for a pat on the head. A dog is probably the most sensitive pet you'll ever have. Or, it might try to cheer you up by bringing you a ball to throw. A dog loves its owner no matter what.

Many people in retirement or nursing homes can't have pets any more. So when a volunteer brings in a friendly dog for a visit, it brightens up their day. Because of their happy nature, dogs are good pets to share with the elderly. For some residents, the visit adds excitement to a normally routine day. For others, petting a dog can be very soothing.

Apply

What do you think about taking pets to visit the elderly? Write an opinion paragraph. Organize your ideas in a logical way.

Reteaching Masters Answer Key

RT3.1 Plot

Answers will vary slightly, but should reflect the following:

Problem: Everything is dried up. There is no water.

Event 1: Falcon flies up to see Rain God.

Event 2: Falcon asks Rain God for some rain.

Turning Point: Rain God lets Falcon take some rain.

Resolution: Falcon pokes holes in a raincloud and it rains on the desert.

RT3.2 Determine Importance

1. getting around in the city.
2. that people can drive cars or ride in buses, taxis, or on the subway. They also can walk.
3. People can get around the city in many different ways.

RT3.3 Writing Trait: Fluency

Practice

Paragraph 1 has the best sentence fluency. Possible reasons: It has transition words so you know when things happen; not all the sentences are the same length; not all the sentences start the same way.

Apply

Answers will vary. Look for natural language, sentence variety, and transitions.

RT3.4 Relate Concepts

1. Paragraph 1 introduces the concept that ants perform valuable functions such as recycling leaves
2. Paragraph 2 explains how leafcutter ants recycle leaves by growing fungus.
3. The ants smash the leaves into a paste, wait for fungus to grow on the paste, eat the fungus, and then push the leaf paste out of their nest.
4. The process in paragraph 2 explains an example of one valuable function that ants provide in a particular ecosystem.

RT3.5 Compare Text Structures

Paragraph 1 Text Structure: Sequence

Clues include the words *first*, *then*, and *later*.

Paragraph 2 Text Structure: Compare and Contrast

Clues include the words *different*, *incisors*, *molars*, and *on the other hand*.

RT3.6 Determine importance

from "Modern Pirates on the High Seas"

Experts feel that treasure hunting should be illegal. Treasure hunters destroy valuable pieces from our past. They believe that these pieces belong in museums. To them, treasure hunters rob the people from learning more about the world.

Possible response:

Treasure hunters should not be allowed to destroy these valuable pieces, which belong in museums.

RT3.7 Writing Trait: Word Choice

Possible responses:

Why Ecologists Are Important

Ecologists are scientists who study the relationships between (living things) organisms and their environment. They often focus on the food chains in a particular ecosystem. For example, they might study a desert or an ocean. the relationships between herbivores and carnivores in a desert.

Ecologists also evaluate how people can preserve natural resources, while enjoying the benefits of using them. For example, they suggest how to use forests and water wisely. determine how many trees we can afford to cut down each year without endangering a forest.

RT3.8 Main Idea and Details

The 1906 San Francisco Earthquake

A dangerous earthquake struck San Francisco on April 18, 1906. It measured 7.8 out of 10 on the Richter scale. The Richter scale is an instrument that measures the strength of earthquakes. More than 700 people were killed in the earthquake. Dozens of buildings fell down. The earthquake caused many fires. All day, the fire spread from building to building in the city.

RT3.9 Determine Importance

The Green Thumb

Emily Jax just opened the Green Thumb last week. Emily moved here from Ohio just a few months ago.

She sells flowers, plants, and plant supplies. Emily's favorites are roses and daisies. Olivia Golden lives in the apartment above the Green Thumb. She says "The parking lot is always full. But people don't seem to mind waiting for a parking spot. They look so happy when they come out of the shop carrying beautiful and healthy plants."

Question: What is the Green Thumb?

Main idea: The Green Thumb is a popular new plant store.

Reteaching Masters Answer Key, continued

RT3.10 Identify Supporting Details

Artists use recycled materials to make masterpieces!

Circled details:

Scraps of metal make interesting birds of all shapes and sizes.

There's a sculpture made from toothpicks.

RT3.11 Implied Main Idea

A Unique Swimmer

Have you ever seen a sailfish jumping above the ocean waves? They are quite a sight to see with their brilliant colors which can be a mix of blues, grays, and silver. You can easily identify a sailfish by its slender body and large dorsal fin. The dorsal fin stretches almost the entire length of its back. The fin moves down to its side while swimming. That's probably why a sailfish can swim so fast. A sailfish has been known to swim at speeds up to 70 miles per hour! When the sailfish is threatened or excited, the dorsal fin raises up like a sail.

Possible main idea: The sailfish is a fast swimmer known by its movable dorsal fin.

RT3.12 Determine Importance

from "Birds of Prey"

Bald eagles really like fish. To capture fish, they swoop down and snatch them from the water. Or, they will stand in shallow water and scoop up fish in their bills. Sometimes an eagle will steal fish! The eagle waits for a hawk to bring fish for its babies. The eagle bothers the hawk so much that it drops the fish. Then the eagle grabs the fish.

Possible response: The main idea of the second paragraph is that bald eagles like fish so much they'll try different ways to get fish.

RT3.13 Writing Trait: Organization

A Good Pet

Somehow a dog always knows what kind of mood you are in. If you've had a ~~bad day~~, a dog might just sit close to you and wait patiently for a pat on the head. A dog is probably the most sensitive pet you'll ever have. Or, it might try to cheer you up by bringing you a ball to throw. A dog loves its owner no matter what.

Many people in retirement or nursing homes can't have pets any more. ~~So when a volunteer brings in a friendly dog for a visit, it brightens up their day.~~ Because of their happy nature, dogs are good pets to share with the elderly. For some residents, the visit adds excitement to a normally routine day. For others, petting a dog can be very soothing.

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Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Grade 5 Unit 3 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 3 appear in red type. For additional content words and story words, please see the Small Group Reading section.

Anthology Handbook

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Strategies for Learning Language

These strategies can help you learn to use and understand the English language.



1 Listen actively and try out language.

What to Do	Examples
Repeat what you hear.	<p>You hear:</p> <p>Way to go, Joe! Fantastic catch!</p> <p>You say:</p> <p>Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i></p> <p>Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p>You hear:</p> <p>"When did you know that something was missing?"</p> <p>You say:</p> <p>"I knew that something was missing when I got to class."</p>

2 Ask for help.

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "brought" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p>You say:</p> <p>"Wait! Could you say that again more slowly, please?"</p> <p>Other options:</p> <p>"Does 'violet' mean 'purple'?"</p> <p>"Is 'enormous' another way to say 'big'?"</p>

3 Use gestures and body language, and watch for them.

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p>
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

4 Think about what you are learning.

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> • I can start a question with "is," "can," or "do". <p>Do you have my math book?</p> <ul style="list-style-type: none"> • I can start a question with "who," "what," "where," "when," "how," or "why" to get more information. <p>Where did you put my math book?</p>

Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

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Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
Definition Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous refers to something that causes harm or injury.
Restatement Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, or result in injuries to climbers.
Synonym Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. Also dangerous are very high altitudes that make it hard to breathe.
Antonym Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, but special gear keeps the climbers safe.
Examples Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. For example , they carry extra food, equipment for heavy snowfall, and first-aid kits.

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Vocabulary Strategies, *continued*

Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
 - key = button
 - + board = flat surface
 - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



laptop means "small portable computer," not "the top of your lap"

Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange
The prefix *re-* means "again." The word *arrange* means "to put in order."
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

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Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er
verb
The word *teach* means "to give lessons." The suffix *-er* means "one who."
A **teacher** is "a person who gives lessons."
noun
2. Put the meanings of the word parts together.

Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**
inter + rupt + ion
prefix **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**
inter + rupt + ion = interruption
break **a break in activity**

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Vocabulary Strategies, *continued*

Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert as sluggishly as a snail .	Cory and a snail	They both move very slowly.
His skin was like sheets of sandpaper .	skin and sandpaper	They are both rough and very dry.

Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The sun's rays were a thousand bee stings on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only companion was thirst .	friend and thirst	His thirst was always there with him.

Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The angry sun kept punishing him.	sun	has feelings
A cactus reached out to him.	cactus	is able to be friendly

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Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:

If the topic is Mars, I'm **all ears**.



What you mean:

If the topic is Mars, I'll **listen very carefully**.

Break a leg!

Rachel had to **eat her words**.

Good luck!

Rachel had to **say she was wrong**.

Give me a break!

Hang on.

That's ridiculous!

Wait.

I'm **in a jam**.

I'm **in trouble**.

The joke was so funny, Lisa **laughed her head off**.



The joke was so funny, Lisa **laughed very hard**.

Juan was **steamed** when I lost his video game.

Juan was **very angry** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **veg out**.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **24-seven**.

Rob and Zak are together **all the time**.

You can say that again.

I totally agree with you.

Zip your lips!



Be quiet!

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Reading Strategies

Good readers use a set of strategies before, during, and after reading. Knowing which strategy to use and when will help you understand and enjoy all kinds of text.

Plan and Monitor

Good readers have clear plans for reading. Remember to:

- **Set a purpose** for reading. Ask yourself: Why am I reading this? What do I hope to get from it?
- **Preview** what you are about to read. Look at the title. Scan the text, pictures, and other visuals.
- **Make predictions**, or thoughtful guesses, about what comes next. Check your predictions as you read. Change them as you learn new information.

Monitor, or keep track of, your reading. Remember to:

- **Clarify ideas and vocabulary** to make sure you understand what the words and passages mean. Stop and ask yourself: Does that make sense?
- **Reread, read on, or change your reading speed** if you are confused.

Determine Importance

How can you keep track of all the facts and details as you read? Do what good readers do and focus on the most important ideas.

- Identify the **main idea**. Connect details to the main idea.
- **Summarize** as you read and after you read.

Ask Questions

Asking yourself questions as you read keeps your mind active. You'll ask different types of questions, so you'll need to find the answers in different ways.

- Some questions are connected to answers **right there** in the text.
- Others cover more than one part of the text. So, you'll have to **think and search** to find the answers.

Not all answers are found in the book.

- **On your own** questions can focus on your experiences or on the big ideas of the text.
- **Author and you** questions may be about the author's purpose or point of view.

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Visualize

Good readers use the text and their own experiences to picture a writer's words. When you **visualize**, use all your senses to see, hear, smell, feel, and taste what the writer describes.

Make Connections

When you make connections, you put together information from the text with what you know from outside the text. As you read, think about:

- **your own ideas and experiences**
- what you know about the **world** from TV, songs, school, and so on
- **other texts** you've read by the same author, about the same topic, or in the same genre.

Make Inferences

Sometimes an author doesn't tell a reader everything. To figure out what is left unsaid:

- Look for what the author emphasizes.
- Think about what you already know.
- Combine what you read with what you know to figure out what the author means.

Synthesize

When you **synthesize**, you put together information from different places and come up with new understandings. You might:

- **Draw conclusions**, or combine what you know with what you read to decide what to think about a topic.
- **Form generalizations**, or combine ideas from the text with what you know to form an idea that is true in many situations.

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Writing and Research

Writing is one of the best ways to express yourself. Sometimes you'll write to share a personal experience. Other times, you'll write to give information about a research topic. Whenever you write, use the following steps to help you say what you want clearly, correctly, and in your own special way.

Prewrite

When you prewrite, you choose a topic and collect all the details and information you need for writing.

- 1 **Choose a Topic and Make a Plan** Think about your writing prompt assignment or what you want to write about.

- Make a list. Then choose the best idea to use for your topic.
- Think about your writing role, audience, and form. Add those to a RAFT chart.
- Jot down any research questions, too. Those will help you look for the information you need.

RAFT Chart

Role: scientist
Audience: my teacher and classmates
Form: report
Topic: honeybees

- 2 **Gather Information** Think about your topic and your plan. Jot down ideas. Or, use resources like those on pages 623–627 to find information that answers your questions. Take notes.



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Use Information Resources

Books

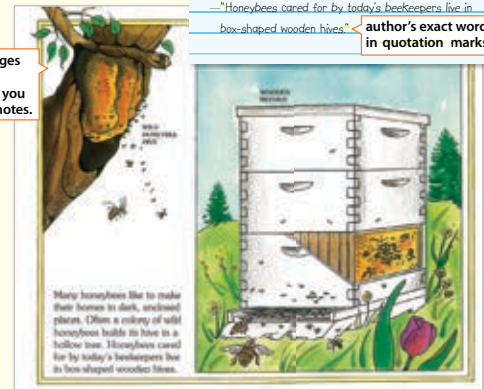


A book is a good source of information.

Notecard

Where do honeybees live? **research question**
 The Honey Makers, by Gail Gibbons, page 6 **name of source**
 —Many honeybees live in dark places like hollow trees. **notes in your own words**
 —"Honeybees cared for by today's beekeepers live in box-shaped wooden hives." **author's exact words in quotation marks**

Read the pages to find the information you need. Take notes.



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Writing and Research, continued

Encyclopedias

Each encyclopedia volume has facts about different topics.



guide words



1. Look up your topic in the correct encyclopedia **volume** or on the **CD-ROM**.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

article

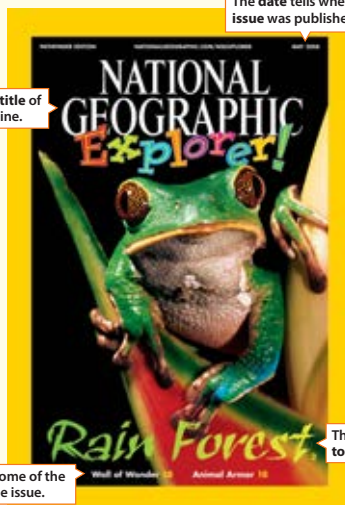
624

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Magazines

The date tells when the issue was published.

This is the title of the magazine.



This is the main topic of the issue.

These are some of the topics in the issue.

... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person's answers.
- Choose the notes you'll use for your writing



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Writing and Research, *continued*

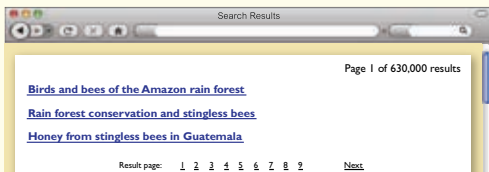
Internet

The Internet is a connection of computers that share information through the World Wide Web. It is like a giant library. Check with your teacher for how to access the Internet from your school.

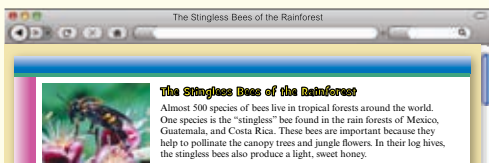
1. Go to a search page. Type in your key words. Click Search.



2. Read the list of Web sites, or pages, that have your key words. The underlined words are links to the Web sites.



3. Click on a link to go directly to the site, or Web page. Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.

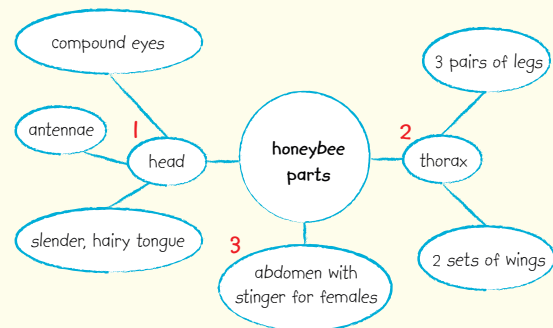


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4. **Get Organized** Think about all the details you've gathered about your topic. Use a list, a chart, or other graphic organizer to show what you'll include in your writing. Use the organizer to show the order of your ideas, too.

Cluster



Outline

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits
 - B. turn nectar into honey
- II. Honeybee homes
 - A. around the world
 - B. hives



627

Page 627

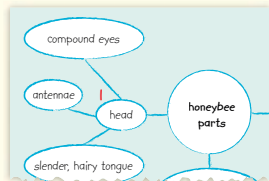
Writing and Research, *continued*

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.

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Revise

When you revise, you make changes to your writing to make it better and clearer.

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your main points.

You are describing a honeybee's hive. Isn't a bee's nest the same as a hive?

Yes, it is. I don't need the word "nest," so I'll take it out.

Your partner can help you discover what is unclear or what you need to add. Use your partner's suggestions to decide what you can do to make your writing better.

2. **Make Changes** Think about your draft and what you and your partner discussed. What changes will you make? Use Revising Marks to mark your changes.

Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

In the wild, honeybee scouts look for places to make hives and nests. The opening needs to be high off the ground. They look for openings in hollow tree trunks. That way the hive will be safe from predators harmful animals. A hive needs to hold thousands of bees and all they gather. the nectar and pollen

The best bee's nest will also face south so it stays warm.

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Writing and Research, *continued*

Edit and Proofread

When you edit and proofread, you look for mistakes in capitalization, grammar, and punctuation.

- 1 Check Your Sentences** Check that your sentences are clear, complete, and correct. Add any missing subjects or predicates.
- 2 Check Your Spelling** Look for any misspelled words. Check their spelling in a dictionary or a glossary.
- 3 Check for Capital Letters, Punctuation, and Grammar** Look especially for correct use of
 - capital letters in proper nouns
 - apostrophes and quotation marks
 - subject-verb agreement
 - pronouns
 - verb tenses
- 4 Mark Your Changes** Use the Editing and Proofreading Marks to show your changes.
- 5 Make a Final Copy** Make all the corrections you've marked to make a final, clean copy of your writing. If you are using a computer, print out your corrected version.

It is crowded and busy inside a honeybee hive. A hive can have more than 50000 honeybees. Most of them are worker bees. The worker bees create wax from their bodies to build combs. The combs are layers of cells, or holes. The cells hold nectar pollen, or larvae.

Editing and Proofreading Marks	
	Add.
	Take out.
	Replace with this.
	Check spelling.
	Capitalize.
	Make lowercase.
	Make new paragraph.

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Publish

When you publish your writing, you share it with others.

- 1 Add Visuals** Visuals can make your writing more interesting and easier to understand. Maybe you will
 - import photographs or illustrations
 - insert computer clip art
 - add graphs, charts, or diagrams
- 2 Present Your Writing** There are a lot of ways to share your finished work. Here are just a few ideas.
 - E-mail it to a friend or family member.
 - Send it to your favorite magazine or publication.
 - Turn it into a chapter for a group book about the topic.
 - Make a video clip of you reading it to add to a group presentation.



A Home for the Honeybee

In the wild, honeybee scouts look for places to make hives. They look for openings in hollow tree trunks. The opening needs to be high off the ground. That way the hive will be safe from predators. A hive also needs to be big enough for thousands of bees and all the nectar and pollen they gather. The best hive will also face south so it stays warm.



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Writing Traits

Good writing is clear, interesting, and easy to follow. To make your writing as good as it can be, check your writing to be sure it has the characteristics, or traits, of good writing.

Focus and Coherence

Writing is focused when the main idea is clear. It is coherent when all the ideas work together to tell about the same idea. What score can you give your or your partner's writing for focus and coherence? How can you make it better?

	Are the ideas related?	Is the writing complete?
4	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
3	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
2	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
1	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.

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Development of Ideas

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
4	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
3	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
2	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
1	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

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Writing Traits, *continued*

Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



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Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

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Grammar, Usage, Mechanics, and Spelling

Sentences

A sentence expresses a complete thought.

Kinds of Sentences

There are four kinds of sentences.

A statement tells something. It ends with a period .	Ned is at the mall now. He needs a new shirt.
A question asks for information. It ends with a question mark .	Where can I find the shirts?
<p>Kinds of Questions</p> <p>Some questions ask for "Yes" or "No" answers. They start with words such as Is, Do, Can, Are, and Will.</p> <p>Other questions ask for more information. They start with words such as Who, What, Where, When, and Why.</p>	
An exclamation shows strong feeling. It ends with an exclamation mark .	This is such a cool shirt! I love it!
A command tells you what to do or what not to do. It usually begins with a verb and ends with a period. If a command shows strong emotion, it ends with an exclamation mark.	Please bring me a size 10. Don't open the door yet. Wait until I come out!



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Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."
That is **not** a good color for me.
I can't find the right size.

Complete Sentences

A complete sentence has two parts.

The subject tells whom or what the sentence is about.	My friends buy clothes here. The other store has nicer shirts.
The predicate tells what the subject is, has, or does.	My friends buy clothes here. The other store has nicer shirts.
<p>Subjects</p> <p>All the words that tell about a subject is the complete subject.</p> <p>The simple subject is the most important word in the complete subject.</p> <p>A compound subject has two nouns joined together by the words and or or.</p>	
<p>Predicates</p> <p>All the words in the predicate is the complete predicate.</p> <p>The simple predicate is the verb. It is the most important word in the predicate.</p> <p>A compound predicate has two or more verbs that tell about the same subject. The verbs are joined by and or or.</p>	
	My younger <u>sister</u> loves the toy store. My younger <u>sister</u> loves the toy store. Terry and Brittany never shop at this store. My <u>mom</u> or my <u>dad</u> always comes with me. The stores <u>open</u> today at <u>nine</u> . The stores <u>open</u> today at nine. We eat and shop at the mall. Sometimes <u>we</u> see a movie or just talk with our friends.

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Sentences *(continued)*

Compound Sentences

When you join two sentences together, you can make a compound sentence.

Use a comma and the conjunction and to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, and I go with them.
Use a comma and the conjunction but to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, but I ride my bike.
Use a comma and the conjunction or to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, or you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An independent clause expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A dependent clause does not express a complete thought. It is not a sentence.	before it gets busy
To make a complex sentence , join an independent clause with one or more dependent clauses . If the dependent clause comes first, put a comma after it.	Before it gets busy, Mom and her friends walk around the mall for exercise.



Nouns

Nouns name people, animals, places, or things.

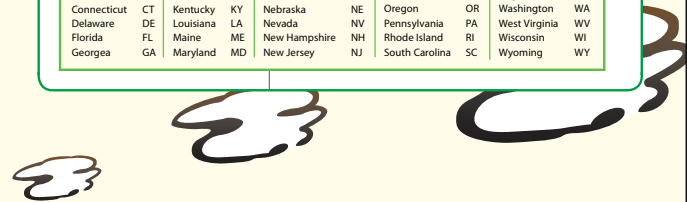
Common Nouns and Proper Nouns

There are two kinds of nouns.

A common noun names any person, animal, place, or thing of a certain type.	I know that girl . She rides a horse . I sometimes see her at the park . She walks her dog there.
A proper noun names a particular person, animal, place, or thing.	I know Marissa . I sometimes see her at Hilltop Park . She walks her dog Chase there.
<ul style="list-style-type: none"> Start all the important words with a capital letter. Start the names of streets, cities, and states with a capital letter. Also use capital letters when you abbreviate state names. 	Her family is from Dallas, Texas . They live on Crockett Lane .

Abbreviations for State Names in Mailing Addresses

Alabama AL	Hawaii HI	Massachusetts MA	New Mexico NM	South Dakota SD
Alaska AK	Idaho ID	Michigan MI	New York NY	Tennessee TN
Arizona AZ	Illinois IL	Minnesota MN	North Carolina NC	Texas TX
Arkansas AR	Indiana IN	Mississippi MS	North Dakota ND	Utah UT
California CA	Iowa IA	Missouri MO	Ohio OH	Vermont VT
Colorado CO	Kansas KS	Montana MT	Oklahoma OK	Virginia VA
Connecticut CT	Kentucky KY	Nebraska NE	Oregon OR	Washington WA
Delaware DE	Louisiana LA	Nevada NV	Pennsylvania PA	West Virginia WV
Florida FL	Maine ME	New Hampshire NH	Rhode Island RI	Wisconsin WI
Georgia GA	Maryland MD	New Jersey NJ	South Carolina SC	Wyoming WY



Nouns *(continued)*

Singular and Plural Count Nouns

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add -s to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes
For count nouns that end in a consonant plus y , change the y to i and then add -es . For nouns that end in a vowel plus y , just add -s .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children



Noncount Nouns

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

Weather Words	fog heat lightning thunder rain YES: Thunder and lightning scare my dog. NO: Thunders and lightnings scare my dog.
Food Words Some food items can be counted by using a measurement word such as cup, slice, glass, or head plus the word of . To show the plural form, make the measurement word plural.	bread corn milk rice soup YES: I'm thirsty for milk . I want two glasses of milk . NO: I'm thirsty for milks. I want milks.
Ideas and Feelings	fun help honesty luck work YES: I need help to finish my homework. NO: I need helps to finish my homework.
Category Nouns	clothing equipment mail money time YES: My football equipment is in the car. NO: My football equipments is in the car.
Materials	air gold paper water wood YES: Is the water in this river clean? NO: Is the waters in this river clean?
Activities and Sports	baseball dancing golf singing soccer YES: I played soccer three times this week. NO: I played soccers three times this week.

Grammar, Usage, Mechanics, and Spelling *continued*

Nouns *(continued)*

Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays
- a sport or activity
- most businesses
- a person's name

Some jokes are funny.

Do you have a **favorite joke**?

I have **an uncle** who knows a lot of jokes.

It is **an event** when my uncle comes to visit.

He lives about **an hour** away from us.

He drives in ~~an~~ **snow**, ~~a~~ **fog**, or ~~an~~ **ice** to get here.

Uncle Raul is **the** uncle I told you about.

The jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.

He used to live in **Brazil**.

He speaks **English** and **Spanish**.

Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.

Sometimes he'll play **soccer** with me.

Then we go to **Sal's Café** to eat.

He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

This book has a lot of photographs.

Those books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

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Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?
The **men's** scores are the highest.



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Grammar, Usage, Mechanics, and Spelling *continued*

Pronouns

A pronoun takes the place of a noun or refers to a noun.

Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.

Are you interested in Mars, too?

Use **you** to speak to another person.



Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.
She will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.
He added the pictures to the report.

Use **it** for a thing.

The report is almost done.
It will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?

Yes. Sam and I are ready. We give a report tomorrow.

Use **we** for yourself and one or more other people.



Use **they** for other people or things.

Scott and Tyrone set up the video camera.
They will record each presentation.

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Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

Julia is a good speaker.
She tells the class about Mars.

The photos show the surface of Mars.
They are images from NASA.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."
Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.

The class asked **them** about Mars.

Jack put **the report** online.

Jack put **it** online.

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.

I wrote a report about the sun.
The report about the sun is **mine**.

Use **ours** to show that you and one or more people own something.

Meg, Bob, and I drew diagrams.
The diagrams are **ours**.

Use **yours** to show that something belongs to one or more people you are talking to.

Have you seen my report, Matt?
Yes, that report is **yours**.

Use **his** for one boy or man. Use **hers** for one girl or woman.

Here is **Carole's** desk.
The desk is **hers**.

For two or more people, places, or things, use **theirs**.

Ross and Clare made posters.
The posters are **theirs**.

Possessive Pronouns	
Singular	Plural
mine	ours
yours	yours
his, hers	theirs


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Page 645

Adjectives

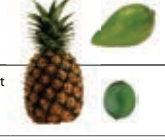
An adjective describes, or tells about, a noun.

How Adjectives Work

Usually, an adjective comes <u>before</u> the noun it tells about. But, an adjective can also appear <u>after</u> verbs such as <i>is, are, look, feel, smell, and taste</i> .	You can buy delicious fruits at the market. All the fruit looks fresh . The shoppers are happy .																	
Adjectives describe	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 .																	
Adjectives describe	The sellers have two baskets of beans. The first basket is near the limes.	If you can count what you see, use:																
• what something is like	When there's a lot of sun, the sellers sit in the shade. I pick out some oranges. My oranges are in the bag. That basket is Ryan's . His basket is full of apples. The sellers' chairs are in the shade. Their chairs are under umbrellas.	If you can't count what you see, use:																
• the size, color, and shape of something	<table border="1"><tr><td>many</td><td>several</td><td>much</td><td>not much</td></tr><tr><td>a lot of</td><td>only a few</td><td>a lot of</td><td>only a little</td></tr><tr><td>few</td><td>not any</td><td>a little</td><td>not any</td></tr><tr><td>some</td><td>no</td><td>some</td><td>no</td></tr></table>	many	several	much	not much	a lot of	only a few	a lot of	only a little	few	not any	a little	not any	some	no	some	no	
many	several	much	not much															
a lot of	only a few	a lot of	only a little															
few	not any	a little	not any															
some	no	some	no															
• what something looks, feels, sounds, or smells like																		
Some adjectives tell "how many" or "in what order."																		
When you don't know the exact number of things, use the adjectives in the chart.																		
Possessive adjectives tell who owns something.																		

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 .	<table border="0"> <tr><td>large</td><td>nice</td></tr> <tr><td>larger</td><td>nicer</td></tr> <tr><td>largest</td><td>nicest</td></tr> </table>	large	nice	larger	nicer	largest	nicest	
large	nice							
larger	nicer							
largest	nicest							
• If the adjective ends in silent e , drop the final e and add -er or -est .	pretty i prettier prettiest	crazy i crazier craziest						
• If the adjective ends in y , change the y to i and add -er or -est .	big g bigger biggest	sad d sadder saddest						
• If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add -er or -est .	A few adjectives have special forms for comparing things.	good better best bad worse worst little less least						
For adjectives with three or more syllables, do not use -er or -est to compare. Use more , most , less , or least .	YES: Of all the fruit, the guavas are the most colorful . NO: Of all the fruit, the guavas are the colorfulst. YES: The oranges are more delicious than the pears. NO: The oranges are 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 more juiciest of all the fruits.							

Verbs

Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.

Action Verbs

An action verb tells what someone or something does.	The children ride bikes. They wear helmets for safety. They pedal as fast as they can.
---	---

The Verbs *Have* and *Be*

The verb to have tells what the subject of a sentence has.	I have a bicycle. It has twelve gears. My friend Pedro has a bicycle, too. Sometimes we have races.	Forms of the Verb <i>have</i> have has had
The verb to be does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).	I am a fan of bicycle races. Pedro is excited about our next race.	Forms of the Verb <i>be</i> am are is were

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 are riding fast.
They're riding fast.

You can make a contraction with the verbs **am, are, and is**.

Contractions with <i>Be</i>	
I + am = I'm	she + is = she's
you + are = you're	where + is = where's
we + are = we're	what + is = what's

You can make a contraction with the helping verbs **have, has, and will**.

Contractions with <i>Have</i> and <i>Will</i>	
I + have = I've	he + has = he's
you + have = you've	I + will = I'll
they + have = they've	it + will = it'll

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with <i>Not</i>	
do + not = don't	have + not = haven't
did + not = didn't	has + not = hasn't
are + not = aren't	could + not = couldn't
was + not = wasn't	should + not = shouldn't

The contraction of the verb **can** plus **not** has a special spelling.

can + not = **can't**

Grammar, Usage, Mechanics, and Spelling continued

Verbs, (continued)

Actions in the Present

All action verbs show when the action happens.

Verbs in the **present tense** show

- that the action happens now.
- that the action happens often.

To show the present tense for the subjects **he, she, or it**, add **-s** to the end of most action verbs.

- For verbs that end in **x, ch, sh, ss, or z**, add **-es**.
- For verbs that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For verbs that end in a vowel plus **y**, just add **-s**.
- For the subjects **I, you, we, or they**, do not add **-s** or **-es**.

The **present progressive** form of a verb tells about an action as it is happening. It uses **am, is, or are** and a main verb. The main verb ends in **-ing**.

Pedro **eats** his breakfast.
Then he **takes** his bike out of the garage.
Pedro and I **love** to ride our bikes on weekends.

Pedro checks the tires on his bike.
He finds a flat tire!

Pedro **fixes** the tire.
A pump **pushes** air into it.

"That should do it," he **says** to himself.

He **carries** the pump back into the garage.

I **arrive** at Pedro's house.
We **coast** down the driveway on our bikes.

We **are pedaling** faster.
I **am passing** Pedro!
He **is following** right behind me.



Actions in the Past

Verbs in the **past tense** show that the action happened in the past.

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**.

Irregular verbs do not add **-ed** to show the past tense. They have special forms.

Yesterday, I **looked** for sports on TV.

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.

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.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.
- use **am going to, are going to, or is going to** before the **main verb**.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

Tomorrow, Shelley **will clean** her bike.

She **will remove** all the dirt.

She **is going to remove** all the dirt.
I **am going to help** her.

The bike **will be** spotless.
Shelley **is going to be** pleased!

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.

Some prepositions tell where something is.	
Some prepositions show direction .	
Some prepositions tell when something happens .	before lunch in 2003 on September 16 during lunch in September at four o'clock after lunch in the afternoon from noon to 3:30
Other prepositions have many uses.	about among for to against at from with along except of without

Prepositional Phrases

A prepositional phrase starts with a preposition and ends with a noun or a pronoun. Use prepositional phrases to add information or details to your writing.

At our school, we did many activities **for Earth Day**.
 We picked up the trash **along the fence**.
 Then we planted some flowers **next to it**.



Capital Letters

A word that begins with a capital letter is special in some way.

How to Use Capital Letters

A word that begins with a capital letter is special in some way.

Use a capital letter at the beginning of a sentence.	O ur class is taking an exciting field trip. W e are going to an airplane museum.																	
Always use a capital letter for the pronoun I .	My friends and I can't wait!																	
Use a capital letter for a person's <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 	We're going the first S aturday in J anuary. <table border="0"> <tr> <td>Days of the Week</td> <td>Months of the Year</td> </tr> <tr> <td>Sunday Sun. January Jan.</td> <td></td> </tr> <tr> <td>Monday Mon. February Feb.</td> <td></td> </tr> <tr> <td>Tuesday Tue. March Mar.</td> <td></td> </tr> <tr> <td>Wednesday Wed. April Apr.</td> <td></td> </tr> <tr> <td>Thursday Thurs. May</td> <td rowspan="2">} These months are not abbreviated.</td> </tr> <tr> <td>Friday Fri. June</td> </tr> <tr> <td>Saturday Sat. July</td> <td></td> </tr> <tr> <td></td> <td> August Aug. September Sep. October Oct. November Nov. December Dec. </td> </tr> </table>	Days of the Week	Months of the Year	S unday S un. J anuary J an.		M onday M on. F ebruary F eb.		T uesday T ue. M arch M ar.		W ednesday W ed. A pril A pr.		T hursday T hurs. M ay	} These months are not abbreviated.	F riday F ri. J une	S aturday S at. J uly			A ugust A ug. S eptember S ep. O ctober O ct. N ovember N ov. D ecember D ec.
Days of the Week	Months of the Year																	
S unday S un. J anuary J an.																		
M onday M on. F ebruary F eb.																		
T uesday T ue. M arch M ar.																		
W ednesday W ed. A pril A pr.																		
T hursday T hurs. M ay	} These months are not abbreviated.																	
F riday F ri. J une																		
S aturday S at. J uly																		
	A ugust A ug. S eptember S ep. O ctober O ct. N ovember N ov. D ecember D ec.																	
Use a capital letter for each important word in the names of special days and holidays.	That will be after C hristmas, K wanzaa, and N ew Y ear's D ay. E arth D ay F ourth of J uly H anukkah T hanksgiving																	

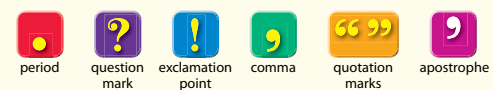
Capital Letters, (continued)

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 	The W ilson A irplane M useum is in the V eterans M emorial H all. It's in the middle of V eterans P ark, right next to the P iney W oods Z oo. The museum is on F light A venue. It is the biggest airplane museum in F lorida. It's the biggest in the whole U nited S tates! <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																							
R ocky M ountains	A frica	E arth																							
S ahara D esert	A ntarctica	M ars																							
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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																								
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: TX is the abbreviation for the state of Texas.

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

Use a **comma**

- when you write large numbers
- to separate three or more things in the same sentence
- before the words **and**, **but**, or **or** in a compound sentence.

There are more than 1,300 pets at this store.
Should I get a dog, a cat, or a parrot?
I came to the store last week, and the salesperson showed me some dogs.
She was very helpful, but I couldn't make a decision.

Use a **comma** to set off

- short words like **Oh**, **Yes**, and **Well** that begin a sentence
- someone's exact words

Oh, what a hard decision!
Well, I'd better choose something.
The salesperson said, "This little dog wants to go with you."
I said, "I like it, but I like those cats, too!"

Use a **comma** between two or more adjectives that tell about the same noun.

Do I get a big, furry puppy?
Or do I get a cute, tiny kitten?

Use a **comma** in letters

- between the city and state
- between the date and the year
- after the greeting in a friendly letter
- after the closing

177 North Avenue
New York, NY 10033
October 3, 2010

Dear Aunt Mia,

Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.

Your niece,
Becca

Quotation Marks

Use quotation marks

- to show a speaker's exact words
- to show the exact words from a book or other printed material
- the title of a magazine or newspaper article
- the title of a chapter from a book.

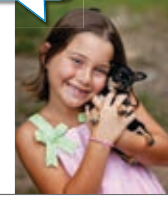
"Ms. Perry, this is the dog for me!" Becca said.

The ad said "friendly puppies" for sale.

I saw the idea in the article "Keeping Your Pet Happy."

Now I'm on the chapter "Working Dogs" in my book.

Ms. Perry, this is the dog for me!



Use periods and commas inside quotation marks.

"Many dogs are good with people," Ms. Perry said.
"You just have to decide if you want to big dog or a little one."

Apostrophes

Use an **apostrophe** when you write a **possessive noun**.

My **neighbor's** dog is huge.
The **Smiths'** yard is just big enough for him.

Use an **apostrophe** to replace the letter or letters left out in a **contraction**.

Let's go back to the pet store.
I'll look some more for the best pet for me.

Picture Dictionary

The definitions are for the words as they are introduced in the selections of this book.

Pronunciation Key
Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds	Symbols for Short Vowel Sounds	Symbols for R-controlled Sounds	Symbols for Variant Vowel Sounds
b box	a hat	ar barn	ah father
ch chick	e bell	air chair	aw ball
d dog	i chick	ear ear	oi boy
f fish	o box	ir fire	oo bog
g girl	u bus	or corn	ow cow
h hat		ur girl	ü fruit
j jar	Symbols for Long Vowel Sounds	Miscellaneous Symbols	
k cake	ā cake	shun fraction $\frac{1}{2}$	
ks box	ē key	chun question ?	
kw queen	i bike	zhun division $÷$	
l bell	ō goat		
m mouse	yū mule		
n pan			
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.

part of speech
The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

*The butterfly wings are easier to see when you **magnify** them.*

abolish > analyze

abolish
(u-bah-lish) *verb*
When you officially end something, you **abolish** it.

acquire
(u-kwir) *verb*
When you **acquire** something, it becomes yours.

affect
(u-fekt) *verb*
If something **affects** you, it changes you or your situation.

absorb
(ub-zorb) *noun*
When you take something in and hold it, you **absorb** it.

adapt
(u-dapt) *verb*
If you **adapt**, you change.

alternate
(awl-tur-nut) *adjective*
Alternate means different.

access
(ak-ses) *noun*
When you have **access** to something, you can get or use it.

advantage
(ud-van-tij) *noun*
An **advantage** is something that helps you.

analyze
(a-nu-liz) *verb*
To **analyze** means to examine in detail.

*The scientist works to **abolish** disease.*

*She **acquired** a shirt from her mom.*

*The snow can **affect** your plans.*

*The sponge **absorbs** the water.*

*Visitors to Japan must **adapt** to a new way of eating.*

*They must find an **alternate** location.*

*At a library you have **access** to many books.*

*Being fast is an **advantage** in tennis.*

*She **analyzed** the cell under a microscope.*

apply > barriers

apply
(u-pli) *verb*
To **apply** means to ask for or to request something, usually in writing.

assume
(u-süm) *verb*
When you **assume** something, you think it is true without checking the facts.

balance
(ba-luns) *noun*
You create **balance** by giving the right amount of importance to different things.

aquifer
(a-kwu-fur) *noun*
An **aquifer** is an area of water under the ground.

atmosphere
(at-mu-sfeur) *noun*
The **atmosphere** is a mixture of gasses that are all around a planet.

argument
(ar-gyü-munt) *noun*
An **argument** is a reason for a viewpoint.

availability
(ü-vä-lu-bi-lu-tè) *noun*
Availability means having access.

barrier
(ber-è-ur) *noun*
A **barrier** prevents you from getting to something.

*The boy will **apply** for a job.*

*Don't **assume** you know the way. Check your map!*

*It is good to have a **balance** of work and play time.*

*This **aquifer** holds a lot of water.*

*The sky divers made a circle in the **atmosphere**.*

*There are **arguments** for keeping our streets clean.*

*The **availability** of books inspired him to read.*

*The wall was a **barrier** to freedom.*

behavior > capacity

behavior
(bi-hä-vyur) *noun*
Behavior is the way a person acts.

boomtown
(büm-town) *noun*
A **boomtown** is an area that gets a large increase in money or people.

canal
(ku-nal) *noun*
A **canal** is a narrow ditch that is used so water can travel from one area to another.

benefit
(be-nü-fit) *noun*
A **benefit** is something that helps.

borrow
(bor-ö) *verb*
When you **borrow** something, you get to use it because someone gives you permission.

biodegradable
(bi-ö-di-gräd-du-bul) *adjective*
When things are **biodegradable**, they break down.

business
(biz-nus) *noun*
A **business** is a place that makes, buys, or sells things.

capacity
(kü-pa-sü-tè) *noun*
Capacity is how much something can hold.

*Their bad **behavior** got them in trouble.*

*When people find gold in an area, a small village can turn into a **boomtown**.*

*Boats use **canals** to travel to the ocean.*

*Fresh air and exercise are **benefits** of playing soccer.*

*It is fun to **borrow** books from the library.*


*Banana peels are **biodegradable**.*

*She sells lotion in her makeup **business**.*

*This bucket has a **capacity** for one gallon of water.*


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-jun) *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.



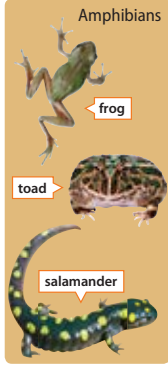
Farmers use pipes to **channel** water to the field.

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.

classify (kla-su-fi) *verb*
When you **classify** things, you put them into groups based on their similarities.




You can **classify** frogs, toads, and salamanders as **amphibians**.

664


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-t) *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.

consequence (kon-su-kwens) *noun*
A **consequence** is the result of an action.




A flood is a **consequence** of heavy rain.

conditions (kun-di-shuns) *noun*
All of the details of a situation are its **conditions**.




Some people want better working **conditions**.

construction (kun-struk-shun) *noun*
Construction is the process of building something.



The house is under **construction**.

consumer (kun-sū-mur) *noun*
A **consumer** eats plants or animals. All animals are consumers.




A horse is a **consumer** of grass.

665


cooperate > custom

cooperate (kō-ah-pu-rāt) *verb*
When you **cooperate**, you work together.




We **cooperated** to clean up the messy room.

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.

course (kors) *noun*
A **course** is the direction or route something goes in.




The river's **course** takes it all the way to the ocean.

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**.

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.

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.

666

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.

debts (det) *noun*
A **debt** is something you have to pay back.



She borrowed a dollar, and will pay back the **debt** next week.

debate (di-bāt) *verb*
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.

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.

determine (di-tur-mun) *verb*
To **determine** is to decide something.



The doctor **determined** that her patient had the flu.

development (di-ve-lup-munt) *noun*
Development is growth and progress.



This is a new **development** in technology.

667

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.

E

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.

earnings
(ur-nings) *noun*
Earnings are the payment someone receives for work.

She put all her **earnings** into her piggy bank.

dispose
(di-spōz) *verb*
When you **dispose** of something, you are throwing it away.

His chore is to **dispose** of the trash.

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.

distinguish
(di-sting-gwish) *verb*
Distinguish means to tell the difference between two things.

It's hard to **distinguish** Chris from his twin Joe.

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

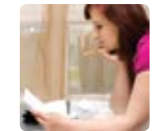
essential
(i-sent-shul) *adjective*
Essential means important or necessary.

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.

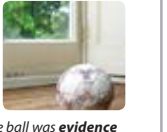
expansion
(ik-span-shun) *noun*
Expansion is when something gets bigger.

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**.

expenses
(ik-spens-ez) *noun*
Expenses are the money spent on something.

Her medical **expenses** cost less than she expected.


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.


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**.


E


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.

G


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.

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.

income
(in-kum) *noun*
Income is money that someone receives on a regular basis.




Her paycheck shows her weekly **income**.

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**.

identity
(i-den-ti-tē) *noun*
Your **identity** makes you who you are.




Playing music is part of this boy's **identity**.

672


individual > law

individual
(in-du-vi-ju-wül) *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.

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
(u-pöz) *verb*
Oppose means to disagree with an idea or action.




They protested to **oppose** the government's decision.

organization
(or-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
(or-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.

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**.

propose
(prō-pōz) *verb*
Propose means to suggest something, such as an action.




He **proposes** that his mom buy the blue shirt.

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.

recycling
(ri-dūs) *verb*
Recycling means to make something smaller or to use less of something.




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.

ranching
(ranch-ing) *noun*
Ranching is the business of raising animals on a ranch to be sold for their meat.



Ranching is hard work.

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.



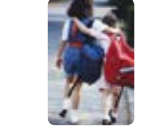
It is my **responsibility** to walk the dog.

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.

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.

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.

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

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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



Search for activities that meet each
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.	Unit 1: T1l, T1m, T27m, T27n, T36a, T37, T61k, T61l, T68a, T69; Unit 2: T101m, T101n, T110a, T111, T111c, T136c, T142a, T143; Unit 3: T214a, T215; Unit 4: T287a, T288a, T289; Unit 5: T333l, T368a, T369; Unit 6: T412a, T413, T413l, T439d, T448a, T449; Unit 7: T493i, T493j, T493k, T493l, T519a, T519b, T519c, T519d, T524a, T525, T566a, T567; Unit 8: T593i, T602
		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	

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Student edition index facsimile **R23–R26** (each unit)

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