


Unit
6

GRADE 5

Teacher's Edition

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





exploration

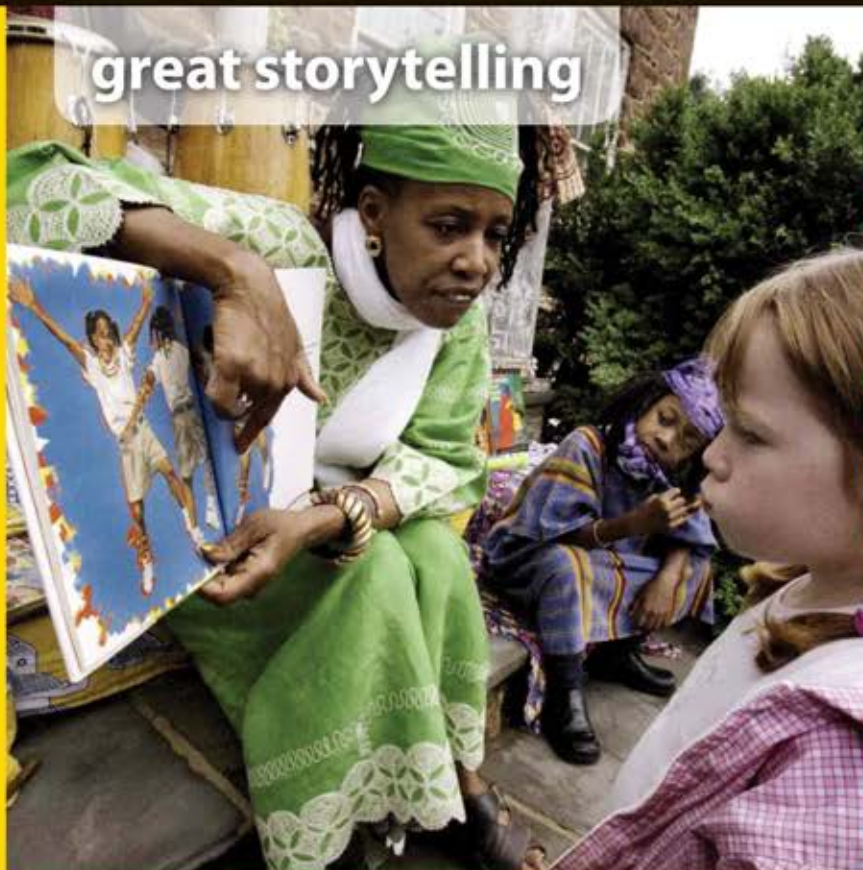


compelling
visuals



education

Forwarding the National Geographic Mission



great storytelling




celebration of cultures



authenticity

Unit
6

Teacher's Edition

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



Program Authors

Nancy Frey
Lada Kratky
Nonie K. Lesaux
Sylvia Linan-Thompson
Deborah J. Short
Jennifer D. Turner

 NATIONAL
GEOGRAPHIC

 Hampton-Brown



Meet the Artist

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

Acknowledgments

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

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

Cover Design and Art Direction: Visual Asylum

Cover Illustration: Joel Sotelo

Text Acknowledgments: “Western Wagons” by Stephen Vincent Benet from *A Book of Americans* by Rosemary and Stephen Vincent Benet. Copyright © 1933 by Rosemary and Stephen Vincent Benet, © renewed 1961 by Rosemary Carr Benet. Reprinted by permission of Brandt & Hochman Literary Agents, Inc. Any electronic copying or distribution of this text is expressly forbidden.

Photographic Credits: IFC (tl) Design Pics Inc./Alamy, (cl) Blend Images/Alamy, (bl) Washington Post/Getty Images, (tr) ZSSD/Minden Pictures/National Geographic Stock, (cr) Glow Images/Getty Images, (br) Paul Nicklen/National Geographic Images Collection; T375h, T403f, T413p, T439h (bl) flab/Alamy; T403b Imagestate; T413l Jerry Moorman/iStockphoto; T413q (bl) Mariusz S. Jurielewicz/Shutterstock, (br) The Granger Collection, NYC; T439i (tl) Abramova Kseniya/Shutterstock; PM6.13, PM6.14, PM6.16 Bettmann/CORBIS; PM6.29 Doug Steley A/Alamy; A6.11 Library of Congress; A6.23 (t) James L. Amos/Corbis, (b) Hulton Archive/Getty Images; A6.27 Maisel Raman/Shutterstock; A6.43 (tl) Jacek Chabraszewski/Shutterstock, (tc) paulaphoto/Shutterstock, (tr) Andy Dean Photography/Shutterstock.

Illustration Credits: All PM and RT illustrations by National Geographic Learning; A6.19 National Geographic Learning.

Acknowledgments and credits continued on page Ack1.

Copyright © 2013 National Geographic Learning, Cengage Learning

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

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

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

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

Visit National Geographic Learning online at www.NGSP.com

Visit our corporate website at www.cengage.com

Printed in the USA.

RR Donnelley, Menasha, WI

ISBN: 978-07362-96731

12 13 14 15 16 17 18 19 20 21

10 9 8 7 6 5 4 3 2 1

The Wild West



BIG QUESTION

What does it take to settle a new land?



READING SKILLS

Cause and Effect Learn to Visualize	<p>Week 1 T375g</p> <p>Westward Bound! History Article T385 by Michael J. Noble </p> <p>Research Project: Organize Information T403a</p>
Identify Author's Purpose Learn to Visualize Explain Relationships Between Events Compare Authors' Purposes	<p>Week 2 T403e</p> <p>A Day in the Life of a Vaquero Essay T405 by Phyllis Edwards; photographs by William Albert Allard</p> <p>One Man's Gold/El Dorado, 1849 Historical Accounts T413a by Enos Christman/ Luzena Stanley Wilson </p> <p>A Letter Home Letter T413a by Edmund Booth </p> <p>Writing Project: Editorial T413i </p>
Cause and Effect Learn to Visualize	<p>Week 3 T413o</p> <p>The Road to Rhyolite Play T421 by Shirleyann Costigan; illustrated by C.B. Canga </p> <p>Writing Project: Journal or Letter T439a </p>
Explain Narrative Poetry Learn to Visualize Determine Theme Compare Themes	<p>Week 4 T439g</p> <p>Rhyolite Narrative Play T441 by Diane Siebert; illustrated by Hugh D'Andrade</p> <p>The False Glitter of Gold/Discovering Treasure Play T449a by Helene Mercury/ Laura Jenkins </p> <p>Writing Project: Narrative Poem T450</p>

RESOURCES

Practice Masters PM6.1–PM6.44
Small Group Reading SG1–SG68

Assessment Masters A6.1–A6.46
Reteaching Masters RT6.1–RT6.15

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

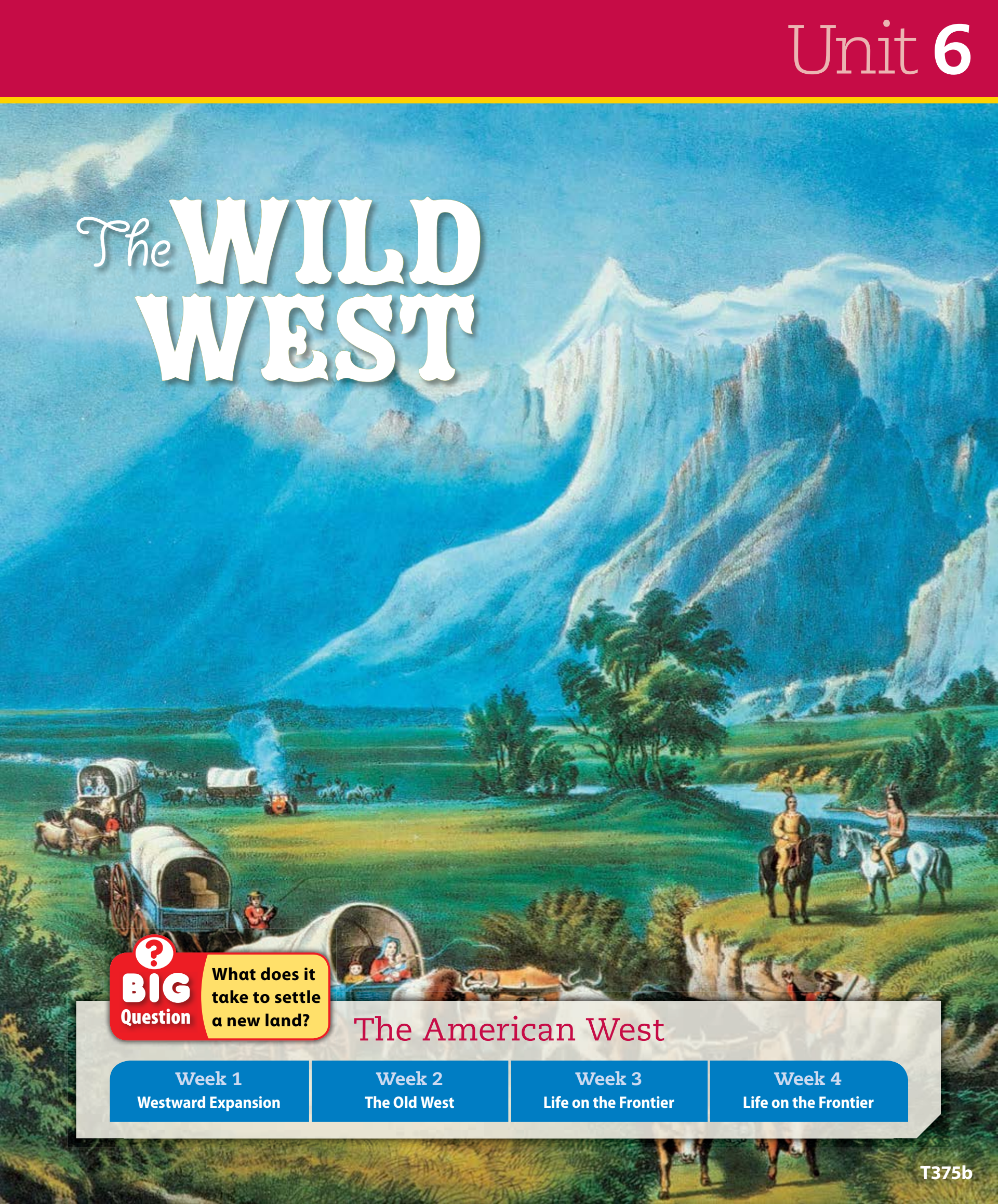
TEACHER

- 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

The WILD WEST



?
BIG
Question

What does it take to settle a new land?

The American West

Week 1 Westward Expansion	Week 2 The Old West	Week 3 Life on the Frontier	Week 4 Life on the Frontier
------------------------------	------------------------	--------------------------------	--------------------------------

Unit 6 Program Resources

WHOLE GROUP TIME

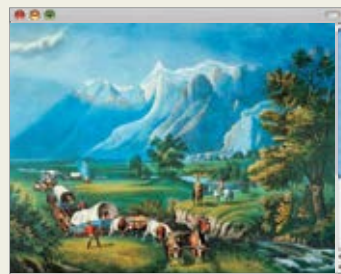


Student Technology

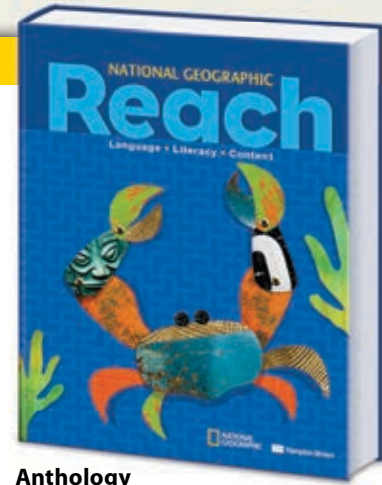
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard



Mark-Up Models 6.1, 6.2

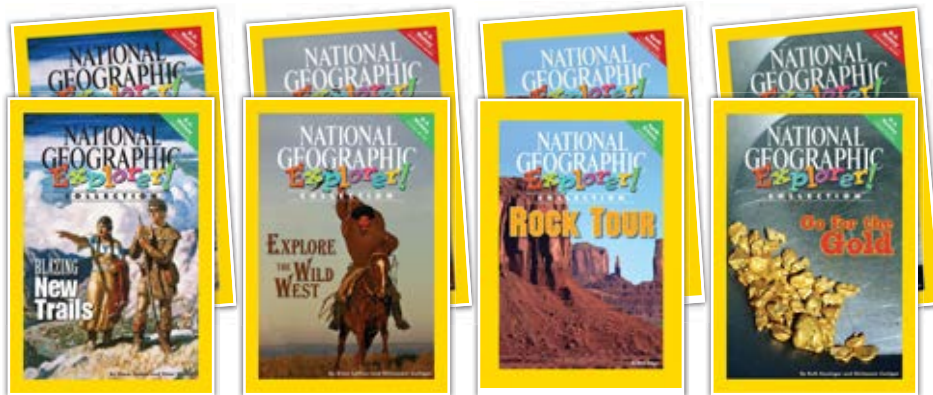
SMALL GROUP READING TIME



Fiction Books



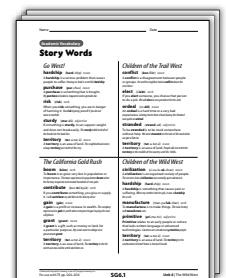
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters
SG6.1–SG6.32

LEARNING STATION TIME



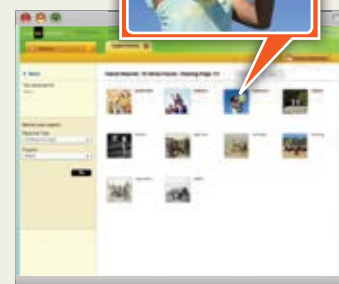
NGReach.com

Student Technology

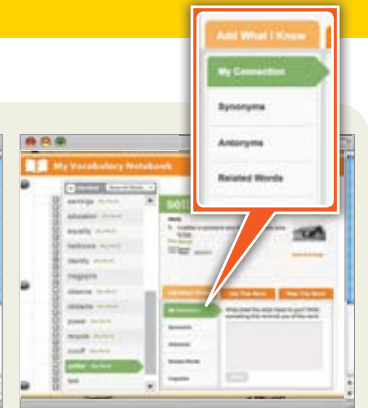
- My Assignments
- Digital Library
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Comprehension Coach



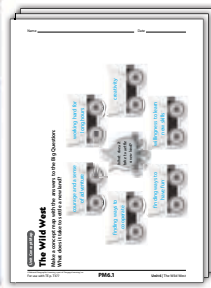
Digital Library



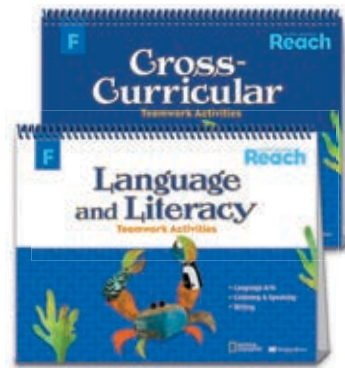
My Vocabulary Notebook



Practice Book
PM6.1–PM6.32



Practice Masters
PM6.1–PM6.32



Teamwork Activities

ESL Kit



Reach into Phonics Kit

PLANNING RESOURCES



NGReach.com

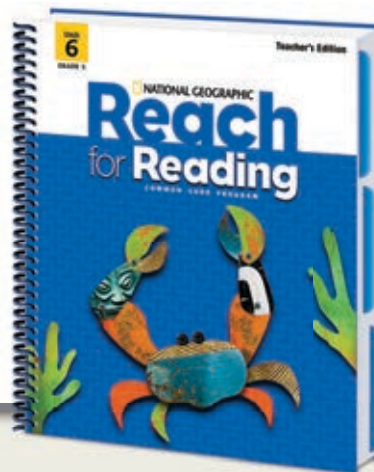
Teacher Technology

- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 6.1–6.34
- Family Newsletter 6 (in seven languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



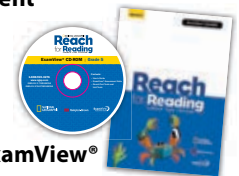
Teacher's Edition

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

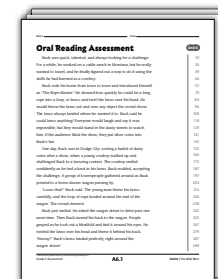
ASSESSMENT & RETEACHING



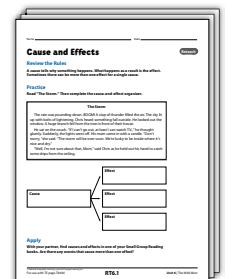
eAssessment™



ExamView®




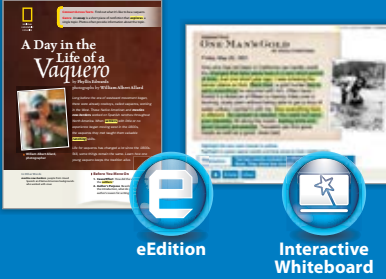


Assessment Masters
A6.1–A6.48



Reteaching Masters
RT6.1–RT6.13

Unit 6 Skills at a Glance

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

Introduce Unit 6	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary	Reading	
Week 1 	Describe Experiences Express Ideas Clearly	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: <i>r</i>-Controlled Vowels: <i>ar, er, ir, or, ur</i> and Commonly Misspelled Words ✓ Daily Grammar: Subject Pronouns; Object Pronouns ✓ Social Studies Vocabulary construction gold rush ranching reservation settler ✓ Academic Vocabulary cause establish expansion explore frontier individual visualize 	Read and Comprehend a History Article <ul style="list-style-type: none"> ✓ Determine Cause and Effect ✓ Learn to Visualize ✓ Fluency: Practice Intonation, Accuracy, and Rate 	
Week 2 	Share Events Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with <i>y</i>: <i>happy, yellow, key</i> and Commonly Misspelled Words ✓ Daily Grammar: Reflexive Pronouns; Pronoun Agreement ✓ Homographs 	Read and Comprehend an Essay <ul style="list-style-type: none"> ✓ Identify Author's Purpose ✓ Learn to Visualize Read and Comprehend Historical Texts ✓ Explain Relationships Between Events ✓ Identify Authors' Purposes ✓ Compare Viewpoints ✓ Fluency: Practice Phrasing, Accuracy, and Rate 	
Week 3 	Express Opinions Elaborate on Ideas	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with <i>oi, oy, ou, ow</i> and Commonly Misspelled Words ✓ Daily Grammar: Possessive Pronouns; Demonstrative Pronouns ✓ Social Studies Vocabulary boomtown claim ghost town investor mining limited resources ✓ Academic Vocabulary development discovery economy effect population response speculate 	Read and Comprehend a Play <ul style="list-style-type: none"> ✓ Determine Cause and Effect ✓ Learn to Visualize ✓ Fluency: Practice Expression, Accuracy, and Rate 	
Week 4 	Compare Scenes Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with <i>oo, ew; au, aw, al, all</i> and Commonly Misspelled Words ✓ Daily Grammar: Indefinite Pronouns; Different Kinds of Pronouns ✓ Compound Words 	Read and Comprehend a Narrative Poem <ul style="list-style-type: none"> ✓ Explain Narrative Poetry ✓ Learn to Visualize Read and Comprehend a Play ✓ Determine Theme ✓ Compare Themes ✓ Fluency: Practice Expression, Accuracy, and Rate 	
Unit 6 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS	

BIG Question What does it take to settle a new land?

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About Cause and Effect Write About Visualizing Write with Purpose Write to Link Ideas Write About It: Letter</p> <p>Daily Writing Skills: Use Your Own Words Research Project: Organize Information</p>	<p>I <i>Blazing New Trails</i></p> <p>BL <i>Go West!</i></p> <p>BL <i>Children of the Trail West</i></p> <p>OL <i>The California Gold Rush</i></p> <p>AL <i>Children of the Wild West</i></p>	<p>Speaking and Listening Imagine It!; You Were There</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Pioneer Diary; Write a Description</p> <p>Cross-Curricular Panning for "Gold"; Travel with Lewis and Clark</p> <p>Reading and Intervention Comprehension Coach; Choose a Route; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Visualize <input checked="" type="checkbox"/> Cause and Effect <input checked="" type="checkbox"/> Fluency: Intonation, Accuracy, and Rate <input checked="" type="checkbox"/> Social Studies and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: <i>r</i>-Controlled Vowels: <i>ar, er, ir, or, ur</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Subject Pronouns; Object Pronouns <input checked="" type="checkbox"/> Writing: Use Your Own Words
<p>Power Writing Write About Author's Purpose Write a Response Write to Reinforce Grammar Write to Describe an Event Write to Describe Author's Purpose</p> <p>Daily Writing Skills: Support Opinions Writing Project: Write an Editorial</p>	<p>I <i>Explore the Wild West</i></p> <p>BL <i>The Story of the Pony Express</i></p> <p>BL <i>The Railroad</i></p> <p>OL <i>Bull's Eye: A Photobiography of Annie Oakley</i></p> <p>AL <i>Wild West Women</i></p>	<p>Speaking and Listening Cowboy Poetry; Native Americans</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Names and Places; Write an Opinion</p> <p>Cross-Curricular Time Line of the West; How Did It All Fit?</p> <p>Reading and Intervention The Life of a Buckaroo; Additional Reading; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Visualize <input checked="" type="checkbox"/> Identify Author's Purpose <input checked="" type="checkbox"/> Fluency: Phrasing, Accuracy, and Rate <input checked="" type="checkbox"/> Homographs <input checked="" type="checkbox"/> Spelling: Words with <i>y</i>: <i>happy, yellow, key</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Reflexive Pronouns; Pronoun Agreement <input checked="" type="checkbox"/> Writing: Support Opinions <input checked="" type="checkbox"/> Writing Trait: Voice
<p>Power Writing Write About Cause and Effect Write to Visualize Write About Drama Writer's Craft: Dialogue Write About It: Dialogue</p> <p>Daily Writing Skills: Use Concrete Words and Phrases Writing Project: Write a Journal or Letter</p>	<p>I <i>Rock Tour</i></p> <p>BL <i>Sarah Plain and Tall</i></p> <p>BL <i>Jim Ugly (Part 1)</i></p> <p>OL <i>Bound for Oregon (Part 1)</i></p> <p>AL <i>Letters from the Corrugated Castle (Part 1)</i></p>	<p>Speaking and Listening Opinions, Please!; Reader's Theater</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write a Description; Gold Discovery</p> <p>Cross-Curricular Pioneer Homes, Where did Everyone Go?</p> <p>Reading and Intervention Comprehension Coach; Author Study; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Visualize <input checked="" type="checkbox"/> Cause and Effect <input checked="" type="checkbox"/> Fluency: Expression, Accuracy, and Rate <input checked="" type="checkbox"/> Social Studies and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with <i>oi, oy, ou, ow</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Possessive Pronouns; Demonstrative Pronouns <input checked="" type="checkbox"/> Writing: Use Concrete Words and Phrases <input checked="" type="checkbox"/> Writing Trait: Word Choice
<p>Power Writing Write About Poetry Write a Response Write to Reinforce Grammar Write About Theme Write to Compare Drama and Poetry</p> <p>Daily Writing Skills: Use Figurative Language Writing Project: Write a Narrative Poem</p>	<p>I <i>Go for the Gold</i></p> <p>BL <i>The Bite of the Gold Bug</i></p> <p>BL <i>Jim Ugly (Part 2)</i></p> <p>OL <i>Bound for Oregon (Part 2)</i></p> <p>AL <i>Letters from the Corrugated Castle (Part 2)</i></p>	<p>Speaking and Listening Perform a Skit; Gold Rush Shipwreck</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing A Minor Miner; Sold on Gold</p> <p>Cross-Curricular Ghost Town Map; Rhyolite the Rock</p> <p>Reading and Intervention Additional Reading; Boomtown; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Visualize <input checked="" type="checkbox"/> Explain Narrative Poetry <input checked="" type="checkbox"/> Fluency: Expression, Accuracy, and Rate <input checked="" type="checkbox"/> Compound Words <input checked="" type="checkbox"/> Spelling: Words with <i>oo, ew; au, aw, al, all</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Indefinite Pronouns; Different Kinds of Pronouns <input checked="" type="checkbox"/> Writing: Use Figurative Language <input checked="" type="checkbox"/> Writing Trait: Voice

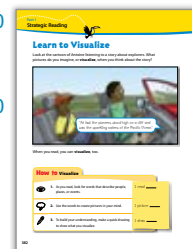
Week 1 Planner

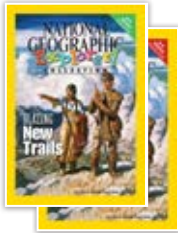

Online Lesson Planner
NGReach.com



✓ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening 5–10 minutes	Social Studies Background Introduce the Big Question; Preview Unit Projects T376–T377 Academic Talk CC.5.SL.1 Describe Experiences T378	Academic Talk CC.5.SL.1 Express Ideas Clearly T380a
	Language and Vocabulary 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ✓ Pretest; R-Controlled <i>ar, er, ir, or, ur,</i> CC.5.Rfou.3.a; and Commonly Misspelled Words T375k CC.5.L.2.e Daily Grammar CC.5.L.1 ✓ Subject Pronouns T375m Social Studies Vocabulary CC.5.L.6 ✓ Learn Key Words T378 cause construction gold rush ranching reservation settler	Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e ✓ Practice T375k Daily Grammar CC.5.L.1 ✓ Subject Pronoun <i>It</i> T375m Academic Vocabulary CC.5.L.6 ✓ Learn More Key Words T380a establish expansion explore frontier individual visualize
	Reading 20–40 minutes	Reading CC.5.Rlit.10 Read Aloud: Realistic Fiction T379a Comprehension CC.5.Rinf.10 ✓ Cause and Effect T379a Fluency CC.5.Rfou.4 ✓ Model Intonation T379a	Reading CC.5.Rlit.10 Science Fiction T382 Comprehension CC.5.Rlit.10 ✓ Learn to Visualize T382 Fluency CC.5.Rfou.4 ✓ Practice Intonation T382
	Writing 15–45 minutes	Power Writing T378 CC.5.W.10 Daily Writing Skills CC.5.W.8 Use Your Own Words T375o Writing CC.5.W.2, CC.5.W.10 Write About Cause and Effect T380 Research Project: Ghost Towns CC.5.W.1.b; CC.5.W.4; Plan T403a CC.5.W.5; CC.5.W.10	Power Writing T380a CC.5.W.10 Daily Writing Skills CC.5.W.8 Use Your Own Words T375o Writing CC.5.W.2; CC.5.W.10 Write About Visualizing T382 Research Project: Ghost Towns CC.5.W.1.b; CC.5.W.4; Research T403a CC.5.W.5; CC.5.W.10



		Read Social Studies Articles	Read Nonfiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG5 Reading CC.5.Rinf.1; CC.5.Rinf.3; Explain Relationships CC.5.Rinf.10 Between Individuals SG4 Build Comprehension SG5	Vocabulary CC.5.L.6 Learn Story Words SG6–SG7 Reading CC.5.Rlit.10; CC.5.Rinf.10 Introduce SG6–SG7 Read SG8–SG9 ✓ Cause and Effect SG8–SG9 ✓ Visualize SG8–SG9
			

LEARNING STATION TIME		
20 minutes		Speaking and Listening T375i CC.5.SL.1.c; CC.5.SL.2 Language and Vocabulary T375i CC.5.L.6 Writing T375i CC.5.W.3; CC.5.W.3.b; CC.5.W.10 Cross-Curricular T375j CC.5.SL.4; CC.5.SL.5 Reading and Intervention CC.5.Rfou.3; T375j; SG68 CC.5.Rfou.3.a; CC.5.Rfou.4.c

BIG Question What does it take to settle a new land?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.1.a
Preview and Predict T384

Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e
✓ Practice T375I

Daily Grammar CC.5.L.1
✓ Object Pronouns T375n

Vocabulary Practice CC.5.L.6
✓ Expand Word Knowledge T384

Reading CC.5.Rinf.10
Read a History Article T385–T392

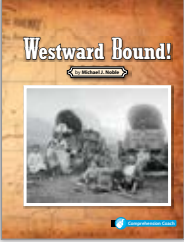
Comprehension CC.5.Rlit.10; CC.5.Rinf.10
✓ Cause and Effect T388–389, T391, T392
✓ Visualize T388–389, T392

Fluency CC.5.Rfou.4
✓ Practice Intonation, Accuracy, and Rate T392

Power Writing T384 CC.5.W.10
Daily Writing Skills CC.5.W.8
Summarize Notes T375p

Writing CC.5.W.2; CC.5.W.10
Write with Purpose T393

Research Project: Ghost Towns CC.5.W.1.b; CC.5.W.4; CC.5.W.5; CC.5.W.10
Research T403b



Day 4

Read and Comprehend

Academic Talk CC.5.Rlit.2; CC.5.SL.1.d
Summarize Reading T394

Daily Spelling and Word Work CC.5.L.2.e
✓ Practice T375I

Daily Grammar CC.5.L.1; CC.5.L.2
Grammar and Writing T375n

Vocabulary Practice CC.5.L.6
✓ Share Word Knowledge T394

Reading CC.5.Rinf.10
Read a History Article T395–T400


Comprehension CC.5.Rlit.10; CC.5.Rinf.10
✓ Cause and Effect T398–399, 400
✓ Visualize T398–399, T400

Fluency CC.5.Rfou.4
✓ Practice Intonation, Accuracy, and Rate T395

Power Writing T394 CC.5.W.10
Daily Writing Skills CC.5.W.8
Take Notes and Quotes T375p

Writing CC.5.W.10
Write to Link Ideas T401

Research Project: Ghost Towns CC.5.W.1.b; CC.5.W.4; CC.5.W.5; CC.5.W.10
Organize T403b



Day 5

Review and Apply

Academic Talk CC.5.SL.1
Talk About “Westward Bound!” T402

Daily Grammar CC.5.L.1
Review and Assess T375n

Vocabulary Practice CC.5.L.6
✓ Apply Word Knowledge T401a

Reading CC.5.Rinf.10
Reread a History Article T385–T400

Comprehension CC.5.Rinf.10
✓ Cause and Effect T402a

Fluency CC.5.Rfou.4
✓ Check Intonation T403

Power Writing T401a CC.5.W.10
Daily Writing Skills CC.5.W.8
Review and Assess T375p


Writing CC.5.W.3; CC.5.W.10
Write About It T402

Research Project: Ghost Towns CC.5.W.1.b; CC.5.W.4; CC.5.W.5; CC.5.W.10
Present T403b

Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG6–SG9


Reading CC.5.Rlit.10; CC.5.Rinf.10
Read and Integrate Ideas SG8–SG9
✓ Cause and Effect SG8–SG9
✓ Visualize SG8–SG9



Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.5.Rlit.10; CC.5.Rinf.10
Read and Integrate Ideas SG8–SG9
✓ Cause and Effect SG8–SG9
✓ Visualize SG8–SG9


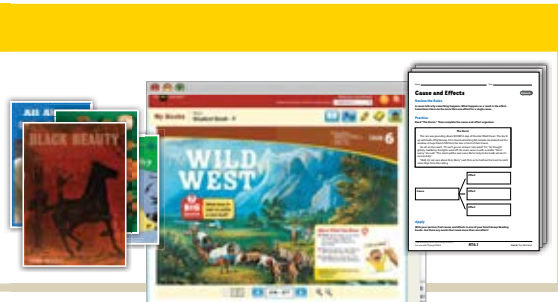


Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.5.Rlit.2; CC.5.Rlit.3; CC.5.Rlit.10; CC.5.SL.1.a
Connect Across Texts SG9

Writing CC.5.W.2
Choose a Writing Option SG9

ASSESSMENT & RETEACHING

Assessment and Reteaching T403c–T403d

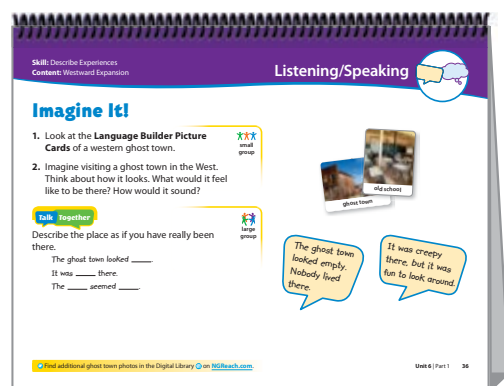
✓ Reading Comprehension Test A6.4–A6.5 CC.5.Rlit.10
✓ Reading Strategy Assessment SG6.30–SG6.31 CC.5.Rinf.10
✓ Oral Reading Assessment A6.1–A6.3 CC.5.Rfou.4
✓ Vocabulary Test A6.6–A6.7 CC.5.L.6

✓ Spelling Test: *R*-Controlled *ar, er, ir, or, ur*, and Commonly Misspelled Words T375k CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e
✓ Writing, Revising, and Editing Test A6.8–A8.9 CC.5.W.5; CC.5.W.10
Reteaching Masters RT6.1–RT6.2

Week 1 Learning Stations

Speaking and Listening

Option 1: Imagine It!



PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 36

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

Digital Library: Language Builder Picture Cards F74–F75

Summarize Visual Information

CC.5.SL.2

Option 2: You Were There



PROGRAM RESOURCES

Digital Library: Key Word Image for “settler”

Display the image and the writing prompt:

Imagine you are settlers traveling to your new home by wagon train. Choose one group member to interview the others about their experiences crossing the country by wagon train.

Pose Questions and Respond to Questions

CC.5.SL.1.c

Language and Vocabulary

Key Words

cause · construction · establish · expansion
explore · frontier · gold rush · individual
ranching · reservation · settler · visualize

Option 1: Vocabulary Games



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

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

Option 2: My Vocabulary Notebook



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

Have students expand their word knowledge.

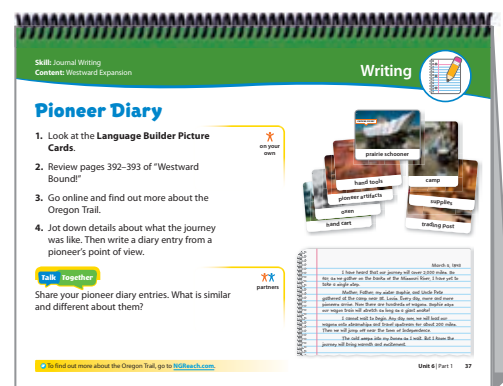
- Under Add More Information > Use This Word > Restate the Definition, have students write new definitions by using their own words to paraphrase.
- Under Add More Information > Use This Word > Write a Sentence, have students write sentences for each Key Word using at least one of the following pronouns in each: *he, they, it, her, them.*

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

Writing

Option 1: Pioneer Diary



PROGRAM RESOURCES

Language and Literacy Activities: Card 37

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

Student Resources Directory

Digital Library: Language Builder Picture Cards F66–F73

Write Narratives, Using Descriptive Details

CC.5.W.3

Write Over Shorter Time for Specific Purposes

CC.5.W.10

Option 2: Write a Description



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

Have students look through and choose one photo from the picture gallery of Native Americans. To view the photos have students go to Resources > Unit 6 > Learning Stations > Week 1 > Native Americans.

Describe in detail the photo you choose. Tell as much as you can about what you see, hear, smell, and touch.

Use Description

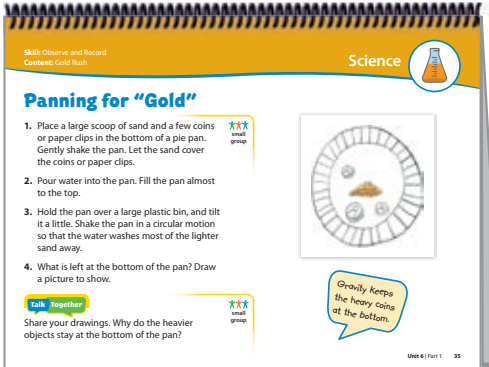
CC.5.W.3.b

Write Over Shorter Time for Specific Purposes

CC.5.W.10

Cross-Curricular

Option 1: Panning for "Gold"



Skills: Observe and Record
Content: Gold Rush

Panning for "Gold"

- Place a large scoop of sand and a few coins or paper clips in the bottom of a pie pan. Gently shake the pan. Let the sand cover the coins or paper clips.
- Pour water into the pan. Fill the pan almost to the top.
- Hold the pan over a large plastic bin, and tilt it a little. Shake the pan in a circular motion so that the water washes most of the lighter sand away.
- What is left at the bottom of the pan? Draw a picture to show.

Talk Together
Share your drawings. Why do the heavier objects stay at the bottom of the pan?

Gravity keeps the heavy coins at the bottom.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 35

Teacher's Guide on

common objects • plastic bins • water • pie pans • sand • coins • paper clips • drawing paper • colored markers

Report on a Topic CC.5.SL.4
Include Visual Displays in Presentations CC.5.SL.5

Option 2: Travel with Lewis and Clark



 **Student Resources**

Have students research and choose a stop on the Lewis and Clark expedition to describe. To select the stop, have students go to Resources > Unit 6 > Week 1 > Lewis and Clark.

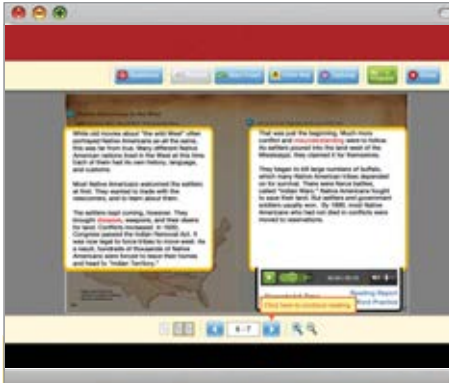
Encourage students to explore the different stops before they choose one to summarize.


Remind students to use their own words by paraphrasing the diary entries they read.

Conduct Research CC.5.W.7
Summarize Information CC.5.W.8

Reading

Option 1: Comprehension Coach



 **Comprehension Coach**

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

Option 2: Choose a Route



 **Student Resources**

Have students read about three routes to California and then share their opinions about the routes.

To view the information, have students go to Resources > Unit 6 > Week 1 > Gold Rush Journey.

After students read about the three routes, have partners discuss what they learned about each one and share opinions about which route they would take and why.

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

Intervention

Option 1: Phonics Games



 **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 RT6.1–RT6.3.

Additional Resources

Reach into Phonics



Lesson 81

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

ESL Kit



ESL Teacher's Edition pages T376–T403

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Westward Expansion

- ✓ Syllable Types: *r*-Controlled Vowels: *ar, er, ir, or, ur*
- ✓ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Syllable Types: *r*-Controlled Vowels: *ar, er, ir, or, ur*

1. alert	Travelers must stay alert and watchful on the wagon trail.
2. archery	He learned archery to hunt with a bow and arrows.
3. assertive	Assertive and determined people make good settlers.
4. assortment	Our wagon carries an assortment of different items.
5. depart	We will depart in the spring on our westward journey.
6. durable	The cabin had to be strong and durable to survive the harsh winter.
7. forfeit	We have to stay on the land for five years or we will forfeit the land and lose what we have built.
8. fortress	The circle of wagons felt like a fortress protecting us from the wilderness.
9. hardship	Settling the West took a lot of hardship and sacrifice.
10. lantern	Take the lantern to light your way to the barn.
11. marshal	The town's marshal makes people follow the law.
12. minerals	We discovered minerals in the rocks below our land.
13. organize	If we plan and organize every part of our journey, we will have fewer problems on the trail.
14. stirrups	The boy was so small that his feet barely reached the stirrups when he sat on the horse's saddle.
15. surly	The crew boss was a surly , or rude, and unfriendly man.

Watch-Out Words

16. minor	Many settlers traveled with minors , or children.
17. miner	His father was a miner who discovered a lot of silver.
18. corral	Put the horses in the corral so they don't run away.
19. coral	The sunset over the prairie is brightly colored red, orange, and coral .

r-Controlled Vowels

Day 2



Option 1

MATERIALS

construction paper, 5 sheets per group • tape

Teach

Display the words *depart, alert, stirrups, fortress, and durable*. Circle *ar, er, ir, or, and ur*, and pronounce each word. Explain: *When the letter r comes after a vowel, it changes the vowel sound.*

Prepare

Arrange students in groups and have each group collaborate to list all 19 spelling words and to tape five large labels on the floor, one for each *r*-controlled vowel: *ar, er, ir, or, and ur*.

Play a Game

- Have one student read a word from the list, use it in a context sentence, and then say, "Step up!"
- Players step as fast as they can to the *r*-controlled vowel label that applies to the word.
- If players have all chosen the same *r*-controlled vowel combination, they chorally spell the word. If not, players self-correct and then chorally spell the word.
- Have students take turns choosing a word from the list and using it in a context sentence.

Apply Phonics Skills

CC.5.Rfou.3

Use Letter-Sound Correspondences and Syllabication Patterns to Read Multisyllabic Words

CC.5.Rfou.3.a

What's Missing?

Day 2



Option 2

MATERIALS

index cards, 19 per student • highlighters, one per student

Prepare

- Have each student write each of the spelling words and the Watch-Out Words on a separate card. Tell students to highlight the *r*-controlled vowel combination in each word.
- On the back of each card, have students write a short phrase or short sentence containing the word, leaving a blank in place of the *r*-controlled vowel combination. Display examples: *the light from the lant__n, a coal min__, A saddle has st__rups.*

Play a Game

- Partners exchange cards and add the missing *r*-controlled vowel combination to each card.
- When both partners are finished, students take turns holding up cards, reading phrases to each other, and spelling the words.

Apply Phonics Skills

CC.5.Rfou.3

Spell Grade-Appropriate Words

CC.5.L.2.e



Syllable Swap

Day 3



Option 1

MATERIALS

index cards, 19 per pair of students • scissors, one per pair • highlighters, one per student

Prepare

- Arrange students in pairs. Have partners collaborate to print each of the 19 spelling words on a separate card. Tell students to use block letters and to leave a space between each letter for cutting.
- Tell students to highlight the *r*-controlled vowel in each word and cut the word into syllables, consulting a dictionary as needed.
- Have partners shuffle and scatter the word parts face up.

Play a Game

- Have partners take turns matching word parts to recreate spelling words.
- Have partners spell each word as it is reconstructed.



Spell Grade-Appropriate Words
Consult References

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

Look It Up

Day 3



Option 2

MATERIALS

index cards, 19 per pair of students • dictionary, one per pair

Prepare

- Arrange students in pairs and have partners collaborate to write each spelling word, including each Watch-Out Word on a separate card.
- Tell partners to look up each word in a dictionary and write its definition on the back of the appropriate card.
- Have partners stack the cards definition side up.

Play a Game

- Have partners take turns choosing and reading a definition, and then stating and spelling the word that goes with it.
- If a player states the wrong word or misspells the correct word, the card is returned to the bottom of the stack. Otherwise, the student keeps the card.
- Play continues until all the words have been correctly identified and spelled. The player with more points wins.

Demonstrate Command of Spelling
Consult References

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

Change It

Day 4



Option 1

MATERIALS

10 small squares of paper per group

Prepare

- Have groups collaborate to write the letters needed to spell the Watch-Out Words, *a, c, e, i, l, m, n, o, r,* and *r*, one letter to a square.
- Then have students spread out the letter cards face up.

Play a Game

- Have one player use the cards to spell one of the Watch-Out Words.
- Another player changes or adds just one letter to spell another Watch-Out Word.
- Have players say and spell each Watch-Out word as they spell it out with the cards. Then have them use the word in an oral sentence as the others listens for correct usage. Continue until each player has spelled each Watch-Out Word correctly and used it correctly in a context sentence.

Demonstrate Command of Spelling

CC.5.L.2

Synonym Challenge

Day 4



Option 2

MATERIALS

index cards, 19 per group • scissors • online or print thesaurus, one per group

Prepare

- Arrange students in two groups. Have students in each group collaborate to write each spelling word on the left side of an index card, one to a card.
- Have each group collaborate to use a thesaurus and list synonyms for each word on the right side of the card.

organize plan
arrange
order
manage
sort
classify

Play a Game

- Have groups take turns reading the synonyms they found for one of the spelling words.
- The listening group must identify the spelling word and chorally spell it.
- Continue until all the words have been identified and spelled.

Spell Grade-Appropriate Words
Consult References

CC.5.L.2.2
CC.5.L.2.e

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Westward Expansion

✔ **Grammar: Use Pronouns**

COMMON CORE STANDARDS

Demonstrate Command of Grammar and Usage

CC.5.L.1

Demonstrate Command of Capitalization,

Punctuation, and Spelling

CC.5.L.2

Day 1

PROGRAM RESOURCES

Subject Pronouns: eVisual 6.2

Teach the Rules

Use the suggestion on page T380 to introduce subject pronouns. Then display and choral read **eVisual 6.2**.

Subject Pronouns

- | | |
|---|---|
| • Singular subject pronouns | I you he she it |
| • Plural subject pronouns | we you they |
| • The subject pronoun must agree in number and gender with its antecedent . | Max is a cowboy.
He rides a horse.
Cowboys work long days.
They have hard lives. |

NGReach.com Subject Pronouns: eVisual 6.2

Explain: *The antecedent is the noun to which the pronoun refers.*
Model how to find antecedents in the sentences on **eVisual 6.2**.

Play a Game

Have small groups play “Pass the Sentence.” Explain:

- *Start: Each player writes a sentence with a noun as its subject. Then players pass their sentences to the left.*
- *Pass 1: Each player writes a new sentence with a pronoun that refers to the antecedent in the first sentence.*
- *Pass 2: Players pass both sentences left again. Each player checks for accuracy and then begins a new round. Play four more rounds.*

Differentiate

EL English Learners

ISSUE In spoken Chinese, Haitian Creole, Hmong, and Vietnamese, there is no gender difference for third person singular pronouns.

STRATEGY Display the following sentences. Help students replace each set of underlined words with the correct pronoun from **eVisual 6.2**.

- The boy (He) rode a horse.
Ms. Luna (She) rode a horse.
The horse (It) was big.

Day 2

PROGRAM RESOURCES

Subject Pronoun *It*: eVisual 6.5

Teach the Rules

Use the suggestion on page T383 to introduce *it*. Explain that *it* does not always refer to a specific noun like other pronouns. Use **eVisual 6.5** to teach *it*.

Subject Pronoun *It*

- | | |
|--|--|
| • The pronoun it can be used as a subject to refer to a noun . | The cabin is small.
It is made of logs. |
| • The pronoun it can be a subject without an antecedent. | It is time to move.
It is raining. |

NGReach.com Subject Pronoun *It*: eVisual 6.5

Review the meaning of the word *antecedent*: *Subject pronouns replace nouns that have been mentioned already. The nouns they replace are called antecedents.*

Ask volunteers to write two sentences on the board similar to those from Day 1 and then draw an arrow from the subject pronoun of the second sentence to its antecedent in the first.

Generate Sentences

Have each student write two sentences about Westward Expansion using the pronoun *it*. Explain:

- *In one sentence, use the word it in the first position.*
 - *In another sentence, use the word it in the third position.*
- Then have students share their sentences with a partner.

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

Differentiate

AL Above Level

ISSUE Students satisfy the minimum requirement for the assignment.

STRATEGY Challenge partners to brainstorm lists of expressions that use *it* without an antecedent. Have them make a composite list for reference in the classroom.



Day 3

PROGRAM RESOURCES

Object Pronouns: eVisual 6.6

Game: Practice Master PM6.3

MATERIALS

paperclips, one per group

Teach the Rules

Use the suggestion on page T392 to introduce object pronouns. Then use eVisual 6.6 to teach object pronouns.

Object Pronouns

- Singular object pronouns. me you him her it
- Plural object pronouns us you them
- Object pronouns** come after **verbs** or small words such as **to, for, or of**. Cowboys herded **cattle**. They **herded them** to market. Buyers paid **for them**.
- Object pronouns** agree in number and gender with their antecedents. A calf wandered away. A settler **found it**. She fed hay **to it**.

NGReach.com Object Pronouns: eVisual 6.6

Discuss agreement. Point out that *it* and *you* are the same whether they are subject or object pronouns.

Play a Game

Give each group a paper clip and Practice Master PM6.3 to play "Spin and Speak."

Differentiate

SN Special Needs

ISSUE Students can't make up sentences with object pronouns.

STRATEGY As partners play the game, have one partner begin the sentence, leaving a blank for the object pronoun on which the partner landed. Example: *We found carrots for the horses. We gave the carrots to _____. The partner supplies the object pronoun them.*

Name _____ Date _____

Grammar Game
Spin and Speak

Directions:

- Make up a sentence for the object pronoun selected.
- If the other players agree that you used the pronoun correctly, give yourself one point.
- The first player to get 5 points is the winner.

Make a Spinner

- Place one loop of a paper clip over the center of the circle.
- Push a sharp pencil through the loop and the paper.
- Spin the paper clip around the pencil.

For use with TE p. T392a PM6.3 Unit 6 | The Wild West

NGReach.com Practice Master PM6.3

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM6.4

Grammar and Writing

Distribute Practice Master PM6.4. Have students use editing and proofreading marks to correct errors with pronouns.

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

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

- correct use of subject and object pronouns
- use of the pronoun *it* without an antecedent

Editing and Proofreading Marks	
^	Add.
↘	Take out.

I wanted to know what being a cowboy was like. My sister Nikki and *me* got the chance last summer. Mom took Nikki and *to* a working cattle ranch that lets tourists stay and work for a week. *They* is the only place where you pay to work. *We* stayed in bunkhouses. *It* was hot there. The bunkhouses had no air conditioning. *He* The best part was having my own horse. His name was Jacks. *She* was brown with a white streak on his nose. Different cowboys taught us different things. *Them* were really patient with us. Mitch taught *us* how to wrangle cattle. Nikki was much better at it than I was. *Her* could make her horse do anything. Mary taught us how to lasso. Now I can lasso Nikki anytime *her* annoys me.

For use with TE p. T392a PM6.4 Unit 6 | The Wild West

NGReach.com Practice Master PM6.4

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A6.8–6.10

Review and Assess

Have students work in small groups to create their own definitions for *subject pronoun*, *object pronoun*, and *antecedent* and give an example of each one in a sentence. Then have them write two sentences in which *it* is used as a subject without an antecedent.

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

Week 1 Daily Writing Skills

OBJECTIVES

Thematic Connection: Westward Expansion

Use Your Own Words

COMMON CORE STANDARDS

Gather and Summarize Information

CC.5.W.8

Take Notes

Day 1



PROGRAM RESOURCES

Paraphrasing: eVisual 6.3

Teach the Skill

Review taking notes: *When you do research, you read different sources and summarize the information in your own words on note cards.* Display and discuss the quotation on **eVisual 6.3**. Model how to paraphrase to summarize the main idea: *Emigrants needed strong, waterproof wagons.*



Paraphrasing

Going West—Transportation

“An emigrant wagon had to be strong. Its base was carefully sealed with tar to make it waterproof. The wagon would have to serve as a boat for crossing rivers.”— Westward Ho!, p. 7

Quotation

Emigrants needed strong wagons with waterproof bases for river crossings. Sealing with tar made them waterproof.

Paraphrase

Emigrant wagons had to be strong. Their bases were sealed with tar to make them waterproof. They had to float like boats for crossing rivers.

Plagiarism

NGReach.com

Paraphrasing: eVisual 6.3



INTERACTIVE WHITEBOARD TIP: Underline phrases in row three that are the same as the source.

Review how to cite quotations. Remind students that putting quotation marks around words show that these are exact words taken from a text. The page number shows exactly where the quotation was found.

Discuss plagiarism. *Plagiarism is using someone else's words as your own. It is stealing another person's words.* Read and discuss the examples of paraphrasing and plagiarism on **eVisual 6.3**. Compare the two examples with the original quotation, and help students note the differences. Explain: *When you paraphrase, you have to express the idea from a text in a new way. It is not enough to merely change a few words.*

Read the first paragraph on **Anthology** page 388 with students. Work with them to paraphrase its main idea: *In 1803, the United States bought the Louisiana Territory and made the country twice as big.*

Paraphrasing

Day 2



Option 1

MATERIALS

index cards, 3-4 per pair of students

Introduce

Have partners turn to page 390 of “Westward Bound!” in the **Anthology**. Explain that they can use the information in the three paragraphs and the picture on this page to practice paraphrasing information from reading material.

Practice

Designate one student as the reader and the other as the note taker. Explain:

- *The first student reads the first paragraph aloud.*
- *The other student takes notes on index cards, paraphrasing to summarize the most important ideas. Remember to use proper note card form: write the topic at the top of the card and list the source and page number at the bottom of the card.*
- *Work together to compare the paraphrased notes with the written paragraph. Underline words that are the same to see whether you paraphrased without plagiarizing.*
- *Then switch roles with your partner and repeat the procedure for the other two paragraphs.*

Paraphrasing

Day 2



Option 2

PROGRAM RESOURCES

Nonfiction Small Group Reading
Book: *Children of the Trail West*

MATERIALS

index cards, 4-8 per pair of students

Introduce

Arrange students in groups of four, and have each group member read and take notes on a two-page segment of “Jumping Off,” the first chapter of *Children of the Trail West*.

Practice

Remind students to paraphrase the information as they take notes. Then have students exchange note cards and check each other's work to see that they have not misinterpreted the information, that they have summarized the main ideas and important details, and that they have not plagiarized. Tell students to keep their note cards in their Weekly Writing Folders for use in the Day 3 activity.



SUGGESTED PACING

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

Use Your Notes Day 3 Option 1

MATERIALS
index cards, 3 per pair of students

Introduce

Display and have students copy the following note cards.

Lewis & Clark Expedition—Goals
Find a route to the Pacific Ocean;
collect plant & animal information;
get to know Native Americans
-Westward Bound, p. 388

Lewis & Clark Expedition—Who
Captain Meriwether Lewis, leader;
Lieutenant William Clark, leader;
Sacajawea, Shoshone helper
-Westward Bound, p. 389

Lewis & Clark Expedition—Results
Mission achieved goals; findings
inspired people to move into the
areas explored.
-Westward Bound, p. 389

Practice

Have partners combine the information on the three note cards and use the notes to write a paragraph. Then remind them to compare their paragraphs against the original text on **Anthology** pages 388–389 to make sure they have not plagiarized.

Use Your Notes Day 3 Option 2

PROGRAM RESOURCES
Nonfiction Small Group Reading Book: *Children of the Trail West*

Introduce

Have students take out the note cards they prepared for the first chapter of *Children of the Trail West* on Day 2.

Practice

Have each student use the information on their own note cards to write a paragraph that summarizes the information in their two-page segment of the book. Remind students that their summaries should give the main idea in their own words and condense the details to include only the most important ones.

Record Notes and Quotes Day 4

PROGRAM RESOURCES
Nonfiction Small Group Reading
Books for Unit 6 Week 1
Paraphrasing: eVisual 6.3

MATERIALS
index cards, 4–8 per pair of students

Introduce

Provide the Nonfiction Small Group Reading Books for the week. Also display **eVisual 6.3** from Day 1 for reference.

Practice

Have pairs of students select a section in one book and read it together. Tell them to work together to take notes on index cards by paraphrasing to summarize the section. Tell partners to also find and cite a quotation.

Suggest that they use **eVisual 6.3** as a reference as they take notes, and remind them to list the topic at the top of the card and list the source and page number at the bottom.

When partners are finished, have them trade notes with another pair of students. Have pairs check the notes against the source for plagiarism and correct citation of quotations.

Review and Assess Day 5

PROGRAM RESOURCES
Writing, Revising, and Editing Test: Assessment Masters A6.8–6.10

Review the Skill

Divide the class into four groups. Assign each group a different step in writing a research paper, shown below.

1. Reading Source Material
2. Taking Notes by Paraphrasing and Summarizing
3. Quoting Accurately
4. Crediting Sources

Have each group give a short oral presentation to describe its step. If time permits, have groups use visual aids and act out the steps.

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

Day 1 Introduce the Unit

OBJECTIVES

Thematic Connection: Westward Expansion

Preview Content by Paraphrasing Information

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 6

Unit Concept Map: Practice Master PM6.1

TECHNOLOGY ONLY

Unit 6 Build Background Interactive Resource

WARM-UP

Say: *Imagine moving to a place where there are no streets, schools, or shops. What difficulties would you face?* (Possible response: We would have to find all of the resources to live.) *Why do you think some people want to do that?* (Possible responses: They like challenges. They are looking for new opportunities.)

Social Studies Background

1 Big Question **Anthology** page 376

Have a volunteer read aloud the Big Question. Explain that this unit is about the early history of the American West. Students will read and talk about people who settled in new lands. Distribute **Family Newsletter 6**.

2 Share What You Know **Anthology** page 377

Activate prior knowledge: *How does it feel to move to a new place?* Display **Student eEdition** page 377 and review the instructions. Have students share their pictures, tell how they felt, and explain why.

3 Build Background Interactive Resource

Display and introduce the interactive feature: *This resource includes a number of features that will help you learn about westward **expansion**.* Encourage students to participate actively as they view the feature. Then discuss what they learned:

- *Why did people want to travel to new lands?*
- *What hardships made the journey west more difficult?*

Mini Lesson

Analyze Audio and Images

Explain: *An interactive resource actively engages us with a topic.* Point out the variety of visuals, such as pictures, animation, and video. Discuss how the visuals help users better understand the content.

Model how to interact with the first two screens. Point out the icons and what happens when you click each one. Think aloud: *Clicking on these buttons lets me move forward and back between screens.* Continue to model the features, including how to move objects, drag and drop, and click to activate.

Have students use the interactive. Prompt them about how the functions and features make it easier to understand the content:

- *How do the different visuals help you better understand the topic?*
- *Which functions did you use? How did they engage you with the content?*
- *How does video or animation help you better understand the text?*



Dear Family Member,
"What does it take to settle a new land?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the history of the western United States. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about the history of your town or state. Share what you know about how and when it was settled. Try to use some of the New Words in your discussion.
2. At the top of the note card below, write the name of your town or state. In the middle of the note card, write something interesting you know about its history.
3. Remind your student to bring the completed note card to class.

What We're Reading

"Westward Bound!"
by Michael J. Noble
This article explains how the western United States was settled.

"A Day in the Life of a Vaquero"
by Phyllis Edwards
In this essay, the life and work of a young vaquero is illustrated with photos by Explorer William Allard.

"The Road to Rhyolite"
by Shirleyann Costigan

In this play, a clever coyote narrates the story of Rhyolite, an old western boomtown.

"Rhyolite: The True Story of a Ghost Town"
by Diane Siebert

This poem describes the rise and fall of Rhyolite, Nevada.

And more!

Family Newsletter 6
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Discuss Topics, Expressing Ideas
Clearly

CC.5.SL.1

The WILD WEST

Big Question
 What does it take to settle a new land?

Share What You Know 

- 1 Think** about when you moved to a new place. What do you remember? Picture it in your mind.
- 2 Draw** the picture. How did you feel? Describe your feelings.
- 3 Describe** your drawing to the class. Read aloud the sentences.



Build Background: Use this interactive resource to learn about settling the West.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Video



Resources

NGReach.com

376

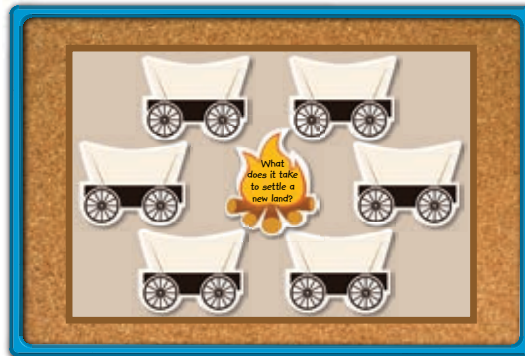
Anthology
 pages 376–377

Science Background

4 Introduce the Unit Concept Map

Review the Big Question. Have students think about what they learned about western expansion from the interactive resource. Ask: *Why might people undertake such a difficult journey? What qualities do you think helped them survive it?*

Display the unit concept map using **Student eEdition** page 454 or provide a bulletin-board version. Explain: *In this unit, you will learn what it took for settlers to move west. Use the concept map to organize your answers to the Big Question.*



Concept Map

Distribute **Practice Master PM6.1** and model how to fill in a concept map. Say: *Think about what you learned from the Build Background Interactive Resource. Let's add some of those ideas to your concept map.*

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 455. Have students preview the titles and illustrations to think about which one they will choose.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills (T375o–T375p)
- ✓ Power Writing (T378, T380a, T384, T394, T401a)
- ✓ Writing (T380, T382–383, T393, T401, T402)

Name _____ Date _____

The Wild West
 Make a concept map with the answers to the Big Question:
 What does it take to settle a new land?

PM6.1 Unit 6 | The Wild West

NGReach.com **Practice Master PM6.1**

OBJECTIVES

Thematic Connection: Westward Expansion

- Use Domain-Specific Words
- Explain Text Structure: Cause and Effect

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 6
- Unit Concept Map: Practice Master PM6.1
- Cause-and-Effect Organizer: Practice Master PM6.2

TECHNOLOGY ONLY

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

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can for one minute about the Wild West.

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

COMMON CORE STANDARDS

Reading

- Read and Comprehend Informational Texts CC.5.Rinf.10
- Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

- Write Informative/Explanatory Text to Convey Information CC.5.W.2
- Write Over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

- Discuss Topics, Expressing Ideas Clearly CC.5.SL.1

Language and Vocabulary

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

Academic Talk

1 Describe Experiences Anthology page 378

Play the **Sing with Me Language Song**: “At South Pass.” Point out that Antoine uses sensory details to describe his experience on the mountain.

Explain: *Sensory details are a way to express your ideas clearly. You can use them to describe how things look, sound, feel, smell, and taste.* Point out that the phrase, “It was lonely and cold,” explains how it feels on the mountain. Then replay the poem and have students identify a detail that explains how the mountain looks. (“The Rockies looked bleak.”)

Discuss how the sensory details in the poem appeal to the senses of touch and sight to help the listener visualize the setting. Then ask students to suggest other sensory details that would help to describe the place.

Have partners take turns describing an exciting or unusual journey they have taken. Remind them to include sensory details to help them describe the experience and express their ideas clearly.

Social Studies Vocabulary

2 Key Words Anthology page 379

Explain and model using **Vocabulary Routine 1** and the images on **Student Edition** page 379 to learn the Key Words.

- **Pronounce the word** and point to the image: **settler**.
- **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 phrase:** A **settler** is a person who moves to a new place and makes a home there.
- **Elaborate.** Relate words to knowledge and experience. The **settlers** carried all their belongings in covered wagons.

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

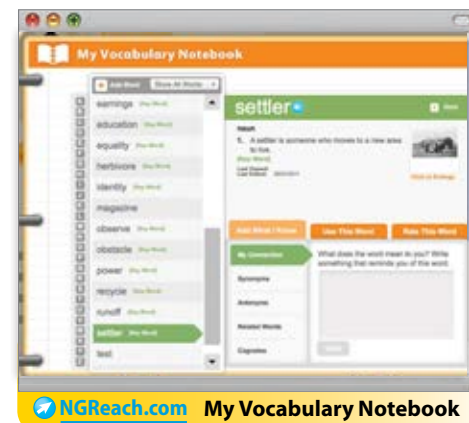
For more images of the Key Words, use the **Digital Library**.

Have partners take turns repeating the routine for each word using page 379. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

construction · gold rush · ranching
reservation · settler





Describe Experiences

Listen to Antoine's poem. Then use **Language Frames** to describe a place you visited that affected you.

At South Pass *Poem* ((MP3))

I stood at South Pass and imagined a time
When the bold pioneers had walked through.
It was lonely and cold in the mountains,
And they had faced great hardship, I knew.

The Rockies looked bleak, and I thought I could see
Marks from wagons of long ago.
The pass still seemed haunted by brave pioneers
Who had struggled in wind, rain, and snow.



Language Frames

- It was _____.
- The _____ looked _____.
- The _____ seemed _____.

378

Key Words

Look at the pictures. Use **Key Words** and other words to talk about events that happened when **settlers** moved west.

Key Words

- construction
- gold rush
- ranching
- reservation
- settler

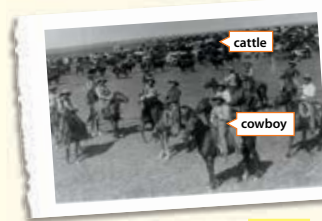


During the 1800s, Native Americans were moved onto **reservations**.



panning for gold

The **gold rush** began in the 1840s when people discovered gold in California. As a result, some **settlers** moved west to look for gold.



cattle

cowboy

Cowboys made a living by **ranching**. In this business, cattle are raised and sold for their meat.



Construction of railroads brought even more settlers to the West.

Talk Together

How would it feel to settle a new land? With a partner, use **Key Words** and **Language Frames** from page 378 to describe what settlers might have experienced.

379

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 378–379

3 Talk Together Anthology page 379

Read aloud the instructions and have partners use the images on pages 376–379 to imagine what it was like to settle the “Wild” West. Ask: *What difficulties did the **settlers** face? How do you think they felt as they traveled to a new place far from home?*

Provide a sample response, such as: *It was a huge challenge for settlers to construct homes and ranches. The land looked empty and they didn't have a lot of tools or materials for building* Then have students use Key Words to discuss their own answers.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students discuss the settlers' experiences, listen for correct usage of the Key Words. If students use a word incorrectly, refer them to the images on page 379 and challenge them to complete language frames. For example:

- *The _____ moved west and built new towns.* (**settlers**)
- *Taking care of cattle is a job called _____.* (**ranching**)
- *Many Native Americans were forced to move to _____ during the 1800s.* (**reservations**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

construction/construcción

ranching/rancho

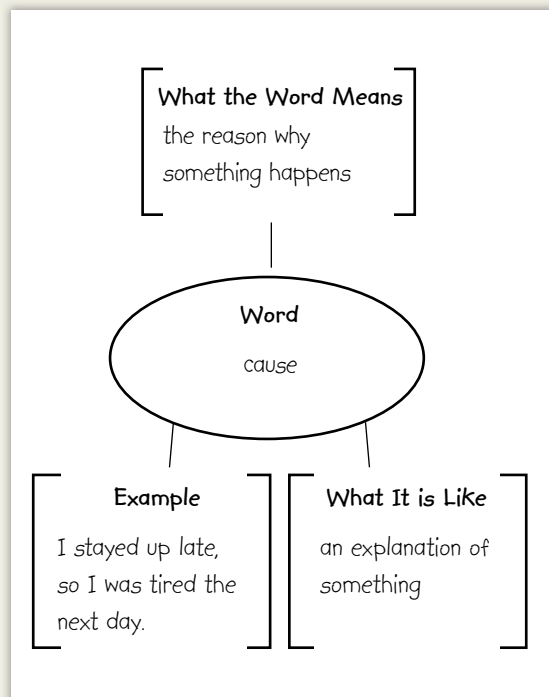
reservation/reservación

BL Below Level

ISSUE Students have difficulty using the images to understand the new vocabulary.

STRATEGY Model how to use clues in the images to identify meaning. For example: *I see the word **ranching** with the photo of people herding cattle. Now I understand that **ranching** is a job where you take care of cattle.* Have partners repeat the process for the remaining words.

Word Map



Comprehension

4 Cause and Effect Anthology page 380

Read aloud the first paragraph on page 380. Use a Word Map to teach the term **cause**. Display **eVisual 6.1** and explain: *A **cause** tells why something happens. As you listen, think about events that lead to the family's problems.* Read aloud "A Long, Cold Night."



Read Aloud

Realistic Fiction

A Long, Cold Night

The **settlers** and their wagons crept slowly up the steep trail. A sudden rainstorm had turned the trail into a muddy mess. Now, traveling up or down even the smallest hill was dangerous. Later in the day, their journey became more difficult and treacherous when a snowstorm blasted in, hiding rocks and other dangers under a thick blanket of ice and snow.

John and his parents trudged through the mud and snow until they heard a loud cracking sound. The wagon groaned to a stop. One of the wheels had hit a rock and snapped. John and his father struggled to fix the wheel as darkness fell. John wondered, "What will we do now?"

A freezing wind whipped through the air as the **settlers** huddled together in the wagon. Unable to move forward, the family was trapped, knowing that it would be a long, cold night. They huddled together and waited for dawn.

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 6.1



INTERACTIVE WHITEBOARD TIP: Underline a cause in red and its effect in blue.

Fluency

Model Intonation Explain the concept: *Fluent readers raise and lower their voices as they read. For example, when you read a statement, your voice rises and then falls at the end. When you read a question, your voice rises at the end.* Model intonation with sentences from "A Long, Cold Night." Have students practice intonation by reading aloud the poem on **Anthology** page 378.

5 Map and Talk **Anthology** page 380

Read aloud the instructions on page 380. Use the graphic organizer to show that one cause can have several effects. Ask: *What is the **cause** of the **settlers'** problems?* (bad weather) *What happens because of the weather?* (the trail is dangerous, the wheel breaks, the family sleeps on the trail)

6 Talk Together **Anthology** page 380

Have students use **Practice Master PM6.2** to connect what happened when they visited a place (the effects) to why it happened (the cause).

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect

Ask: *What **caused** you to visit the place you told about in **Talk Together**?*

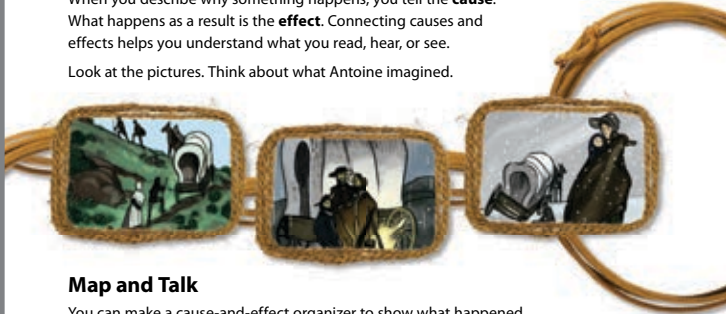
(Possible response: My dad had been to the place as a child and wanted to go back with our whole family.)

If students have difficulty identifying the cause, have them think about the place and ask themselves: Why was I at that place? What made me go there?



Cause and Effect

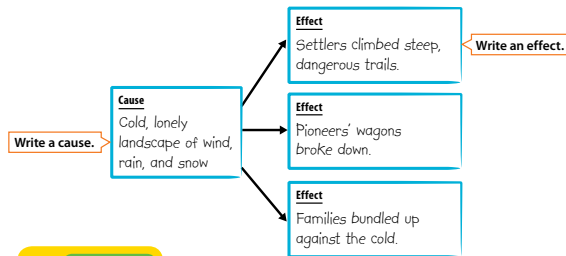
When you describe why something happens, you tell the **cause**. What happens as a result is the **effect**. Connecting causes and effects helps you understand what you read, hear, or see. Look at the pictures. Think about what Antoine imagined.



Map and Talk

You can make a cause-and-effect organizer to show what happened and why. Here's how you make one.

Cause-and-Effect Organizer



Talk Together

Tell a partner about a place that affected you. Describe what happened and why it happened. Your partner can make a cause-and-effect organizer.

380

Anthology page 380

Daily Language Arts

Spelling and Word Work ✓

Pretest page T375k

Daily Grammar ✓

Point to the subject pronoun *they* in the last sentence of the **Read Aloud** and identify its antecedent. Then use page T375m to teach subject pronouns.

Daily Writing Skills ✓

Point out that the information in the cause-and-effect organizer in **Anthology** page 380 is a way of summarizing information. Then use page T375o to teach paraphrasing.

Writing

7 Write About Cause and Effect

Introduce: *Now you will write a paragraph that describes the place you told your partner about.* Model the process using details from “A Long, Cold Night.”

Think Aloud

First, I write about something that happens. That is the **cause**.

Then I write about the effects, or what happens as a result.

Write

A snowstorm covers the trail with snow and ice.

Because of the snow, the family does not see the rock. The wheel breaks, and they are stranded.

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

Have students use the organizer their partner completed in **Talk Together** to write a paragraph about a place that affected them. They should discuss an event and its effects. Add the paragraphs to students’ Weekly Writing folders.



Name _____ Date _____

Cause-and-Effect Organizer

Identify Causes and Effects

Cause Possible response: The snow was deep at my grandparents' house.	Effect Possible response: The roads were closed.
	Effect Possible response: We could not drive home.
	Effect Possible response: We had to stay overnight at my grandparents' house.

Tell your partner which effect you find most interesting and why.

© Houghton Mifflin Harcourt Learning, a part of Cengage Learning, Inc.
For use with TE p. T379a **PM6.2** Unit 6 | The Wild West

WRAP-UP

Have partners discuss two activities that were difficult for settlers in the 1800s and whether those activities are difficult to do today.

OBJECTIVES

Thematic Connection: Westward Expansion

- Use Academic Words
- Visualize to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 6

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook


MATERIALS

timer

Power Writing

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

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



WARM-UP

Have partners sketch and share pictures of what they imagine life was like for settlers as they moved west. Prompt: *Life was difficult for **settlers** during their journey west. What do you imagine their lives were like?*

Academic Talk

1 Express Ideas Clearly

Explain: *We can use specific words and vivid details to express our ideas about a topic in a clear way.* Read aloud the following sentences:

- *The wagon moves along the trail.*
- *The dusty, covered wagon creaks as it bumps over the rocky riverbed.*

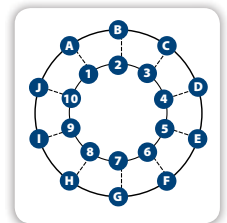
Ask: *Which sentence helps you picture the ideas more clearly?* Have students identify clarifying details and discuss how the details bring the ideas to life.

Say: *Imagine you are a **settler** traveling west. Describe your experiences, using precise words and concrete details to express your ideas clearly.*

Use an **Inside-Outside Circle**:

- Students stand in two circles facing each other.
- Students on the inside use precise words and concrete details to describe what their experience is like.
- Students on the outside listen for precise words and concrete details.
- At your signal, have students trade positions and roles.

For **Inside-Outside Circle**, see page BP45.



Inside-Outside Circle

Academic Vocabulary

2 More Key Words Anthology page 381

Say: *Let's learn some more words to help us talk about **settlers** and their journey to the West.* 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: **explore**.
- **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 **explore**, you look around a new place.
- **Elaborate.** If we **explore** a garden, we might find flowers, worms, and ladybugs.

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

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

Key Words

establish · expansion · explore
frontier · individual

COMMON CORE STANDARDS

Reading

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

Writing

Write Informative/Explanatory Text to Convey Ideas CC.5.W.2
Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Discuss Topics, Expressing Ideas Clearly CC.5.SL.1

Language and Vocabulary

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

More Key Words

Use these words to talk about "Westward Bound!" and "A Day in the Life of a Vaquero."

establish

(i-sta-blish) verb



Establish means to put a person or thing in a successful position. The win **established** him as captain.

expansion

(ik-span-shun) noun



Expansion is when something gets bigger. Blowing into a balloon causes its **expansion**.

explore

(ik-splawr) verb



To **explore** means to look around a new place. They found a new park to **explore**.

frontier

(frun-tir) noun



A **frontier** is a place where few or no people live. Space is a **frontier** for us to explore.

individual

(in-du-vij-wul) noun

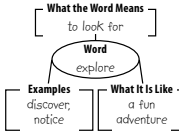


An **individual** is a person. Each **individual** at school is important.

Talk Together

Work with a partner to complete an Expanded Meaning Map for each **Key Word**.

Expanded Meaning Map



Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 381

Have partners use page 381 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 381
Read aloud the instructions. Before partners create their Expanded Meaning Maps, have them review, describe, and discuss the image for each Key Word.



Check & Reteach

OBJECTIVE: Use Academic Words

As partners create their Expanded Meaning Maps, listen for correct usage of the Key Words. If students use Key Words incorrectly, ask questions that include the target meanings. For example:

- *What is another word for a person?* (**individual**)
- *What is another word for a place with very few people?* (**frontier**)

Best Practices

Encourage Elaboration As students complete their Expanded Meaning Maps, use prompts to encourage further discussion. For example:

- *Can you tell us more about what this word is like?*
- *How do your examples relate to the word's meaning?*

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

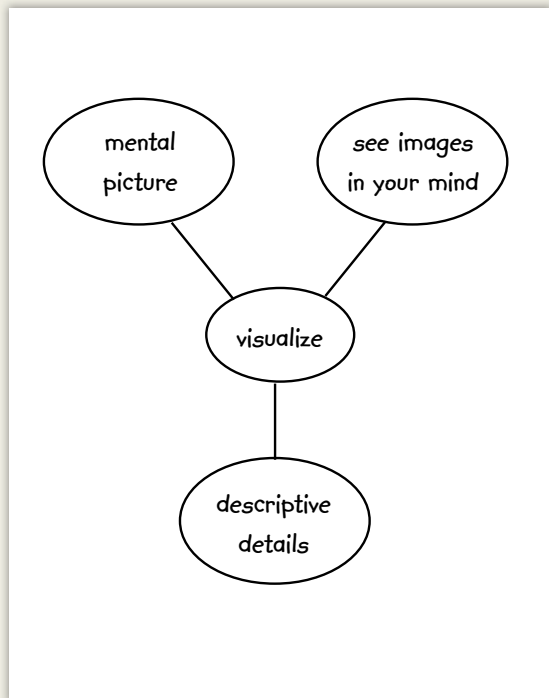
establish/establecer *expansion/expansion*
explore/explorar *frontier/frontera*
individual/individual

BL Below Level

ISSUE Students have difficulty identifying examples for their Expanded Meaning Maps.

STRATEGY Explain that examples can include synonyms for the word. Have partners work together to answer the question, *What other words mean the same or about the same as the Key Word?* Guide students to list their responses in the "Examples" section of the map.

Word Web



Fluency

Practice Intonation As students read aloud “Back in Time,” circulate and listen for correct intonation.

Comprehension

4 Learn to Visualize Anthology pages 382–383

Use a Word Web to teach the term **visualize**. Then project **Student eEdition** page 382 and use details in the speech balloon to model visualizing:

- *I read the description of a crowd on a cliff high above the beach.*
- *I picture the big, blue ocean below and bright sunlight glinting off the water.*
- *I draw happy people looking down at the water from above.*

5 Talk Together Anthology page 383

Read aloud the instructions on page 383. Have partners whisper read the first two paragraphs of “Back in Time” and the sample visualization. Ask: *How does visualizing help you better understand a story?* (Possible response: When I **visualize**, I picture the details of the time and place in my mind. It helps me see what is happening and that helps me better understand the story.)

Have partners take turns reading paragraphs, pausing to describe details that help them visualize the story. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Visualize to Comprehend Text

Ask: *Which details in the fourth paragraph help you **visualize** the setting?* (Possible response: The sentence, “Cowboys rode horses down the unpaved street,” helped me imagine a town where people ride horses on dirt roads.)

If students have difficulty visualizing details, have them reread the fourth paragraph and draw a simple sketch of what they read. Have them label the picture with specific words or phrases from the paragraph that describe the images. Discuss what the words have in common.

Writing

6 Write About Visualizing

Introduce: *Now we are going to write a paragraph about how visualizing helped us picture the setting of “Back in Time.”* Model the process.

Think Aloud	Write
<i>First, I identify a vivid detail from the story.</i>	The story says that wagons and carriages were “raising clouds of dust.”
<i>Then I explain how the details help me imagine the setting.</i>	The description helps me picture people in covered wagons on a dirt trail. That image helps me understand that the setting is long ago in the western frontier.

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



Learn to Visualize

Look at the cartoon of Antoine listening to a story about explorers. What pictures do you imagine, or **visualize**, when you think about the story?



When you read, you can **visualize**, too.

How to Visualize



1. As you read, look for words that describe people, places, or events.

I read _____.



2. Use the words to create pictures in your mind.

I picture _____.



3. To build your understanding, make a quick drawing to show what you visualize.

I draw _____.

Language Frames

- I read _____.
- I picture _____.
- I draw _____.

Talk Together

Read the story about Antoine. Read the sample visualization. Then use **Language Frames** to tell a partner about the visualizations you make.

Science Fiction

Back in Time

by Diane Zahler

It had worked! When Antoine opened the door of the time machine, he could hardly believe that everything was different. He was in a town in the western **frontier**. He was in the Wild West!

"What year is this?" Antoine asked a woman wearing a long skirt. She wore a hat with flowers.

"Why, it's 1866, of course!" the woman answered, smiling.

Antoine decided to **explore** the town. He walked down the wooden sidewalk. Cowboys rode horses down the unpaved street. Other **individuals** rode in wagons and carriages, raising clouds of dust. Shops and a hotel lined the street. Each building had a colorful painted sign.

Antoine looked into the distance. He could see people laying railroad tracks. It was so hot that the metal tracks shimmered.

"The railroad is coming!" a man in a furry hat said to him.

"This **expansion** will be good for our town, lad. It will **establish** us as an important stop on the way to the Pacific Ocean!"

"I read that the woman wears a long skirt and a hat with flowers. I picture a woman from long-ago, in old-fashioned clothes." I draw



◀ = a good place to stop and visualize

Anthology
pages 382–383

Have students write a paragraph about how specific words and vivid details from "Back in Time" helped them visualize the western town. Remind them to quote specific details from the text and explain how creating mental images helped them picture details about the setting.

Have students add their writing to their Weekly Writing folders.

See **Differentiate**

WRAP-UP

Have groups take turns sharing details that would help listeners visualize a settler's journey to the West. Challenge students to use details that appeal to all five senses.

Daily Language Arts

Daily Spelling and Word Work

Practice page T375k

Daily Grammar

Point out *it* in the last paragraph on **Anthology** page 383. Then use page T375m to teach the subject pronoun *it*.

Daily Writing Skills

Identify the main idea of the story on **Anthology** page 383 in your own words. Then use page T375o to teach paraphrasing main ideas.

Differentiate

AL Above Level

ISSUE Students focus on only one or two details in their writing.

STRATEGY Work with students to list different kinds of details, such as specific words and sensory details. Encourage them to find several examples for each category and describe how they add to the clarity of the ideas in the text.

OBJECTIVES

Thematic Connection: Westward Expansion

- ✓ Explain Text Structure: Cause and Effect
- ✓ Visualize to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 3 Tracks 7–8.5

Comprehension Coach

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about a place they would like to explore.

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

COMMON CORE STANDARDS

Reading

Quote When Drawing Inferences	CC.5.Rinf.1
Read and Comprehend Informational Texts	CC.5.Rinf.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing


Write Informative/Explanatory Texts to Convey Ideas	CC.5.W.2
Write Over Shorter Time for Specific Audiences	CC.5.W.10

Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1.a
------------------------------	-------------

Language and Vocabulary

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



WARM-UP

Have students share what they learned in the family interviews from **Family Newsletter 6**. Explain that today students will be reading a history article about the expansion and settlement of the western United States.

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating 4-Corner Vocabulary organizers. Use **Vocabulary Routine 2** to model how to make a 4-Corner Vocabulary organizer:

- Fold a paper into four rectangles.
- Write the Key Word.
- Draw a picture that illustrates the word.
- Write the definition.
- Write a context sentence that includes the word.

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

Key Words

cause · construction · establish
 expansion · explore · frontier
 gold rush · individual · ranching
 reservation · settler · visualize

Group students into pairs and assign a Key Word to each set of partners. After partners complete their organizers, have them share with another pair and then add the words and context sentences to **My Vocabulary Notebook**. Display the organizers in the classroom.

Academic Talk

2 Preview and Predict

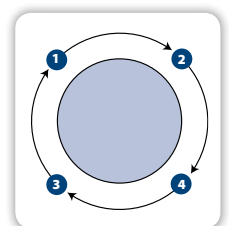
REVIEW Remind students: *One way to preview a nonfiction text is to look at the photos and other text features to predict what the text will be about.*

Display these Key Words: *expansion, explore, frontier, gold rush, and settler.*

Have students preview the photos and other text features on **Anthology** pages 384–401. Then use a **Roundtable** to help students make predictions about “Westward Bound!”

- Have groups of four students sit around a table.
- Have students take turns making a prediction and telling about specific text features that support the prediction.
- Have groups discuss their predictions together, and then have each group share one of their predictions with the class.

For **Roundtable**, see page BP46.



Roundtable

Read a History Article

Genre

A **history article** is nonfiction. It can tell about people, places, and events in the past.

Text Features

Time lines list events and dates to help you understand *when* things happened. **Maps** show place names and boundary lines to help you understand *where* they happened.



Westward Bound!

by Michael J. Noble



STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Comprehension Coach

384

Anthology
pages 384–385

Reading

3 Read a History Article Anthology pages 384–385

GENRE Have a volunteer read aloud the definition of a history article. Elaborate: *A history article uses facts and text features to tell about real events.*

TEXT FEATURES Ask a volunteer to read aloud the information about text features. Elaborate: *Time lines and maps are key text features in a history article. A time line shows when events happened. A map shows where events happened.*

SOCIAL STUDIES BACKGROUND Share information to build background:

- *When the U.S. census began in 1790, the population was 3.9 million. Almost all of the people lived in northeastern or southeastern states.*
- *Only 50 years later, the population had grown to just over 17 million people. Nearly 20% of the population had relocated to states farther west.*

Have students read pages 386–393. See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Preview and discuss the text features. Then read the text together and use the questions to build comprehension.

OL On Level

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

AL Above Level

READ INDEPENDENTLY As students read silently, have them take notes about cause and effect. Use the questions to build comprehension.

1 **Set a Purpose**
Find out how the American West was settled.

The “Wild” West

If you ask anyone about the history of the West, they may tell you about a wild, lawless time, when brave cowboys rode their horses across wide, dusty plains. This is a popular vision of the Old West. It is often shown on TV and in the movies. But it is not the whole story.

The real history of the West is much more interesting. It is the story of millions of different kinds of people, all with different ideas about the land and their future on it. They came from many different backgrounds, but they had one thing in common. They lived in a time of great changes. It was the time of the westward **expansion**.

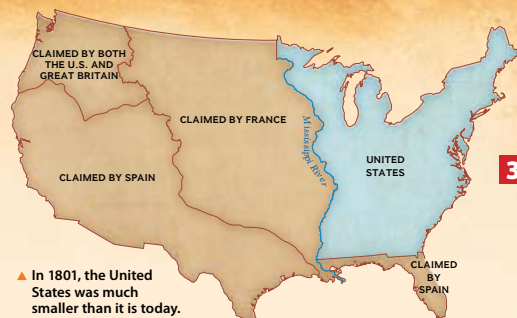


▲ Many different kinds of people settled in the West.

386

Anthology
pages 386–387

The United States in 1801



▲ In 1801, the United States was much smaller than it is today.

People from the East Coast of the United States began moving west in large numbers around 1790. These western **settlers** were mostly farmers, but they saw themselves as pioneers, the first people to settle the land.

They were wrong, though. Native Americans, the real pioneers, had been living on the land for thousands of years before them. Still, the American settlers took the land they wanted, often by force. **2**

By 1801, settlers from the East **occupied** U.S. land all the way to the Mississippi River. Beyond it were large territories **claimed by** France, Spain, and Great Britain. At the time, it may have seemed that the western boundary of the U.S. had been reached.

In Other Words
occupied lived on
claimed by that were divided between

Before You Move On

- 1. Visualize** Can you picture the cowboys described in the first paragraph? What are they doing? What do they look like?
- 2. Cause/Effect** Why didn't most **settlers** move beyond the Mississippi River in 1801?

SN

BL

387

Fluency

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

Answers Before You Move On

- 1. Visualize** Possible response: I read about the cowboys riding across the plains. I picture them galloping horses across the flat, dusty land. I can sketch this picture to understand the experience of moving across the West.
- 2. Cause/Effect** Most **settlers** did not move west of the Mississippi River because the land belonged to other countries at the time. The **settlers** probably thought that they had reached the farthest point in the West.

Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement. Discuss what the main idea of the text might be.
- 2. Analyze Author’s Point of View** *How does the author show that he does not consider the **settlers** to be the true pioneers of the American West?* (The author refers to Native Americans as “the real pioneers.”)
- 3. Analyze Text Features** *How does the map illustrate the difference between the U.S. in 1801 and today?* (The map uses blue to show the area claimed by the U.S. in 1801. It uses brown and blue to show the land today.)

Differentiate

SN Special Needs

ISSUE Students have difficulty visualizing using only the text details they read.

STRATEGY Refer students to the illustration on page 386. Ask: *What details show how the people travel? What do you imagine they hear and feel? How does this help you understand the text in the first paragraph?*

BL Below Level

ISSUE Students have difficulty identifying a cause-and-effect relationship.

STRATEGY Remind students that an effect is something that happened. The cause is why it happened. Rephrase the question about the Mississippi River: *What happened when many **settlers** reached the river? Why did that happen?* Point out that the first answer is the effect and the second is the cause.



▲ The shaded part of the map shows the territory bought by the United States in the Louisiana Purchase. **SN**

The Louisiana Purchase

Then, in 1803, the western boundary of the United States changed **radically**. The United States bought the Louisiana Territory from France. For only \$15 million, the size of the United States doubled. **4**

Thomas Jefferson, the president at that time, was curious about all that land beyond the Mississippi River. Mainly, he wanted to find a river-based trade **route** to the Pacific Ocean. He also wanted to know how much of the land could be settled, what it looked like, and what kinds of plants and animals lived there. Finally, he wanted to **establish** friendships with Native Americans, and to build trade relationships with them.



▲ Meriwether Lewis



▲ William Clark

In Other Words
radically a lot
route way; trail

In the spring of 1804, Jefferson sent Captain Meriwether Lewis, Lieutenant William Clark, and a group of over forty men to **explore** the West. Their goal was to find a route to the Pacific Ocean, while recording as much information as they could along the way.

About halfway through their journey, a young **Shoshone woman** joined them. Her name was Sacajawea. She helped the group find food and communicate with other Native Americans. **5**

EL Thanks in large part to Sacajawea's help, Lewis and Clark reached their goal. When they returned home, they were celebrated as national heroes. As a result, more people became interested in the mysterious land west of the Mississippi.



▲ In his journal, Clark drew many of the things he saw along the way, like this sage grouse.

In Other Words
Shoshone woman woman of the Shoshone, a Native American tribe

Before You Move On

- 1. Clarify** What was the main purpose of the Lewis and Clark expedition?
- 2. Cause/Effect** How did Sacajawea affect Lewis and Clark's journey?

4 Explain Cause and Effect ✓ *What were some of the effects of President Jefferson's decision to make the Louisiana Purchase?* (He sent Lewis and Clark west, they found a route to the Pacific Ocean, and more people became interested in the West.)

5 Visualize ✓ *How does the second paragraph on page 389 help you visualize what the Lewis and Clark journey was like?* (Possible response: I read that Sacajawea helped Lewis and Clark find food. I picture them **exploring** a place with little food. I can draw Lewis and Clark searching for food to help me understand how the two explorers might have felt.)

Differentiate

EL English Learners

ISSUE Students do not understand the phrase *Thanks in large part*.

STRATEGY Explain that “thanks in large part” means “mostly because of,” and restate the sentence: *Mostly because of Sacajawea's help, Lewis and Clark reached their goal.* Have students reread the preceding paragraph on the page to make sure the meaning is consistent with the context.

SN Special Needs

ISSUE Students have difficulty focusing on what the text features show.

STRATEGY Have students use paper or self-stick notes to cover everything on the page except for a single text feature. Have students describe what they see and read the captions one by one.

Answers Before You Move On

- 1. Clarify** The main purpose of the Lewis and Clark expedition was to find a trade route to the Pacific Ocean.
- 2. Cause/Effect** ✓ Sacajawea made Lewis and Clark's journey much easier because she helped them find food and communicate with Native Americans along their way.

Looking West

People went west for different reasons, and at different times. At first, English, Scottish, French, and U.S.-born fur traders went west to trade with Native Americans. Spanish settlers, soldiers, and **missionaries** went west to occupy the land claimed by their country.

Later, people went west to find gold or to work in the cattle or railroad industries. Still others went west for adventure, or to escape **religious persecution**.

Mostly, though, settlers went west to find land. Some were immigrants from faraway countries. Others came from different parts of the United States. Some had been set free from the plantation owners who had enslaved them. Others wanted to leave the industrial cities of the East, which were becoming overcrowded, dirty, and more dangerous. All were in search of better lives. **1 2 EL**



BL ▲ Poor living conditions in eastern cities prompted families like this one to go west.

In Other Words
missionaries teachers of religion
religious persecution being attacked because of their religion
prompted caused

390

Anthology page 390

Best Practices

Encourage Elaboration As students talk, use specific prompts to encourage them to expand their responses:

- *What evidence in the text supports your inference?*
- *How can you use Key Words to tell more about that idea?*
- *How does this text feature support your understanding of the text?*

Read and Build Comprehension

- 1 Compare and Contrast** *What is one way that people who moved west were different from each other? (The **settlers** moved west for different reasons.) How were they all the same? (They all wanted a better life.)*
- 2 Make Inferences** *The text says that all of the **settlers** “were in search of better lives.” How would moving west help them? (Possible response: I read that many of the **settlers** were leaving bad situations. I know that when things are bad, it can help to start over again. And so I think that moving west gave the **settlers** a chance to leave bad situations and start fresh in a new world.)*

Differentiate

EL English Learners

ISSUE Students have difficulty making comparisons for question 1, above.

STRATEGY Provide sentence frames for comparing (The people who moved west were the same because _____. All of the settlers wanted _____.) and contrasting (Some settlers _____ while other settlers _____.)

BL Below Level

ISSUE Students have difficulty understanding the photo caption on page 390.

STRATEGY Explain: *The photo supports the idea that people had poor living conditions.* Pose questions about the photo, for example: *What do you notice about the place where these people live? Do they look happy to be there?* Have students reread the caption with these observations about the living conditions.

Westward Expansion Time Line AL SN

1776 — The U.S. declares independence from Great Britain.

1803 — The U.S. buys Louisiana Territory from France.

1804-1806 — Lewis and Clark explore the West.

1830 — The Indian Removal Act is passed. It legalizes the removal of Native Americans from their land in the East.

1845 — Texas becomes a U.S. state.

3 1846 — The Oregon Treaty is signed. Parts of Oregon Country become U.S. territory.

1846-1848 — Mexico and the U.S. fight the Mexican War.

4 1848 — The Treaty of Guadalupe Hidalgo is signed. Mexico gives up California and New Mexico territories to the U.S. Gold is discovered in California.

1861-1865 — The American Civil War is fought.

5 1862 — The Homestead Act is passed. Government offers free land to settlers.

1869 — The Transcontinental Railroad is completed.

1866-1886 — Cowboys drive cattle from Texas to railroads in the North.

1890 — The U.S. Census announces that the western frontier is officially closed.

► Before You Move On

- Cause/Effect** What were some things that caused people to move west?
- Use Text Features** Study the time line. What statement can you make about when westward **expansion** happened?

391

Anthology page 391

Read and Build Comprehension

- 3 Explain Cause and Effect** *What caused parts of Oregon Country to become part of the U.S.?* (The Oregon Treaty was signed in 1846.)
- 4 Find Evidence** *What evidence can you find that the U.S. won a war it fought with Mexico?* (According to the time line, a treaty was signed in 1848 after a two-year war. In the treaty, Mexico agreed to give territories to the U.S.)
- 5 Determine Sequence** *According to the time line, which event occurred during the American Civil War?* (The Homestead Act was passed in 1862.)

Differentiate

AL Above Level

ISSUE Students easily follow the events in the time line.

STRATEGY Have partners analyze the time line and discuss how some events may have affected or caused later events.

SN Special Needs

ISSUE Students do not understand how the vertical time line is organized.

STRATEGY Explain that while many time lines are organized from left to right, the one on page 391 is organized sequentially from top to bottom. Ask questions, such as: *What year was the Transcontinental Railroad completed?* (1869) *Did this happen before or after the Civil War?* (after)

Answers Before You Move On

- 1. Cause/Effect** Some of the reasons people moved west included opportunities to find land, work, and escape the crowded cities in the East.
- 2. Use Text Features** The time line shows that westward **expansion** happened between 1803 and 1890, when the western frontier was officially closed.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T375l

Daily Grammar ✓

Point out the object pronoun *them* in the second paragraph on **Anthology** page 389 and its antecedent, Lewis and Clark. Then use page T375n to teach object pronouns.

Daily Writing Skills ✓

Choose a passage and model how to summarize it using your own words. Then use page T375p to review summarizing notes.

Mini Lesson**Draw Inferences from Text**

Review: *When we make inferences, we combine evidence from the text with what we already know to figure out something that is not directly stated in the text.*

Display **Student eEdition** page 388 and focus on the first paragraph. Model making an inference: *The last sentence says, "For only \$15 million, the size of the United States doubled." Notice the word only. If I bought a car for \$20, I would say, "It only cost \$20" to emphasize that it was so inexpensive. I can infer that the author thinks that the Louisiana Purchase was a bargain.*

Ask students to make inferences about specific passages in the selection. Have them explain their prior knowledge and cite the specific words from the text they used to make their inferences.

Read and Build Comprehension

- 1 Explain Cause and Effect** ✓ *Which important event caused more people to move west in 1837? (the economic depression)*
- 2 Visualize** ✓ *How does the text in the second paragraph of page 393 help you understand why weather was dangerous to settlers? (I read that there were blizzards and tornadoes. I picture people suffering from the harsh weather. I can draw determined people struggling through deadly wind and snow.)*

Check & Reteach**OBJECTIVE: Explain Text Structure: Cause and Effect** ✓

Monitor students' responses to the cause-and-effect comprehension questions.

If students have difficulty identifying a cause, remind them to ask themselves, "Why did that event happen?" Use guided questions: *On page 392, we read that many more people started moving west. Why did that happen? (People lost their jobs and decided to look for free land.) That event is the cause.*

OBJECTIVE: Visualize to Comprehend Text ✓

Listen to confirm that students use language like *I picture* and *I see* to answer questions about how they visualize what they read.

If students have difficulty answering questions about visualizing, provide language frames to guide their thinking.

- The words in the text describe _____.
- When I read _____, I imagine that _____.
- I picture _____.

Have students continue by telling how what they visualize helps them better understand the text.

Answers Before You Move On

- 1. Visualize** ✓ Responses will vary, but students should describe how the prairie looks and feels on a hot day based on the descriptions and details in the text. Encourage them to consider sensory details in their descriptions.
- 2. Explain** Possible response: "Go it alone" means to do something or go somewhere by yourself. I know because in the context sentence it says that **settlers** did not "go it alone" and I know from the next sentence that they usually traveled in groups.

Trails West

In 1837, the United States entered **an economic depression**. People lost their jobs and their savings. Many sold what they could and **headed** west, where they heard the land was fertile and free. **1**

Many followed the Oregon Trail, a route that had been used by fur traders. The trail divided near Salt Lake City and headed north to Portland or south to Sacramento (via the California Trail).

Some settlers went even farther south into Mexican Territory. They followed trade routes called the Santa Fe and Old Spanish Trails. Others followed less popular routes, but they all headed west.

Major U.S. Trails West, 1840s



In Other Words
an economic depression a period of time when businesses were losing money
headed went
via by way of

392

Usually, settlers didn't go it alone. That would be too dangerous. Instead, they gathered together in groups, called wagon trains. In a wagon train, each family or group shared a wooden wagon containing equipment and supplies. The wagons usually had **canvas** covers and were pulled by oxen or mules. Hundreds of people would gather together with their wagons and head for places like Oregon Country, California, and Texas.

Not everybody made it, though. Some people ran out of supplies before reaching their destination. Many died along the way. Cholera, a disease from the East, was a big killer. Another danger was the weather. Blizzards, **tornadoes**, and extreme temperatures were constant problems. Still, people kept heading west. **2**

Then, in 1862, the Homestead Act was passed. The government offered free land to anyone who would live there for five years. Now there was another reason to pack up and take a trail west.



▲ Advertisements like this one encouraged people to go west.

Before You Move On

- 1. Visualize** Imagine you are part of a wagon train traveling across a flat prairie on a hot day. Describe what it looks and feels like.
- 2. Explain** What does the idiom "go it alone" mean? How do you know?

In Other Words
canvas strong, heavy cloth
tornadoes powerful, twisting winds

393

Anthology
pages 392–393

Writing

4 Write with Purpose

Explain: *An author's purpose, or reason, for writing can be to inform, to entertain, or to persuade. The author's purpose in "Westward Bound!" is to inform, or teach, about western expansion. The text is full of facts, examples, and historical details.*

Display **Student eEdition** page 393 and describe how you could revise the passage of facts about wagon trains to make it entertaining: *I could rewrite this passage as a true story about a girl who has adventures on a wagon train.*

Have students choose a passage from the selection and rewrite it to entertain the reader. Have students add their paragraphs to their Weekly Writing folders. For **Writing Routine 2**, see page BP48.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students have difficulty rewriting a passage for a new purpose.

STRATEGY Provide story starters to help students begin their writing. For example: My family is so excited! We are heading west in a covered wagon. Along the way, we will see/hear/feel . . .

AL Above Level

ISSUE Students can satisfy the requirements for the assignment.

STRATEGY Explain that a writer can try to persuade a reader to think about things a certain way or to do something. Challenge students to rewrite the same passage to persuade the reader that the settlers' lives were exciting and interesting.

WRAP-UP Have partners discuss two new ideas they learned from "Westward Bound!" and then share one of those ideas with the class.

OBJECTIVES

Thematic Connection: Westward Expansion

- ✓ Explain Text Structure: Cause and Effect
- ✓ Visualize to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM6.1

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 3 Tracks 8.5–9

Comprehension Coach

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about life on the frontier.

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

COMMON CORE STANDARDS

Reading

Summarize Text	CC.5.Rlit.2
Explain How Author Uses Reasons and Evidence	CC.5.Rinf.8
Read and Comprehend Informational Texts	CC.5.Rinf.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

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

Speaking and Listening

Draw Conclusions	CC.5.SL.1.d
------------------	-------------

Language and Vocabulary

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

WARM-UP

Have pairs of students choose a photograph, map, or illustration from “Westward Bound.” Ask them to share the image with the class and explain how it is related to westward expansion.

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Have students use the 4-Corner Vocabulary Organizers they made on Day 3. Review what the organizers show.

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

Vocabulary Routine 3.

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

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

Key Words

cause · construction · establish
 expansion · explore · frontier
 gold rush · individual · ranching
 reservation · settler · visualize

Academic Talk

2 Summarize Reading

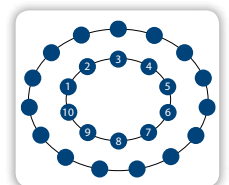
REVIEW Remind students: *When you summarize a nonfiction text, you briefly tell the most important facts and ideas.* Explain that students will use Key Words to summarize what they have read of “Westward Bound!”

Write these Key Words: *expansion, explore, frontier, settler.*

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

- Have students on the inside summarize pages 386–389.
- Have students on the outside listen for Key Words and the most important events.
- Have students change positions and roles. The new inside group summarizes pages 390–393, while the outside group listens for Key Words and important events.

For **Fishbowl**, see page BP45.



Fishbowl

Native Americans in the West

While old movies about “the wild West” often portrayed Native Americans as all the same, this was far from true. Many different Native American nations lived in the West at this time. Each of them had its own history, language, and customs.

Most Native Americans welcomed the settlers at first. They wanted to trade with the newcomers, and to learn about them.

The settlers kept coming, however. They brought diseases, weapons, and their desire for land. Conflicts increased. In 1830, Congress passed the Indian Removal Act. It was now legal to force tribes to move west. As a result, hundreds of thousands of Native Americans were forced to leave their homes and head to “Indian Territory.” **1 EL**

Native American Removal, 1825-1850

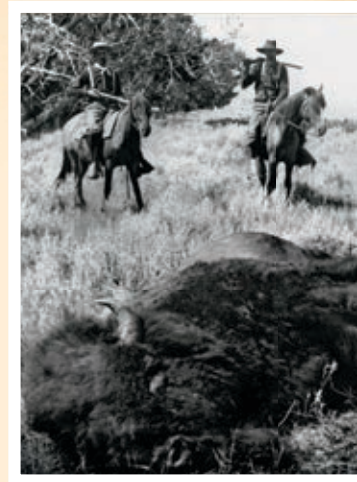


394

That was just the beginning. Much more conflict and misunderstanding were to follow. As settlers poured into the land west of the Mississippi, they **claimed it** for themselves.

They began to kill large numbers of buffalo, which many Native American tribes depended on for survival. There were fierce battles, called “Indian Wars.” Native Americans fought to save their land. But settlers and government soldiers usually won. By 1890, most Native Americans who had not died in conflicts were moved to **reservations**.

2 BL



▲ Settlers shot buffalo for their skins and for sport. By the 1880s, only a few hundred bison were left in the United States.

In Other Words
claimed it said it was

► Before You Move On

- 1. Use Text Features** According to the map, where were eastern Native American tribes forced to go?
- 2. Explain** Why did the relationship between Native Americans and **settlers** change?

395

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 394–395

Reading

3 Read and Build Comprehension

- 1. Make Judgments** *Do you think the Indian Removal Act was fair? Why or why not?* (Possible response: I do not think the act was fair because it forced Native Americans to leave their homes and live in a new place.)
- 2. Find Evidence** *How did Native Americans feel about giving up their land? Give evidence to support your ideas.* (Possible response: Native Americans did not like giving up their land. Page 395 describes how some Native Americans fought fierce battles in the “Indian Wars” to save their land.)

Differentiate

EL English Learners

ISSUE Students do not understand the meaning of *fair* as used in question 1.

STRATEGY Explain that *fair* has many meanings, but in this case it means that everyone is treated well and in a balanced way. Give examples: *It is fair if we divide the money equally. It is not fair that Eddie gets more cake than I do.*

BL Below Level

ISSUE Students have difficulty citing evidence to support their ideas.

STRATEGY Have students state their idea. Then prompt them with questions to elicit how they can find evidence to support their ideas: *How do you know that? What makes you think so? What text supports that idea?*

Fluency

Practice Intonation, Accuracy, and Rate

As students read, monitor their intonation, accuracy, and rate.

Answers Before You Move On

- 1. Use Text Features** According to the map, eastern Native Americans were forced to move west to “Indian Territory” in the center of the U.S.
- 2. Explain** At first, the relationship between Native Americans and the **settlers** was good, but everything changed when the **settlers** started taking over Native American lands and forcing them onto **reservations**.

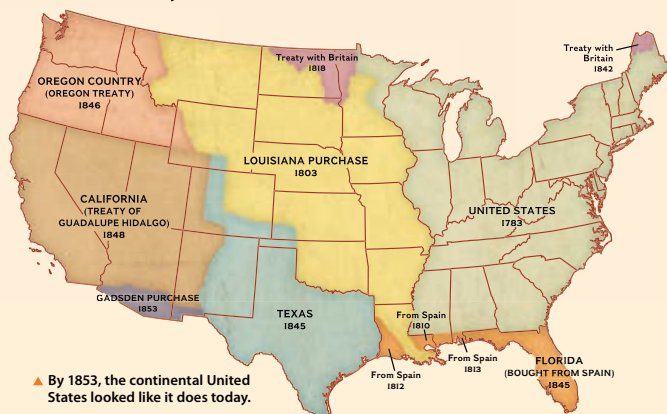
Pushing the Boundaries

In the 1840s, the boundaries of the United States changed again. First, in the Oregon Treaty of 1846, Britain gave up its claim to the Oregon Country, and the northern border of the U.S. was set.

Meanwhile, in the southern plains, settlers were crossing into Texas, which was then part of Mexico. The settlers fought for independence and, in 1837, Texas became independent from Mexico. (It joined the U.S. in 1845.)

Soon, the U.S. and Mexico were at war. When the Mexican War was over in 1848, the Treaty of Guadalupe Hidalgo set the border for Texas at the Rio Grande. The U.S. also got the land known as California and New Mexico. The country had grown once again.

New Territories, 1783-1853



396



▲ Prospectors look for gold in California.

▲ This photo shows what people believe to be the first piece of gold discovered in 1848. Its actual size is much smaller.

The Gold Rush

Around the time the Treaty of Guadalupe Hidalgo was being signed, something **remarkable** happened in California. A **carpenter** noticed a shiny rock in a mountain stream. It was gold! Soon, thousands of people were headed to California, hoping to get lucky and “strike it rich.” **1 EL**

The biggest **gold rush** was in California, but for many years there were smaller gold and silver rushes in other parts of the West. A few people did find gold and get rich. However, the ones who **benefited** the most from the gold rush were the shopkeepers who provided things the gold seekers needed. They were the lucky ones! **2 AL**

In Other Words

remarkable amazing; very interesting
carpenter woodworker
benefited got

Before You Move On

- 1. Main Idea** What two important events happened in the U.S. in 1848?
- 2. Use Text Features** Study the map. When did the U.S. gain more territory, in 1803 or in the 1840s?

397

Anthology
pages 396–397

Mini Lesson

Analyze Features of Historical Text

Explain: *In historical texts, authors often use text features like maps to provide information in a visual way. Maps can show how places and events are related.*

Display **Student eEdition** page 396 and point to the New Territories map. Model explaining how the map illustrates the events described in the text: *The first paragraph says that the United States gained the land called the Oregon Country from Britain in 1846. The map shows this area in orange. The map helps me see how the Oregon Treaty contributed to the **expansion** of the U.S.*

Have students read the next two paragraphs and then ask:

- *How did the U.S. gain more land in 1845?* (Texas became independent from Mexico in 1837 and joined the U.S. in 1845.)
- *How does the map show how the area of Texas at that time compared to Oregon Country?* (Possible response: Texas is larger than Oregon Country. I can tell by comparing the blue area to the orange one.)
- *According to the text and the map, how else did the U.S. gain territory in the 1840s?* (The Treaty of Guadalupe Hidalgo added California.)

To check understanding, have students compare this map with the one on page 387. Have them identify how the maps are alike and different, describe how color is used in both, and discuss how they record historical events.

Answers Before You Move On

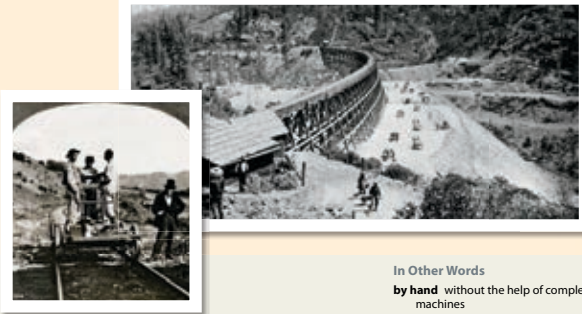
- 1. Main Idea** The two important events in the U.S. in 1848 were the Treaty of Guadalupe Hidalgo at the end of the Mexican War and the discovery of gold in California.
- 2. Use Text Features** According to the map, the U.S. gained more land in the 1840s than it did in 1803 with the Louisiana Purchase.

Work . . .

Work in the West was often difficult. Farming and **ranching** were not easy, especially in the dry western deserts and prairies. Mining wasn't easy, either, and it was very dangerous. Miners were often hurt or killed trying to get gold and silver from deep in the earth. **3**

Some people found work in railroad **construction**. That may have required the hardest work of all. In 1869, the Transcontinental Railroad was completed. It was 3,200 kilometers (2,000 miles) of track that had been laid almost entirely **by hand**. Thousands of workers played a part, including Chinese, Irish, and German immigrants, and people who had once been enslaved.

The farmers, railroad workers, and miners who helped build the West were tough and strong. They often risked their lives for the chance to **make a living**.



The railroad workers in these photos laid miles of track every day.

In Other Words
by hand without the help of complex machines
make a living make enough money to support themselves

398

. . . and Play

Life was hard for farmers and ranchers, so they needed to find ways to have fun. Difficult tasks were often shared and turned into parties. Building barns, storing hay, and even **husking** corn were chances for people to connect with each other and also have a good time.

Dancing was popular, too. On special nights, people would dress in their best clothes, ride to the church hall, schoolhouse, or a neighbor's barn, and enjoy a community dance. They especially enjoyed a dance called the square dance. In it, four couples came together to form a square.

At a square dance, everyone could join in, even the youngest and the oldest among the settlers.



Settlers enjoyed every chance to gather and socialize.

In Other Words
husking peeling

► Before You Move On

1. **Paraphrase** In your own words, explain why so many **settlers** were willing to risk their lives.
2. **Visualize** What descriptions help you imagine a homesteader party?

399

Anthology
pages 398–399

Read and Build Comprehension

- 1 **Explain Cause and Effect** ✓ *What effect did the discovery of a shiny rock in a river in 1848 have on the West?* (The discovery started the **gold rush**. Thousands of people moved west in search of gold.)
- 2 **Ask Questions** *After reading about the **gold rush**, what questions do you have?* (Possible response: I wonder how you look for gold. I read that the first gold was found in a stream. So I know that you can find it in water. Now I wonder if that is the only way.)
- 3 **Visualize** ✓ *How does the text in the first paragraph on page 398 help you **visualize** what work was like for miners?* (Possible response: I read that many miners were killed. I picture miners working underground. I understand how dark and scary it must have been in the mines.)

Differentiate

EL English Learners

ISSUE Students do not understand the meaning of the phrase *strike it rich*.

STRATEGY Explain that “strike it rich” means to make a lot of money fast. Model: *Anna hopes to strike it rich by winning the lottery.* Ask students to use the phrase in a sentence of their own.

AL Above Level

ISSUE Students have little difficulty identifying cause and effect.

STRATEGY Remind students that a single cause can have multiple effects. Challenge students to identify three effects of the discovery of gold in 1848.

Answers Before You Move On

1. **Paraphrase** Possible response: I think that **settlers** were willing to risk their lives because they hoped to make more money and improve their lives.
2. **Visualize** ✓ Possible response: I read that people of all ages joined in the dance. I picture everyone dancing around and having a good time. That helps me imagine the fun of the homesteader party.

Read and Build Comprehension

- 1 **Visualize** ✓ *Which words or phrases in the first paragraph on page 400 help you **visualize ranching** in the west after the Civil War?* (Possible response: I read that cowboys drove over 10 million cattle in only 20 years. I picture giant herds of cattle heading west. I feel the ground shaking from the cattle drive.)
- 2 **Explain Cause and Effect** ✓ *Why did the era of the cattle drives end?* (It became easier and faster to transport cattle by train.)
- 3 **Make Inferences** *How do you think railroads affected westward **expansion**?* (Possible response: I read that railroads transported people and goods. I know that trains move faster than wagons and horses. And so I think that trains made westward **expansion** go faster.)

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T375l

Daily Grammar ✓

Point out the words *they* and *them* in the last paragraph on **Anthology** page 400. Then use page T375n to review subject and object pronouns.

Daily Writing Skills ✓

Show how to quote and cite the last sentence of **Anthology** page 401. Then use page T375p to review how to cite quotations.

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect ✓

As students answer the comprehension questions about cause and effect, confirm that they correctly identify what happened and why it happened.

If students have difficulty identifying cause and effect, review the text on **Anthology** page 397 and ask:

- *Why did the gold rush happen?* (Someone found a shiny rock in a stream.)
- *What happened because of the gold rush?* (Many people moved west to California. Shopkeepers made a lot of money.)

Point out that the cause of the gold rush is why it happened. The effects of the gold rush are the events that happened as a result. Have students identify their responses as a cause or effect.

OBJECTIVE: Visualize to Comprehend Text ✓

Monitor student responses to questions that ask them to visualize.

If students have difficulty visualizing, have them select and reread a paragraph from page 399 or 400. Ask students to tell a partner what the text helps them see, hear, smell, taste, and feel about the scene. Then have them discuss how visualizing the scene helps them understand the text in a deeper way.

Writing

4 Write to Link Ideas

Explain: *Authors often organize information in a way that makes a link, or a connection, between ideas. Linking ideas makes it easier for readers to understand how the ideas relate.*

Answers Before You Move On

1. **Visualize** ✓ Responses will vary, but students' pictures should include railroad cars large enough to carry cattle.
2. **Use Text Features** According to the map on page 401, San Francisco had a population of more than 200,000 people in 1890.

Cowboys and Cattle Drives

Ranching in Texas began long before the settlers arrived. It wasn't until after the Civil War, however, that it really **boomed**. From 1866 to 1886, cowboys herded, or drove, more than 10 million cattle from Texas to the railroads in the North. It seemed that the growing country could not get enough beef. **1**



▲ A cowboy stops for a photo in 1887.

The success of the cattle drives was the result of the hard work of thousands of cowboys. Most of them were in their late teens or twenties. Many of them were African Americans or Tejanos, Texans of Mexican descent. These brave young men lived exciting lives, and they soon became a symbol of the West.



▲ Cowboys drive this herd of Texas cattle to a faraway market or train station.

In Other Words
boomed expanded rapidly

400

Population of Major U.S. Cities in 1890



▲ By 1890, the West had many large, growing cities.

The End of an Era

The days of the cattle drives didn't last long, however. Railroads now **transported** cattle. They transported people and goods, too. **2**

From 1860 to 1890, the United States population grew from about 31 million people to about 63 million people. Many people living in the West lived in cities that now dotted the land. **3**

In 1890, the **superintendent** of the **U.S. Census** declared the western **frontier** officially closed. The days of the westward movement were over. Still, they would never be forgotten. ♦

► Before You Move On

- 1. Visualize** How might a railroad transport cattle? Draw a picture showing how you imagine it might look.
- 2. Use Text Features** Which western city had a population of more than 200,000 in 1890?

In Other Words
transported moved
superintendent president
U.S. Census organization that tracks population in the United States

401

Anthology
pages 400–401

Display **Student eEdition** pages 398–399. Model explaining how the author links the text across the pages:

- *First, the author uses the section heads to link the ideas of work and play. He uses ellipses to extend the heading Work . . . on page 398 into the heading . . . and Play on page 399.*
- *Then he connects the text. By describing how hard people worked on page 398, he makes us understand why it was important for **settlers** to stop for fun on page 399. The first sentence on page 399 uses the transition word so to show this connection.*

Have students choose two pages, sections, or passages from “Westward Bound!” and write a few sentences explaining how the author connects the main ideas. Remind students to describe how both the text and text features connect the pages. Have students add their sentences to their Weekly Writing folders.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students have difficulty expressing the connection between two parts of the selection.

STRATEGY Assign students the last paragraph on page 398 and the two photographs at the bottom of the page to write about. Then provide these sentence frames to guide their writing.

- The text and photographs both _____
- The layout of the page links the text and photographs by _____.

BL Below Level

ISSUE Students struggle to identify how the author connects ideas in the text.

STRATEGY Have students select a page with two photographs and then compare the images and captions. Guide their thinking: *How are the two pictures alike? How do the captions tell more about how the pictures relate to each other? How does the author use the related images to link ideas?*

WRAP-UP Have students assume the role of a person involved in westward expansion and tell a partner what they think it was like to settle, live, and work in the west. Have students add their ideas to their unit concept maps.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Westward Expansion

- ✓ Explain Text Structure: Cause and Effect
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM6.5
- Cause-and-Effect Organizer: Practice Master PM6.6
- Fluency Practice: Practice Master PM6.7

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 11

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- Read and Comprehend Informational Texts CC.5.Rinf.10
- Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

- Write Narratives, Using Descriptive Details CC.5.W.3
- Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

- Discuss Topics, Expressing Ideas Clearly CC.5.SL.1

Language and Vocabulary

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

WARM-UP

Tell students that they will be playing a Key Word guessing game. Form students into pairs and display the Key Words for the week. One student in each pair chooses a Key Word and gives clues about it to the other student, who tries to guess it. Students then switch roles.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **cause**, **visualize**. Call students' attention to the other Key Words on **Student eEdition** page 402. Then have students apply their knowledge of the Key Words to play a game called Around the World.

Key Words

cause · construction · establish
expansion · explore · frontier
gold rush · individual · ranching
reservation · settler · visualize

Explain the game:

- *One student is called the Traveler. He or she will stand behind another student who is called the Challenger.*
- *I will give a definition for a Key Word, for example: a place where few people live.*
- *The Traveler or Challenger who first names the correct Key Word, **frontier**, moves on to stand behind the next Challenger.*
- *The game ends when a Traveler goes all around the world.*

Have students play the game.

- Have students sit in a circle. Choose a student to be the Traveler who will stand behind another student, the Challenger.
- Give a definition for a Key Word.
- Have the student who correctly identifies the Key Word first move on to challenge the next student.
- If a Traveler goes all the way around the circle, that student has gone "around the world."
- The game can end after 10 minutes of play or after a player goes around the world.

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

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



Part 1
Think and Respond

Key Words	
construction	gold rush
establish	individual
expansion	ranching
explore	reservation
frontier	settler

Talk About It

- In the **history article**, what conditions caused people to move west? Why was it easier after 1803?
- Imagine that you and your family rode across the **frontier** on a wagon train. **Describe** the experience.
It was _____. The frontier looked _____.
The _____ seemed _____.
- Do you think you would have wanted to **explore** the West with Lewis and Clark? Why or why not? Give three reasons.

Learn test-taking strategies.
NGReach.com

Write About It

You are a **settler** on the American **frontier**. Write a letter to your family back home. Tell them about the challenges you have faced so far. Use **Key Words** in your letter.

July 20, 1841

Dear _____,

I have settled in _____. I am working as a _____. So far, I have found _____. The work is _____.

Love,



402

Anthology page 402

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T375k

Daily Grammar ✓

Point out *it* in question 1 of Talk About It and *them* in Write About it on **Anthology** page 402. Then use page T375n to review and assess subject and object pronouns.

Daily Writing Skills ✓

Point out that the most important idea on **Anthology** page 401 is that westward expansion ended in 1890. Then use page T375p to assess students' understanding of summarizing information.

Answers Talk About It

- History Article** Some reasons people moved west were to find gold, their own land, and clean space. It was easier to move west after 1803 because the U.S. bought a lot of land from France.
- Describe Experiences** Possible response: It was a long, rough trip. The frontier looked rugged and dusty. The other travelers seemed tired from the trip.
- Speculate** Responses will vary, but students should support their answers about traveling with Lewis and Clark with three valid reasons.

Academic Talk

2 Talk About It Anthology page 402

Have partners use Key Words as they discuss the questions. Prompt students to cite details and examples from the text, particularly for question 1. Remind them to use precise words and concrete details to express their ideas clearly.

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

Writing

3 Write About It Anthology page 402

Say: *Think about what you learned about the lives of American settlers. What hardships did they face? What work did they do? What was life like on the frontier?*

Read aloud the directions on page 402. Emphasize that the letters should be written from the point of view of a settler and use the language frames on **Anthology** page 402 as a guide. Model an example that incorporates Key Words:

Dear Uncle Paul, June 10, 1841

I have settled in Texas where ranching is a growing industry. I work as a cowboy on the frontier. The work is difficult, but I love my new home.

Marcus

Have students add their letters to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Predict the Answer

Directions: Read each question about "Westward Bound!" Choose the best answer.

Sample

- Sod houses built around rooms carved out of a hillside were called _____.
 A settlements
 B explorations
 C territories
 D dugouts

- Around what year did people start moving to the West in large numbers?
 A 1705
 B 1790
 C 1988
 D 1803

- Why did settlers mostly go west?
 A to meet English, Scottish, and French fur traders
 B to start plantations
 C to find land
 D to find big cities

How did you use the test-taking strategy to answer the question?

© Houghton Mifflin Learning, a part of Cengage Learning, Inc.
For use with TE p. T402 **PM6.5** Unit 6 | The Wild West

NGReach.com Practice Master PM6.5

Differentiate

BL Below Level

ISSUE Students cannot identify the effects of a cause.

STRATEGY Ask questions to guide students in how to complete the chart. *What was the cause, or event that made other things happen?* (Possible response: Jefferson bought a lot of land from France.) *What are some things that happened because Jefferson made the Louisiana Purchase?* (Possible responses: The size of the U.S. doubled. Lewis and Clark went on an expedition.) Guide students to understand that those responses are the effects.

EL English Learners

ISSUE Students have difficulty distinguishing a cause from an effect.

STRATEGY Remind students that an effect is what happened and a cause is why it happened. Before students complete the organizer, have them write a “why it happened” label above the cause box and a “what happened” label below the unfilled effect box.

AL Above Level

ISSUE Students easily complete the organizers.

STRATEGY Have students review their organizers. Challenge them to connect the information in two or more of the organizers to identify the “big picture.” Prompt: *What is a cause that led to many of the effects you see in the organizers?*

Name _____ Date _____

Cause-and-Effect Organizer

“Westward Bound!”

Cause Possible Response: Sacajawea helped Lewis and Clark.	Effect Possible Response: Lewis and Clark reached the Pacific.
	Effect Possible response: They recorded information about the American West.
	Effect Possible response: They brought back information that interested many Americans.

Use your organizer to retell the selection to a partner.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T402a **PM6.6** Unit 6 | The Wild West

Comprehension

4 Cause and Effect ✓ **Anthology** page 403

REVIEW Display **Student eEdition** page 403. Read aloud the instructions and remind students that a cause can have more than one effect.

Review page 390 and model adding another effect to the organizer. Explain: *I know that another effect of the Louisiana Purchase was that Lewis and Clark went on their journey.*

Have partners work together to complete **Practice Master PM6.6**. Students can make organizers for the other sections of the article on additional pieces of paper. Point out that students can identify the sections by writing a title for each chart based on the section headings on that page.

For example, students can make a cause-and-effect organizer for the events on **Anthology** page 397 titled “The Gold Rush.” Ask:

- *What is a key event that you read about on this page?* (Gold was discovered in a mountain stream in 1848.)
- *What were some of the effects of this event?* (Possible responses: Effect 1: Many people moved to California. Effect 2: A few people struck gold and became rich. Effect 3: Many shopkeepers and other business people made a living supporting the gold seekers.)

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect ✓

Monitor partners as they take turns retelling causes and effects from “Westward Bound!” Confirm that they correctly identify causes and effects.

If students have difficulty identifying an appropriate effect, guide them to complete language frames for different sections, for example:

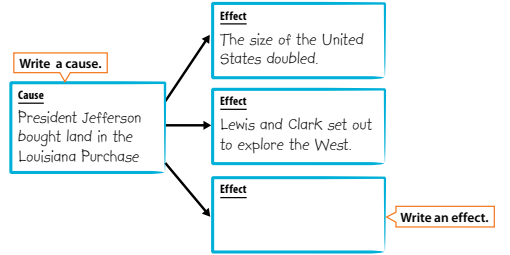
- Because of the Louisiana Purchase, settlers _____.
- Another result of the Louisiana Purchase was _____.
- _____ happened because of the Louisiana Purchase.

Point out that each sentence tells an effect of the Louisiana Purchase.

Cause and Effect

Use a cause-and-effect organizer to show events that happen and the results of the events in each section of "Westward Bound!" First, read a section and look for a cause. Then think about the effects that happened as a result of the cause.

Cause-and-Effect Organizer



Now tell a partner the causes and their effects in each section of "Westward Bound!" Use your cause-and-effect organizers as you retell the selection in an order that makes sense. Use **Key Words** and be sure that your retelling expresses the author's ideas.

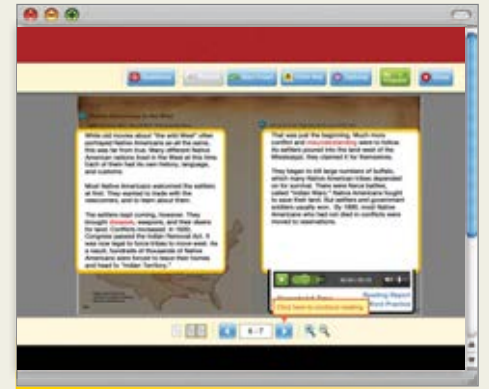
_____ did _____.
As a result _____.

Fluency Comprehension Coach

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

Talk Together

How do you think **settlers** looked and felt after the long journey to the West? Write a description of one of the settlers. Include details that will help the reader form mental images. Try to use **Key Words** in your description, and share it with the class.



5 Fluency Anthology page 403

Have students read aloud the passage on **Practice Master PM6.7** or use the **Comprehension Coach** to practice fluency.

Check & Reteach

OBJECTIVE: Read with Fluency

Monitor students' oral reading.

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

6 Talk Together Anthology page 403

Read aloud the instructions. Have students look back at the photos and illustrations in "Westward Bound!" as they discuss the question. Remind them to include sensory details and precise, concrete words in their descriptions.

Name _____ Date _____

Fluency Practice

"Westward Bound!"

Use this passage to practice reading with proper intonation.

If you ask anyone about the history of the West, they may tell you about a wild, lawless time, when brave cowboys rode their horses across wide, dusty plains. This is a popular vision of the Old West. It is often shown on TV and in the movies. But it is not the whole story. The real history of the West is much more interesting. It is the story of millions of different kinds of people, all with different ideas about the land and their future on it. They came from many different backgrounds, but they had one thing in common. They lived in a time of great changes. It was the time of the westward expansion.

From "Westward Bound!", page 386.

Intonation

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

Accuracy and Rate Formula

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

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

WRAP-UP

Have students sketch and caption a simple three-panel comic strip that highlights three key events that define the westward expansion of the United States. Have students share their strips with a partner.

Week 1 Research Project

OBJECTIVES

Thematic Connection: Westward Expansion

- ✓ Research the History of Ghost Towns
- ✓ Group Related Information Logically
- ✓ Adapt Speech

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A6.42

TECHNOLOGY ONLY

Project Checklist: eVisual 6.4

MATERIALS

index cards • print and online encyclopedias, travel logs, newspapers, magazines, and other reference materials about ghost towns

SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

COMMON CORE STANDARDS

Writing

Group Related Information Logically	CC.5.W.2.a
List Resources	CC.5.W.8
Use Appropriate Development and Organization	CC.5.W.4
Plan, Revise, and Edit Writing	CC.5.W.5
Write Over Extended Time for Specific Purpose	CC.5.W.10
Speaking and Listening	
Adapt Speech	CC.5.SL.6

Research Ghost Towns

Display and read aloud the prompt.

The local historical society is showcasing ghost towns. They want you to take on the role of a former resident of a ghost town and give a presentation at their next meeting. To prepare, research ghost towns. Find out what happens to create one. Then choose a specific ghost town to be "your town." Tell what happened to it, and to you, as it went from boom to bust.

Plan

Choose a Topic

REVIEW Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

Role: Former ghost town resident

Audience: Local historical society

Form: Presentation

REVIEW Remind students: *Sometimes you do not know much about a topic, so you have to do some general research to learn more about it. The information you find can lead you to a narrower topic that fits your purpose.*

Have students look up *ghost town* in an encyclopedia or other reference source to conduct a preliminary search for information about what ghost towns are and the names of some well-known ghost towns. Model selecting a topic: *When I read about ghost towns, I saw an interesting photo of Bodie, California, which is now a National Historic Landmark. I think that "how Bodie became a ghost town" would be a good topic. This limits my research to one town, but I can tell that I will be able to find enough information about it.* Have each student choose a topic and complete a RAFT.

Develop Research Questions

REVIEW Remind students: *To guide your research, write questions about your topic on index cards.*

Have students write at least three questions on separate index cards.

What happened to cause people to abandon the town?

Research

Gather Information

REVIEW Review how to take notes (see page T375o). Then have students conduct research and write the information on index cards. Remind students to label each card by topic, to use their own words to paraphrase when taking notes, and to cite the sources where they find the answers. Encourage the use of a variety of print, digital, and audiovisual sources.

Organize

Arrange Information

REVIEW Have students recall relevant information by reviewing the notes they've written on their index cards. Then ask them to use their notes to create an outline for their presentation. Remind them to check their outlines to make sure each main idea has at least two supporting details. Also ask students to collect any visuals of their ghost town that they may want to include. Display and read **eVisual 6.4**.



Project Checklist

- Order the note cards from general information to specific.
- Create an outline from the note cards.
- Include photos and other visuals about the topic.
- Think about how the character of that time period would think, talk, and act.

[NGReach.com](https://www.ngr.com) Project Checklist: eVisual 6.4



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

See **Differentiate**

Draft Ideas

Have students write a draft of their presentations. Suggest that they begin with an introduction stating who they are (a former ghost town resident) and then give information about ghost towns and how their specific ghost town went from boom to bust. Then have students follow their outlines to write a draft. Remind them that their presentations should be presented in an order that makes sense.



Present

Practice Speaking Skills

Explain: *You need to adapt your speech to different tasks. In this case, you are giving your presentation to a historical society, so it is appropriate to use formal English.* Say the following sentences: *Gotta go. See ya.* Ask students to restate them in formal English: *I have to go. I will see you later.*

Remind students that they are speaking from the point of view of a former resident, so they should try to use words and expressions that reflect the character's personality. Students may wish to dress up as the character to make their presentations. Have students work with partners to rehearse their oral presentations.

Share with Others

Have students take turns delivering their presentations. Remind them that they must maintain the role of the former resident of the ghost town during their presentations. Use the **Research Rubric** to evaluate students' presentations.

Differentiate

SN Special Needs

ISSUE Students have trouble organizing their notes.

STRATEGY Help students differentiate between general information about ghost towns and specific information about their ghost town. Have students sort their note cards into these two categories. Then they can put the notes in logical order within these categories. You may also wish to have students color code their notes by main idea to help them maintain the correct order.

AL Above Level

ISSUE Students have more information about their ghost towns than they can include in their presentations.

STRATEGY Have students form Q&A panels. Above Level students can field questions from the panel members to relate more information about their ghost towns.

Research Rubric

Unit 6, Week 1

Scale	Content	Speaking
4	<ul style="list-style-type: none"> • Used a variety of sources. • Paraphrased information while taking notes. • Presented all information in a logical order, including visuals. 	<ul style="list-style-type: none"> • Used appropriate language throughout the presentation. • Stayed in character for the entire presentation.
3	<ul style="list-style-type: none"> • Used fewer than three sources, or relied on just one type of source. • Had some difficulty when paraphrasing notes. • Presented most information in a logical order, including at least one visual. 	<ul style="list-style-type: none"> • Used appropriate language during most of the presentation, although did use some informal language. • Stayed in character for much of the presentation.
2	<ul style="list-style-type: none"> • Used only one or two sources. • Struggled to use paraphrasing when taking notes. • Failed to achieve a consistently logical flow of ideas and did not feature visuals. 	<ul style="list-style-type: none"> • Used inappropriate, informal language at several points during the presentation. • Only stayed in character for part of the presentation.
1	<ul style="list-style-type: none"> • Used only one source. • Did not take adequate notes. • Did not present information in a logical manner or include visuals. 	<ul style="list-style-type: none"> • Used inappropriate, informal language during most of the presentation. • Did not attempt to take on the character's persona.

© Houghton Mifflin Harcourt Publishing Company
Grade 5 Assessment

A6.42

Unit 6 | The Wild West

[NGReach.com](https://www.ngr.com) Assessment Master A6.42

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Explain Text Structure: Cause and Effect
- Visualize to Comprehend Text

Fluency

- Intonation
- Accuracy and Rate

Vocabulary and Spelling

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

Grammar and Writing

- Use Subject and Object Pronouns
- Use Your Own Words

ASSESSMENTS

Reading Comprehension Test

BOSS OF THE PLAINS

When most people think of the Wild West, they probably imagine a cowboy riding a horse and wearing a cowboy hat. But it was not until 1860 that American cowboys got such a hat.

John Serton, a hat maker by trade, had moved to Colorado for his health. To protect himself from the freezing winters and hot summers, he made a hat that was wide, orange-brown brown today and the "Boss of the Plains." Serton's hats were in great demand. Shoppers wanted to buy them right off his head!

Serton eventually returned to the East and started a hat factory. He didn't even have to advertise his hat. The design was so popular that his hats sold themselves. The hats were used for many different purposes other than protecting heads and shielding eyes from the sun. The hats could carry grain, scoop water, or knock out dirt off a shoe. They could even serve as a pillow when sleeping under the stars. Though they all started out looking the same, cowboy hats changed with such use. The tops became dented, and the brims curled up. Cowboys often added a hand around the crown to give it a curved touch.

By the 20th century Serton had sold millions of his cowboy hats all over the world. Today, cowboys still wear them, but so do people in business suits. Walk down a city street in the Southwest, and you'll see fashionable folks wearing cowboy hats.

Reading Comprehension Test

1. Why did Serton make the "Boss of the Plains" with a wide brim?

2. What did Serton use to make his hats?

3. Why were Serton's hats so popular?

4. Why did Serton move to Colorado?

5. What did Serton do after he returned to the East?

Reading Strategy Assessment

Plan and Monitor (4 3 2 1)	Ask Questions (4 3 2 1)	Determine Importance (4 3 2 1)
1. I plan to read the passage about the cowboy hats. I will read it carefully and look for the main idea and important details.	1. I will ask myself: What is the main idea of the passage? What are the most important details?	1. I will decide which parts of the passage are most important and which parts are less important.
2. I will read the passage and look for the main idea and important details.	2. I will ask myself: What are the most important details in the passage?	2. I will read the passage and mark the parts that are most important to me.
3. I will read the passage and look for the main idea and important details.	3. I will ask myself: How does the author support the main idea?	3. I will read the passage and mark the parts that are most important to me.
4. I will read the passage and look for the main idea and important details.	4. I will ask myself: Why does the author write this passage?	4. I will read the passage and mark the parts that are most important to me.

Reading Comprehension Test A6.4–A6.5

Reading Strategy Assessment SG6.30–SG6.31

Oral Reading Assessment

Back was quick, lithe, and always looking for a challenge. For a while, he worked on a cattle ranch in Montana, but he really wanted to travel, and he finally figured out a way to do it using the skills he had learned as a cowboy.

Back rode his horse from town to town and introduced himself as "the Rope Master." He showed how quickly he could tie a long rope into a loop, or lasso, and snarl the lasso over his head. He would throw the lasso and over any object the crowd cheer. The lasso always landed where he wanted it to. Back said he could lasso anything! Everyone would laugh and say it was impossible, but they would stand in the dusty arena to watch him. If the audience liked the show, they put silver coins into Back's hat.

One day Back was in Dodge City writing a handful of dusty coins into a show, when a young cowboy walked up and challenged Back to a lassoing contest. The cowboy smiled confidently as he led a knot in his lasso. Back nodded, accepting the challenge. A group of townspeople gathered around as Back pointed to a horse-drawn wagon passing by.

"Lasso that!" Back said. The young man threw his lasso carefully, and the loop of rope landed around the end of the wagon. The crowd cheered.

Back just smiled. He asked the wagon driver to drive past one more time. Then Back turned his back to the wagon. People gasped as he took one final snarl and tucked around his eyes. He twirled the lasso over his head and threw it behind his back. "There!" Back's lasso landed perfectly, right around the wagon driver!

Oral Reading Assessment

Fluency	Accuracy	Rate	Intonation
1. I will read the passage and listen for my own fluency.	1. I will read the passage and listen for my own accuracy.	1. I will read the passage and listen for my own rate.	1. I will read the passage and listen for my own intonation.
2. I will read the passage and listen for my own fluency.	2. I will read the passage and listen for my own accuracy.	2. I will read the passage and listen for my own rate.	2. I will read the passage and listen for my own intonation.
3. I will read the passage and listen for my own fluency.	3. I will read the passage and listen for my own accuracy.	3. I will read the passage and listen for my own rate.	3. I will read the passage and listen for my own intonation.
4. I will read the passage and listen for my own fluency.	4. I will read the passage and listen for my own accuracy.	4. I will read the passage and listen for my own rate.	4. I will read the passage and listen for my own intonation.

Oral Reading Assessment

1. I will read the passage and listen for my own fluency.

2. I will read the passage and listen for my own accuracy.

3. I will read the passage and listen for my own rate.

4. I will read the passage and listen for my own intonation.

Oral Reading Assessment A6.1–A6.3

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

Vocabulary Test

Directions: Choose the answer that best completes the sentence correctly.

1. The man works on the _____ of the house.

2. _____ in the 1800s, many Native Americans were moved to reservations.

3. _____ in the business of raising and selling animals.

Vocabulary Test

Directions: Choose the answer that goes in Blank 5.

Blank 5: _____ is in when something gets bigger.

Blank 6: _____ is a place where free or no people live.

Blank 7: _____ is something you put in a technical position.

Spelling Words

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

1. **ar** **archer** He learned **archery** to hunt with a bow and arrows.

2. **er** **assertive** **Assertive** and determined people make good settlers.

3. **ir** **assortment** Our wagon carries an **assortment** of different items.

4. **or** **depart** The cabin had to be strong and **durable** to survive the harsh winter.

5. **ur** **durable** The cabin had to be strong and **durable** to survive the harsh winter.

6. **er** **forfeit** We have to stay on the land for five years or we will **forfeit** the land and lose what we have built.

7. **er** **fortress** The circle of wagons felt like a **fortress** protecting us from the wilderness.

8. **ir** **hardship** Settling the West took a lot of **hardship** and sacrifice.

9. **an** **lantern** Take the **lantern** to light your way to the barn.

10. **ar** **marshal** The town's **marshal** makes people follow the law.

11. **er** **minerals** We discovered **minerals** in the rocks below our land.

12. **er** **organize** If we plan and **organize** every part of our journey, we will have fewer problems on the trail.

13. **ur** **straps** The boy was so small that his feet barely reached the **straps** were he sat on the horse's saddle.

14. **ur** **sultry** The crew boss was a **sultry**, rude, and unfriendly man.

Vocabulary Test A6.6–A6.7

Spelling Pretest/ Spelling Test T375k

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

I've been reading a very interesting book that my aunt gave _____ for my birthday. The book is about Meriwether Lewis and William Clark, the first explorers sent by President Thomas Jefferson to explore the West. Jefferson sent _____ on an expedition to the Pacific coast. Jefferson wanted to expand west, and _____ thought that it must be possible to transport goods along rivers all the way to the Pacific Ocean.

Lewis was an army captain. Jefferson chose _____ to lead the expedition, and then Lewis chose Clark to help him. Together, _____ set out from St. Louis in May of 1804. That same year, they met a Native American woman named Sacagawea. _____ helped translate for the explorers. Thanks to _____, Lewis and Clark were able to trade with the Native Americans for horses and supplies. The expedition reached the Pacific Ocean and returned to St. Louis in September of 1805. The journey was long _____ had lasted more than two years!

Writing, Revising, and Editing Test

Directions: Choose the answer that goes in Blank 5.

Blank 5: _____ is in when something gets bigger.

Blank 6: _____ is a place where free or no people live.

Blank 7: _____ is something you put in a technical position.

Research Rubric

Grade	Content	Thinking
4	1. I found some information.	1. I used some information to answer the question.
3	1. I found some information.	1. I used some information to answer the question.
2	1. I found some information.	1. I used some information to answer the question.
1	1. I found some information.	1. I used some information to answer the question.

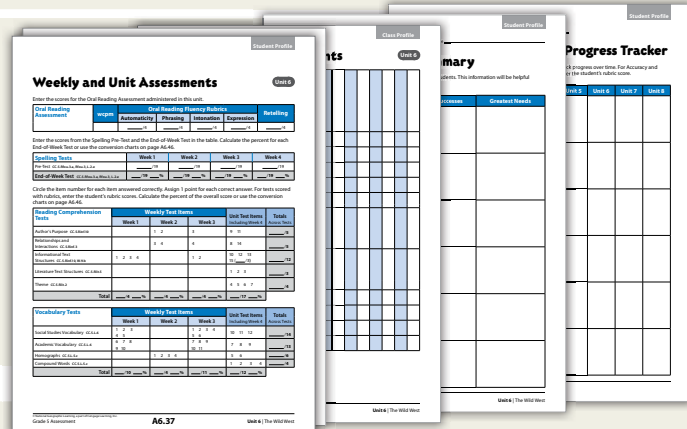
Writing, Revising, and Editing Test A6.8–A6.10

Research Project Rubric A6.42



Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A6.37–A6.38
- Class Profile: Weekly and Unit Assessments** A6.39
- Student Profile: Strengths and Needs Summary** A6.40
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Cause and Effect: Reteaching Master RT6.1**
- Visualize: Reteaching Master RT6.2**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

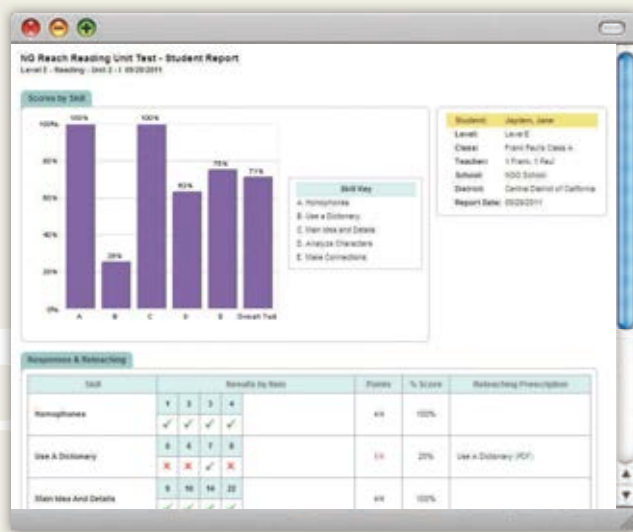
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T375k–T375l

Grammar and Writing

RETEACH

- Subject and Object Pronouns: Anthology Handbook, page 645**
- Writing: Reteaching Writing Routine, page BP51**
- ADDITIONAL PRACTICE**
- More Grammar Practice PM6.8**
- Daily Writing Skills Practice, pages T375o–T375p**

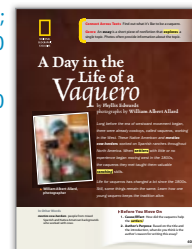
Week 2 Planner


Online Lesson Planner
NGReach.com

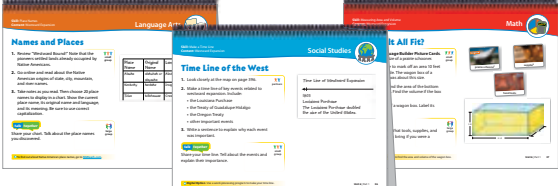


☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.5.SL.1 Discuss the Big Question T403o	Academic Talk CC.5.SL.1.a Preview and Predict T404c
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Pretest; Words with <i>y</i> : <i>happy, yellow, key,</i> CC.5.Rfou.3.a; and Commonly Misspelled Words T403i CC.5.L.2.e Daily Grammar CC.5.L.1 ☑ Reflexive Pronouns T403k Vocabulary Strategy CC.5.L.5.c ☑ Homographs T404o	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T403i CC.5.Rfou.3.a; CC.5.L.2.e Daily Grammar CC.5.L.1 Review Reflexive Pronouns T403k Vocabulary Strategy CC.5.L.4.c; CC.5.L.5.c ☑ More Homographs T404c
	Reading ⌚ 20–40 minutes	Reading CC.5.Rinf.3; Read Aloud: Historical Article T404a CC.5.Rinf.10 Comprehension CC.5.Rinf.10 ☑ Identify Author's Purpose T404a Fluency CC.5.Rfou.4 ☑ Model Phrasing T404a	Reading CC.5.Rinf.3; Read an Essay T405–T410 CC.5.Rinf.10 Comprehension CC.5.Rinf.10 ☑ Identify Author's Purpose T405–T410 ☑ Visualize T405–T410 Fluency CC.5.Rfou.4 ☑ Practice Phrasing, Accuracy, and Rate T405
	Writing ⌚ 15–45 minutes	Power Writing T403o CC.5.W.10 Daily Writing Skills CC.5.W.1.b Introduce Opinions T403m Writing CC.5.W.2 Write About Author's Purpose T404b Writing Project: Editorial CC.5.W.1.b; CC.5.W.4; Study a Model T413i CC.5.W.5; CC.5.W.10	Power Writing T404c CC.5.W.10 Daily Writing Skills CC.5.W.1.b Order Reasons for Opinions T403m Writing CC.5.W.10 Write a Response T411 Writing Project: Editorial CC.5.W.1.b; CC.5.W.4; Prewrite T413j CC.5.W.5; CC.5.W.10







		Read Social Studies Articles	Read Nonfiction Books
Fiction & Nonfiction	SMALL GROUP READING TIME ⌚ 20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG11 Reading CC.5.Rinf.1; CC.5.Rinf.3; Explain Relationships CC.5.Rinf.10 Between Events SG10 Build Comprehension SG11	Vocabulary CC.5.L.6 Learn Story Words SG12–SG13 Reading CC.5.Rinf.10 Introduce SG12–SG13 Read SG14–SG15 ☑ Identify Author's Purpose SG14–SG15 ☑ Visualize SG14–SG15
			

		Learning Station Time
	LEARNING STATION TIME ⌚ 20 minutes	Speaking and Listening T403g CC.5.SL.1.c; CC.5.SL.2 Language and Vocabulary T403g CC.5.L.6 Writing T403g CC.5.W.3; CC.5.W.3.b; CC.5.W.10 Cross-Curricular T403h CC.5.SL.4; CC.5.SL.5 Reading and Intervention CC.5.Rfou.3; CC.5.Rfou.3.a; T403h; SG68 CC.5.Rfou.4.c
		

BIG Question What does it take to settle a new land?

Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
Academic Talk CC.5.SL.1.a; CC.5.SL.4 Talk Together T412	Academic Talk CC.5.SL.1.a; CC.5.SL.1.c Share Events T413d	Academic Talk CC.5.SL.1.a; CC.5.SL.1.c; CC.5.SL.1.d Relate Readings to the Big Question T413h
Daily Spelling and Word Work CC.5.L.2.e <input checked="" type="checkbox"/> Practice T403j Daily Grammar CC.5.L.1 <input checked="" type="checkbox"/> Pronoun Agreement T403l, T412a Vocabulary Review CC.5.L.6 <input checked="" type="checkbox"/> Review Social Studies and Academic Vocabulary T411a	Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e <input checked="" type="checkbox"/> Practice T403j Daily Grammar CC.5.L.1; CC.5.L.2 Writing and Grammar T403l Vocabulary Practice CC.5.L.4; CC.5.L.4.a; CC.5.L.5.c <input checked="" type="checkbox"/> More Homographs T413c	Daily Grammar CC.5.L.1 Review and Assess T403l Vocabulary Practice CC.5.L.4; CC.5.L.4.a; CC.5.L.5.c <input checked="" type="checkbox"/> Homographs T413e
Reading CC.5.Rinf.10 Reread an Essay T411a Comprehension CC.5.Rinf.10 <input checked="" type="checkbox"/> Compare Texts T411a 	Reading CC.5.Rinf.3 Read Historical Accounts T413b Comprehension CC.5.Rinf.3 <input checked="" type="checkbox"/> Explain Relationships Between Events T413a 	Reading CC.5.Rinf.10 Reread Historical Accounts T413f Comprehension CC.5.Rinf.10 <input checked="" type="checkbox"/> Review and Integrate: Identify Author's Purposes T413f <input checked="" type="checkbox"/> Compare Viewpoints T413g 
Fluency CC.5.Rfou.4 <input checked="" type="checkbox"/> Practice Phrasing T411a	Fluency CC.5.Rfou.4 <input checked="" type="checkbox"/> Model and Practice Phrasing T413b	
Power Writing T411a CC.5.W.10 Daily Writing Skills CC.5.W.1.b Give Reasons for Opinions T403n Writing CC.5.L.1; CC.5.L.3; CC.5.W.10 Write to Reinforce Grammar T413	Power Writing T413a CC.5.W.10 Daily Writing Skills CC.5.W.1.b Revise Opinion Paragraphs T403n Writing CC.5.W.3; CC.5.W.10 Describe an Event T333d	Power Writing T413e CC.5.W.10 Daily Writing Skills CC.5.W.1.b Review and Assess T403n Writing CC.5.W.2; CC.5.W.10 Describe and Author's Purpose T413g
Writing Project: Editorial CC.5.W.1.b; CC.5.W.4; CC.5.W.5; CC.5.W.10 Draft T413j	Writing Project: Editorial CC.5.W.1.b; CC.5.W.4; CC.5.W.5; CC.5.W.10 Revise; Edit and Proofread T413k–T413l	Writing Project: Editorial CC.5.W.1.b; CC.5.W.4; CC.5.W.5; CC.5.W.10 Publish and Present T413l

Read Nonfiction Books	Read Nonfiction Books	Read Nonfiction Books
Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG12–SG15 Reading CC.5.Rlit.10; CC.5.Rinf.10 Read and Integrate Ideas SG12–SG13 <input checked="" type="checkbox"/> Identify Author's Purpose SG14–SG15 <input checked="" type="checkbox"/> Visualize SG14–SG15 	Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG12–SG15 Reading CC.5.Rlit.10; CC.5.Rinf.10 Read and Integrate Ideas SG12–SG13 <input checked="" type="checkbox"/> Identify Author's Purpose SG14–SG15 <input checked="" type="checkbox"/> Visualize SG14–SG15 	Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG12–SG15 Reading CC.5.Rlit.2; CC.5.Rlit.3; CC.5.Rlit.10; CC.5.SL.1.a Connect Across Texts SG15 Writing CC.5.W.2 Choose a Writing Option SG15 

ASSESSMENT & RETEACHING		
	Assessment and Reteaching T413m–T413n <input checked="" type="checkbox"/> Reading Comprehension Test A6.11–A6.13 CC.5.Rinf.10 <input checked="" type="checkbox"/> Reading Strategy Assessment SG6.30–SG6.31 CC.5.Rinf.10 <input checked="" type="checkbox"/> Oral Reading Assessment A6.1–A6.3 CC.5.Rfou.4 <input checked="" type="checkbox"/> Vocabulary Test A6.14 CC.5.L.6	<input checked="" type="checkbox"/> Spelling Test: Words with y: <i>happy, yellow, key</i> , and Commonly Misspelled Words T403i CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e <input checked="" type="checkbox"/> Writing, Revising, and Editing Test A6.15–A6.16 CC.5.W.5; CC.5.W.10 Reteaching Masters RT6.3–RT6.6

Week 2 Learning Stations

Speaking and Listening

Option 1: Cowboy Poetry



Have each partner choose and read aloud a cowboy poem. To read the poems, have students go to Resources > Unit 6 > Learning Stations > Week 2 > Cowboy Poems.

Have partners discuss how the cowboy dialect adds to the authenticity of the poem.

Read Orally With Expression on Successive Readings CC.5.Rfou.4.b
Compare Varieties of English CC.5.L.3.b

Option 2: Native Americans



Have partners take notes on a video about Native Americans. To view the video have students go to Resources > Unit 6 > Learning Stations > Week 2 > Native Americans.

After viewing, have partners compare notes about what they learned.

Summarize Oral and Visual Information CC.5.SL.2
Gather and Summarize Information CC.5.W.8

Language and Vocabulary

Key Words

cause · construction · establish · expansion
explore · frontier · gold rush · individual
ranching · reservation · settler · visualize

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

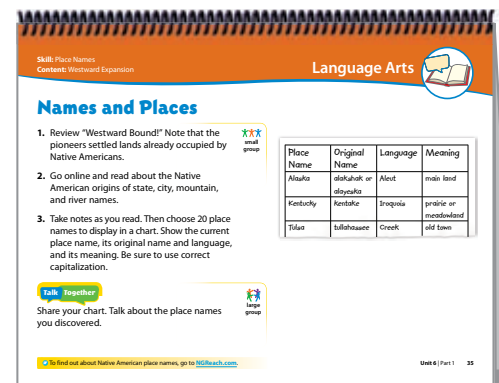
Have students expand their word knowledge.

- Under Add More Information > Add What I Know > My Connection, have students write a sentence for each Key Word.
- Under Add More Information > Use This Word > Write More, have students write paragraphs about the Old West.

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

Writing

Option 1: Names and Places



PROGRAM RESOURCES

Language and Literacy Activities: Card 35

Teacher's Guide on NGReach.com

Student Resources Directory

Conduct Research and Gather Information CC.5.W.7
Summarize Information CC.5.W.8

Option 2: Write an Opinion



PROGRAM RESOURCES

Digital Library: Key Word Image for "ranching"

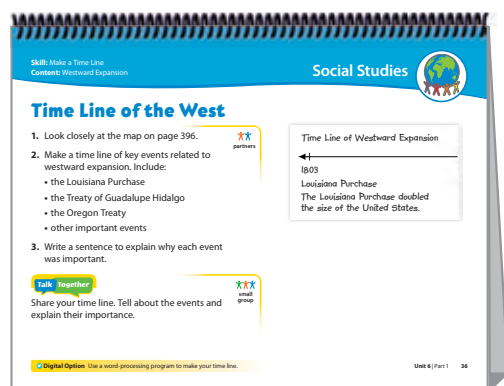
Display the image and the writing prompt:

Being a cowboy was a hard and lonely life. There were reasons why people chose this life. Think about the experiences and goals cowboys had. What were some of the positive experiences cowboys had? What did they gain from living this kind of life? Write a paragraph telling your opinion about why someone would choose this life.

Write Opinions on Topics CC.5.W.1

Cross-Curricular

Option 1: Time Line of the West



Skills: Make a Time Line
Content: Westward Expansion

Social Studies

Time Line of the West

- Look closely at the map on page 396.
- Make a time line of key events related to westward expansion. Include:
 - the Louisiana Purchase
 - the Treaty of Guadalupe Hidalgo
 - the Oregon Treaty
 - other important events
- Write a sentence to explain why each event was important.

Talk Together
Share your time line. Tell about the events and explain their importance.

Digital Option: Use a word processing program to make your time line.

Unit 6 | Part 1 | 36

PROGRAM RESOURCES & MATERIALS

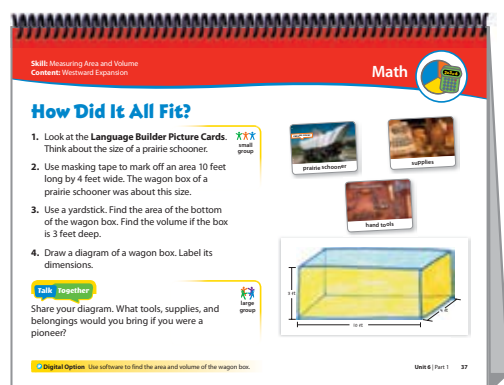
Cross-Curricular Teamwork Activities: Card 36

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

drawing paper • colored markers

Explain Relationships Between Events in Historical Text CC.5.Rinf.3
Summarize Information CC.5.W.8

Option 2: How Did It All Fit?



Skills: Measuring Area and Volume
Content: Westward Expansion

Math

How Did It All Fit?

- Look at the **Language Builder Picture Cards**. Think about the size of a prairie schooner.
- Use masking tape to mark off an area 10 feet long by 4 feet wide. The wagon box of a prairie schooner was about this size.
- Use a yardstick. Find the area of the bottom of the wagon box. Find the volume if the box is 3 feet deep.
- Draw a diagram of a wagon box. Label its dimensions.

Talk Together
Share your diagram. What tools, supplies, and belongings would you bring if you were a pioneer?

Digital Option: Use software to find the area and volume of the wagon box.

Unit 6 | Part 1 | 37

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 37

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

Digital Library: Language Builder Picture Cards F66, F70, F71

masking tape • yard sticks • drawing paper • colored markers

Report on a Topic CC.5.SL.4
Include Visuals in Presentations CC.5.SL.5

Reading

Option 1: The Life of a Buckaroo



Resources

1. Choose your book

2. Choose a resource link

3. Choose a resource

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

To read articles about buckaroos, have students go to Resources > Unit 6 > Learning Stations > Week 2 > Buckaroos. Then display:

Write a description about the lives of buckaroos. What are their jobs? Where do they work? What is it like where they live? What skills must they have?

Read and Comprehend Informational Text CC.5.Rinf.3

Option 2: Additional Reading

PROGRAM RESOURCES

Week 2 Small Group Reading Titles

Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read before from the Week 2 Small Group reading titles, the Independent Reading Recommended Books, or the Leveled Book Finder.

Then have students make a timeline of the events they read about. Students may also wish to take books home for additional reading.

Explain Relationships Between Events in Historical Texts CC.5.Rinf.3

Intervention

Option 1: Phonics Games



Games | Reach into Phonics | Student | Phonics | Unit 6

4

happy

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

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

For Reteaching Masters, see pages RT6.4–RT6.7.

Additional Resources

Reach into Phonics



Lesson 86

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

ESL Kit



ESL Teacher's Edition pages T404a–T414h

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: The Old West

- ✔ Words with *y*: *happy, yellow, key*
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with *y*: *happy, yellow, key*

1. agony	Watching the forest fire destroy our log home filled us with agony .
2. anarchy	Lacking effective laws and governance, parts of the American West lived in anarchy .
3. apply	If you like open spaces, apply for a job as a cowboy.
4. calamity	A sudden danger like a dust storm or stampede could be a terrible calamity during a cattle drive.
5. canyon	Cattle moved through the canyon , surrounded by high cliffs on either side.
6. dynamite	The workers used dynamite to explode the rock blocking the cattle trail.
7. injury	They were very careful to be safe and avoid injury .
8. mystery	The mystery of what happened to the lost cattle will never be solved.
9. naughty	The naughty children pulled the cow's tail.
10. penalty	Sore muscles were the penalty for her hard work.
11. physical	Cowboys must be strong and in good physical condition.
12. solitary	A cowboy's life alone on the prairie is solitary .
13. unruly	The three unruly calves were out of control.
14. yield	Our cattle drive will yield 1000 cows for market.
15. yore	Long ago, in days of yore , cattle roamed the prairie.

Watch-Out Words

16. assistance	I need your assistance to find the lost cows.
17. assistants	The head cowboy called to his assistants for help.
18. cede	You must cede your control to the range boss and do what he says.
19. seed	This seed will develop into a beautiful fruit tree.

Words with *y*

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students • 4 small different-colored squares of paper per pair

Teach

Display the words *canyon*, *agony*, *dynamite*, and *physical*. Circle the *y* in each word and pronounce each as you explain: *The letter y can be a consonant as in canyon or a vowel as in dynamite. The vowel y often spells a long e sound at the end of words with two or more syllables as in agony. Y as a single vowel in a syllable can stand for other sounds too, such as a long i sound in dynamite or the short i sound in physical.*

Prepare

- Assign partners, and have partners collaborate to write each of the first 15 spelling words on a separate card and stack the cards face down.
- On different-colored squares of paper, have partners write *y* as long *e*, *y* as long *i*, *y* as a consonant, and *y* as another sound.

Play a Game

- Have players take turns drawing a card and saying the word for a partner to spell. After spelling the word, the partner places the word on the correct square of paper.
- The speller earns a point for correctly spelling the word and a point for placing the word on the correct square. If the speller misspells the word, the card is returned to the bottom of the pile.
- Play ends when all 15 words have been spelled and placed correctly. The player with more points wins.

Apply Phonics Skills

Use Letter-Sound Correspondences to Read Multisyllabic Words

CC.5.Rfou.3

CC.5.Rfou.3.a

Which Word Is It?

Day 2



Option 2

MATERIALS

index cards, 4 per student

Prepare

- Have each partner write each Watch-Out Word on a separate card and write a context sentence for the word on the back, leaving a blank for the word. Have students check meanings in a dictionary to be sure they have used each word correctly.

Play a Game

- Have partners switch cards and complete each other's sentences. Partners check each other's sentences.
- Students get one point for each correct word and spelling. The student with more points wins. If there is a tie, the student who completed the sentences first wins.

Spell Grade-Appropriate Words

Consult References

CC.5.L.2.e

CC.5.L.2.e



Synonym Bingo

Day 3



Option 1

MATERIALS

32 squares of colored paper, each about 2 inches square • thesaurus, one per group

Prepare

- Using a thesaurus, have groups of three collaborate to write a synonym for each of the 19 spelling words. Have students create a list of the words and their synonyms.
Each player makes a bingo card by folding a sheet of paper twice horizontally and twice vertically to create 16 squares. Tell players to randomly write 16 of the spelling words in separate squares so that each bingo card is different. Students choose one player as the game host.

Play a Game

- The game host randomly reads synonyms, one at a time. The first player to find the matching spelling word on his card closes his or her eyes and spells it. The host listens for accuracy. Then the other player does the same. Players that spell a word correctly place a colored square over the word.
When a player has four colored squares in a row, the player calls out "Bingo." If time allows, play again with a different student as game host.

Spell Grade-Appropriate Words Consult References

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

Spell It Down

Day 3



Option 2

MATERIALS

index cards, 5 per group

Prepare

- Arrange students in small groups and have each group choose 5 spelling words that are giving them trouble.
Have students collaborate to write the words on separate index cards, turning the card vertically and writing the word down the left edge.

Write a Word Poem

- Have students work together to write acrostic poems for each of their spelling words. Tell students to use each letter of the word to start a different line of the poem.
Have groups read their poems to another group, challenging listeners to name the word and spell it.

Cliffs
Along the steep sides
Nestled in the mountains
Yawning wide
Opening up to the sky
Never easy to cross

Demonstrate Command of Spelling

CC.5.L.2

Oh, No!

Day 4



Option 1

MATERIALS

index cards, 22 per group • timer

Prepare

Arrange students in groups of four or five. Have each group collaborate to write each spelling word on a separate card. Have the group write "Oh, no!" on the 3 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 to the player 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 his or her cards 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

Homophone Hints

Day 4



Option 2

Play a Game

Tell students to write memory aids for spelling words that give them trouble. For example: When anarchy takes hold, hordes of unruly citizens rush through the castle arch. Tell students to underline clues that help them spell the troublesome word.

Demonstrate Command of Spelling

CC.5.L.2

Rebus Code

Day 4



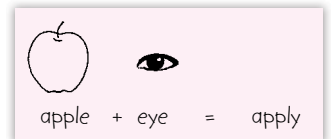
Option 3

MATERIALS

timer

Prepare

Have teams of 3 or 4 collaborate to create a rebus respelling of as many spelling words as they can in 10 minutes, using pictures, letters, words or word parts, and math symbols. Have teams put an equals sign after each respelling.



Play a Game

- Have each team exchange rebus spellings with another team.
Give teams 10 minutes to decode each other's rebus spellings and to spell each word after the equals sign.
When time is up, teams get one point for each word they correctly decoded and another point for spelling the word correctly. If teams tie, the team who created the most rebus respellings wins.

Spell Grade-Appropriate Words

CC.5.L.2.e

OBJECTIVES

Thematic Connection: The Old West

Grammar: Use Reflexive Pronouns

COMMON CORE STANDARDS

Demonstrate Command of Grammar and Usage

CC.5.L.1

Demonstrate Command of Capitalization,

Punctuation, and Spelling

CC.5.L.2

Day 1

PROGRAM RESOURCES

Reflexive Pronouns: eVisual 6.8

Game: Practice Master PM6.9

MATERIALS

scissors, one per group

Teach the Rules

Use the suggestion on page T404b to introduce reflexive pronouns. Use **eVisual 6.8** to teach reflexive pronouns.

Reflexive Pronouns

- Singular **reflexive pronouns** end with -self.
myself **yourself**
himself **herself** **itself**
- Plural **reflexive pronouns** end with -selves.
ourselves **yourselves**
themselves
- A **reflexive pronoun** refers from the object of the sentence back to the **subject**.
A **cowboy** needed special equipment to protect **himself**.
Vaqueros sang songs to keep **themselves** company.

Reflexive Pronouns: eVisual 6.8

Model identifying the antecedents by drawing arrows from the reflexive pronouns to their antecedents. Point out that reflexive pronouns need to agree with their antecedents.

Play a Game

Give each small group a scissors and **Practice Master PM6.9** to play "Pronoun Concentration."

Differentiate

BL Below Level

ISSUE Students have trouble using reflexive pronouns.

STRATEGY Prepare simple cloze sentences: *You kept _____ warm; I kept _____ warm; He kept _____ warm.* Provide students with limited answer choices on word cards: *myself, himself, yourself.*

Name _____ Date _____

Grammar Game
Pronoun Concentration

Directions:

1. Cut out the cards. Place them face down on the playing area.
2. Take turns turning over two cards.
3. If your cards have a subject pronoun that matches its reflexive form, use the words in a sentence. If the other players agree that your sentence is correct, keep the cards.
4. If your cards do not match, return them to the playing area.
5. Play until all the pronouns have been matched. The player with the most matches wins.

he	we	I	you
she	it	you	they
themselves	itself	ourselves	yourself
myself	himself	yourselves	herself

Practice Master PM6.9

Day 2

PROGRAM RESOURCES

Game: Practice Master PM6.10

MATERIALS

timer

Review the Rules

Use the suggestion on page T410 to review reflexive pronouns. Explain: *A reflexive pronoun should agree in number and gender with its antecedent.* Then copy and display the following sentences.

1. I wanted to go on a cattle drive all by myself.
2. Mina disguised herself as a cowboy to go on an adventure.
3. We vaqueros entertain ourselves with music.
4. The horses kept themselves warm by huddling together.

Work through the sentences with students to identify the reflexive pronouns and their antecedents. Guide students in circling the reflexive pronoun in each sentence and drawing an arrow to the antecedent to verify that they agree in number and gender.

To reinforce the concept, identify the subject pronoun that agrees with each reflexive pronoun. For example: *I/myself, you/yourself, she/herself, we/ourselves.*

Play a Game

Distribute **Practice Master PM6.10** to each student. Set a timer for the class. Have students play the game.

Name _____ Date _____

Grammar Game
Reflexive Pronoun Challenge

Directions:

1. Set a timer for one minute.
2. Circle the reflexive pronoun in each sentence, and draw an arrow to its antecedent.
3. Stop your work after one minute.
4. Trade papers with a partner and check each other's work.
5. The one with more correct answers is the winner.

1. Cowboys often wore bandanas to protect themselves from dust.
2. The bandana itself could also be used as a washcloth or a bandage.
3. One cowboy said, "I don't know how I'd safeguard myself without my bandana."
4. Another cowboy said, "We also need broad-brimmed hats to protect ourselves from the sun."
5. A cowgirl also needed a hat to protect herself from the sun, but hers was usually more fashionable.
6. The sign outside the general store read, "Cowboys! Prepare yourselves for the cattle drive ahead. Get your supplies here!"
7. A cowboy also needed to wear chaps to protect himself from horns and sagebrush.
8. A wise old cowboy advised, "You should always have a song in your heart to keep yourself from getting lonely."

Practice Master PM6.10

Differentiate

AL Above Level

ISSUE Students identify and use reflexive pronouns easily.

STRATEGY Tell students they can also use reflexive pronouns to add emphasis to sentences. Provide an example: *I myself do not want to be a cowboy.* Have students add sentences with reflexive pronouns to add emphasis to three sentences on **Practice Master PM6.10**.



Day 3

PROGRAM RESOURCES

Pronoun Agreement: eVisual 6.12

MATERIALS

index cards, 24 per student pair; timer

Review the Rules

Use Anthology page 413 to review pronoun agreement. Then extend the lesson with eVisual 6.12.

Pronoun Agreement

- Every pronoun must agree in number and gender with its antecedent.

Table with 2 columns: pronoun type (subject, object, reflexive) and example sentence.

NGReach.com Pronoun Agreement: eVisual 6.12

Play a Game

- Ask partners to write each of the subject, object, and reflexive pronouns on a separate index card. Then have them place the cards facedown and play "Tap and Say:"

Differentiate

EL English Learners

ISSUE Subject pronouns are often omitted in Spanish, so students need practice using the correct object and reflexive pronouns.

STRATEGY Prepare sentence frames such as: _____ wanted to do it _____. Give students matching subject-reflexive pronoun word pair cards: I/myself; He/himself.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM6.17

Grammar and Writing

Distribute Practice Master PM6.17. Have students use editing and proofreading marks to correct errors with pronouns.

Practice Master PM6.17 form with editing and proofreading instructions and a sample passage with errors.

NGReach.com Practice Master PM6.17

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A6.15-6.16

MATERIALS

Review and Assess

Have students copy the chart below. Then challenge them to write as many pronouns in the chart as they can in two minutes. Have partners exchange charts and check each other's answers.

Chart with columns: Subject, Object, Reflexive and rows: self, you (singular), the woman, self and one other, you (plural), the horses.

Administer the Writing, Revising, and Editing Test.

Week 2 Daily Writing Skills

OBJECTIVES

Thematic Connection: The Old West

Support Opinions

COMMON CORE STANDARDS

Provide Reasons Supported by Facts and Details

CC.5.W.1.b

Introduce Opinions

Day 1



PROGRAM RESOURCES

Opinion Paragraph: eVisual 6.9

Teach the Skill

Explain the skill: *An opinion piece tells what the writer thinks. If the writer wants readers to consider his or her opinion, the writer needs to clearly support it.*

Display **eVisual 6.9**, and read the paragraph with students.



Opinion Paragraph

The Wild West really wasn't as wild and fun as some writers would like us to believe. First, think about writers who romanticize cattle drives. They don't mention the 12 hours a day that cowboys spent in the saddle or the six long months away from home. Furthermore, writers promote the spirit of adventure by describing free-spirited outlaws. But law-abiding people feared the outlaws and worked hard to get them out of town. Finally, while the pioneer spirit is celebrated, the harsh reality of life on the wagon trail is left out. One pioneer woman wrote, "We were out of money, and our food supply was nearly gone . . . It was getting cold, and we were hitting some early winter storms." In almost every way, the Wild West was more rough living than wild adventure.

NGReach.com

Opinion Paragraph: eVisual 6.9



INTERACTIVE WHITEBOARD TIP: Circle each reason that supports the opinion.

Guide students in identifying the writer's opinion. Then point out that reasons for opinions are generally listed in order of importance, with the strongest fact, detail, or example first. Ask: *What is the first reason the writer gives?* (difficulty of long cattle drives) *What facts support that reason?* (12 hours per day, six months away) Repeat with the second and third reasons and their support.

Then explain: *There are different ways to support an opinion. The method you use depends on the point you want to make.* Display and discuss this chart:

Method	Example
Facts	cowboys spent 12 hours a day on horseback and long months away
Details	pioneers were afraid of outlaws and tried to get rid of them
Examples and Quotations	One pioneer woman wrote, "We were out of money . . ."

Choose and Order Reasons

Day 2



Option 1

PROGRAM RESOURCES

Opinion Paragraph: eVisual 6.9

Introduce

Display **eVisual 6.9**. Have students point out the writer's three reasons for the opinion, signaled by the words *First*, *Furthermore*, and *Finally*.

Practice

Have partners copy *First of all*, *Furthermore*, and *Finally* onto a piece of paper with space between them. Tell them to rewrite the reasons on **eVisual 6.9** in their own words and put them in the order they think is most effective.

Have partners list additional facts would make the writer's argument even stronger if they could find sources for those facts. For example: *Would it help to name real lawmen? Would it help to describe a pioneer woman's typical day?*

Order Reasons and Evidence

Day 2



Option 2

Introduce

Display the sentences below. Explain that they are part of an opinion paragraph about a cowboy's equipment, but they are out of order.

- It protects the nose and mouth from dust.
- In an emergency, it is used as a bucket for holding water.
- A cowboy needs at least one bandana.
- At night, the cowboy could stuff it with his shirt and use it as a pillow.
- It keeps the sun off the cowboy's face, preventing sunburn.
- In a pinch, it has occasionally been used as a washcloth or tourniquet.
- A cowboy needs a hat with a broad brim.
- A cowboy might even use it as a distress flag to signal for help.

Practice

Have each student rearrange the sentences so that there are three reasons for each opinion statement. Suggest that they identify each opinion first and then each reason that supports it. Have students identify each reason as a fact, detail, or example and then write their paragraphs.

Have students read a partners' paragraphs to see whether they agree on the best order of the opinions and reasons. Explain that different points of view are valid if they have good reasons to support them.



SUGGESTED PACING

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

Give Reasons for Opinions

Day 3



Option 1

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards F73–F75

Introduce

Display the Picture Cards *camp*, *ghost town*, and *old school*, and help students identify each. Say: *Imagine yourself in one of these places. Form an opinion of what you think it would be like.*



Practice

Tell partners to work together to select a picture and write an opinion statement about it. Then have partners find details that support their opinions in the pictures. Have partners state and support their opinion in a paragraph.

Have pairs of students who selected the same picture compare their statements to see how they are alike and different. Have students put their paragraphs into their Weekly Writing folders for use on Day 4.

Give Reasons for Opinions

Day 3



Option 2

Introduce

Tell students to refer to what they learned about the journey of Lewis and Clark on **Anthology** pages 38–39 to form an opinion about whether or not they would like to have traveled on their expedition.

Practice

Tell each student to individually write an opinion paragraph about traveling with Lewis and Clark. Tell students to use facts and details from “Westward Bound!” and other things they have learned about westward expansion to support their opinions.

After writing, have students read a partner’s paragraph and rate the strength of the evidence provided. Have students put their paragraphs into their Weekly Writing folders for use on Day 4.

Revise Opinion Paragraphs

Day 4



Introduce

Have students who wrote alone on Day 3 join with a partner and those who wrote with a partner work with a new partner to revise and edit their opinion paragraphs.

Practice

Have partners work together to review the opinion paragraphs they wrote on Day 3. Tell them to see if they included facts, details, and examples to support their opinions and then revise their paragraphs to add additional support. Finally, have students share their paragraphs with other students who worked on the same Day 3 Option.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A6.15–6.16

Review the Skill

Arrange students in small groups and have each group make their own copy of the skeletal outline below. Tell them to complete the outline with information about how to write an opinion paragraph.

Opinion

1. reason 1

A. _____

B. _____

2. _____

A. a fact that supports reason 2

B. _____

After students have completed their outline, have them share and compare it with another group.

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

OBJECTIVES

Thematic Connection: The Old West

- ✓ Relate Words: Homographs
- ✓ Identify Author's Purpose

PROGRAM RESOURCES


TECHNOLOGY ONLY

Read Aloud: eVisual 6.7

Power Writing

Have students write as much as they can as well as they can in one minute about things that are wild.

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



WARM-UP

Have students review the readings from Week 1. Have partners draw on the readings to list the challenges settlers faced on the frontier.

Academic Talk

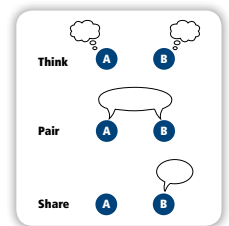
1 Discuss the Big Question

Remind students that they have learned how using precise words and concrete details help listeners to better understand their ideas. Explain that today students will discuss ideas about the Old West. Ask: *How do books and movies portray the old West? How are the portrayals in the readings the same? How are they different?*

Remind students of the Big Question: *What does it take to settle a new land?* Then use a **Think, Pair, Share** to have students discuss what answers to the Big Question the various portrayals of the Old West suggest.

- Have students think about the portrayals of the Old West.
- Have partners discuss how the portrayals in books, movies, and the readings are similar or different.
- Then have students individually share their ideas with the class. Remind them to use precise language to express their ideas clearly.

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



Think, Pair, Share

Vocabulary Strategy

2 Homographs ✓ Anthology page 404

Project **Student eEdition** page 404 and read aloud the introduction and the dictionary entries for *last*. Elaborate: *The entries show that both words are spelled and pronounced the same way but that they are different parts of speech and have different meanings.* Have students read the explanation about using context to determine meanings.

Model the thinking: *In the first sample sentence, the -ed ending tells me that lasted is a verb. The words more than three hours tell me that lasted means "continued to happen."* Model the process for the other sample sentences.

Explain that some homographs that are different parts of speech have different pronunciations. Display the word *desert*. Read aloud these sentences, emphasizing the pronunciation of *desert* in each:

1. Wagon trains stocked up on water before crossing the dry desert.
2. The coyote was forced to desert her pups to look for food.

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 Text to Convey Information | CC.5.W.2 |
| Write Over Shorter Time for Specific Purposes | CC.5.W.10 |

Speaking and Listening

- | | |
|--|-----------|
| Discuss Topics, Expressing Ideas Clearly | CC.5.SL.1 |
|--|-----------|

Language and Vocabulary

- | | |
|-----------------------|------------|
| Understand Homographs | CC.5.L.5.c |
|-----------------------|------------|



Homographs

Homographs are words that are spelled the same but have different meanings.

Look at the dictionary entry for **last**.

'last / last / verb 1: to continue to happen *The tennis match lasted more than three hours.* 2: stay in good shape *This coat will last for two years.* [Middle English, from Old English *læstan* to continue, follow, related, similar to Old English *lāst* footprint, track]

'last / last / adverb 1: at the end *I won the race, but my friend came in last.* 2: most recent *I saw her last in the third grade.*

You can use context, or the words around it, to figure out the correct meaning of a homograph.

Example:

The party **lasted** until nine o'clock.

The words "until nine o'clock" helped me figure out that in this context, "lasted" means "continued to happen."

Try It Together

Read the sentences. Then answer the questions.

Some came from the eastern **part** of the United States. Others came from the South.

1. What does part mean?

- A. house
- B. region
- C. pioneer
- D. settler

2. Which words help you figure out the meaning of part?

- A. Others came
- B. Some came
- C. from the eastern
- D. of the United States

404

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 404

Explain the part of speech of *desert* in each sentence. (1: noun; 2: verb) Have students use context and part of speech to identify the meaning of *desert* in each sentence. (1: a place with little water; 2: to leave or abandon)

Explain that *dessert* is not a homograph with *desert* (*de•sert*) because it is spelled differently.

3 Try It Together Anthology page 404

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

See **Differentiate**

Check & Reteach

OBJECTIVE: Relate Words: Homographs ✓

As students complete **Try It Together**, listen to see if they can use context to determine meanings.

If students are having difficulty, guide them in using context to determine the meaning of *part*. Ask: *What words come before part to help you know that the word has to do with a place? (the eastern) What other words name places? (United States, the South). These words help me figure out that the word part means "a region or a place."*

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T403m–T403n)
- ✓ Power Writing (403o, T404c, T411a, T413a T413e)
- ✓ Writing (T404b, T411, T413, T413d, T413g)
- ✓ Writing Project (T413i–T413l)

Differentiate

BL Below Level

ISSUE Students have trouble finding context clues to identify meanings of homographs.

STRATEGY Have students circle important words in the context sentence. Then have partners discuss which important word helps them determine the meaning of the homograph. Have each student draw an arrow between the most helpful word and the homograph.

EL English Learners

ISSUE Students lack sufficient vocabulary to effectively use context clues.

STRATEGY Prompt with forced-choice questions, such as:

- *Does some or eastern tell you something about part?*
- *Does eastern relate to "to break into pieces" or "a region?"*

Fluency

Model Phrasing As you read the **Read Aloud**, model how to read with correct phrasing. Explain: *When you read with phrasing, you group words together so that the reading sounds like natural speech. Punctuation marks such as commas are clues to using proper phrasing.*

Comprehension

4 Identify Author's Purpose ✓

Review the main reasons that authors write: *Authors write for different purposes, or reasons. They may write to inform, persuade, entertain, or explain how to do something. In "Westward Bound!" the author's purpose is to inform. He provides information about who traveled west and why.*

Tell students that sometimes an author's purpose is not stated directly. Elaborate: *To figure out an author's purpose, you can ask questions: Does the author want to persuade me to do something or entertain me with a story? Does the author want to inform or teach me about a topic or tell about characters' actions and feelings?*

Display **eVisual 6.7** and read aloud the first paragraph. Reread and pause to model identifying the author's implied purpose and telling how well the passage achieves that purpose: *Details in the paragraph tell me that the topic is railroad **expansion**. The author uses dates and place names, so the information is factual. The author's purpose is to inform or teach. I think the author achieved his or her purpose to teach me about what happened when railroads expanded westward.*

Read aloud the second paragraph and guide students to identify other details that show that the purpose of the passage is to inform.



Read Aloud

History Article

Westward Expansion

As the boundaries of the United States changed and more **settlers** moved west, another **expansion** was taking place. Railroads began to push westward from eastern cities. In the 1850s and 1860s, railroad lines from the east coast began reaching the banks of the Mississippi River. Railheads in Chicago, Illinois, St. Louis and Kansas City, Missouri, and Dodge City, Kansas became centers for trade between East and West.

The railroad brought many changes and **settlers** to the West. Towns grew along rail lines and businesses flourished. Life for the cowboy also changed. Before the railroads, it was too costly to drive cattle to eastern markets but with railroads reaching the Mississippi River, the age of the great cattle drives began. Working long hours for very little pay, cowboys herded cows from the ranches to the new railheads where the livestock were loaded onto freight cars and transported to markets across the country.

Expansion of the railroad continued with a plan to connect the east and west coasts of the United States. On May 10, 1869, an incredible new era began when the final spike was hammered into the rails. Now passengers and freight could travel from coast to coast in a matter of days instead of months. The invention and **expansion** of railroads changed life in North America forever.



Read aloud the last two paragraphs of “Westward Expansion.” Have partners identify details that show that the purpose of the passage is to inform and how well the passage achieved the purpose, citing details to support their opinions.

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Author’s Purpose to Comprehend Text ✓

As partners discuss the text, note whether they can identify the author’s implied purpose and tell how well the passage achieved the purpose.

If students have difficulty, guide with questions, such as:

- *Does the author want you to learn something or agree with his or her opinions?*
- *What details show that the author wants to inform you or get you to agree?*
- *Are there enough details to achieve the author’s purpose?*

Writing


5 Write About Author’s Purpose

Model writing about how to identify the author’s purpose for “Westward Expansion” and tell how well the writing achieved that purpose.

Think Aloud	Write
<i>I will tell how details show me the author’s purpose.</i>	Details in the passage show that the author’s purpose is to inform readers about the western expansion of the railroad.
<i>I will tell how I decided that the writing achieved the author’s purpose.</i>	I found a lot of information in every paragraph, so the writing achieved its purpose, which was to inform or teach.

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

Have partners choose part of a reading from Week 1 and write a paragraph to identify the author’s purpose and discuss how well the writing achieved that purpose. Have student add their paragraphs to their Weekly Writing folders.



WRAP-UP Have small groups talk about “Westward Expansion” and list questions they would ask a cowboy or a settler about life after the expansion of the railroads.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T403i

Daily Grammar ✓

Point to the last sentence in the third paragraph of the **Read Aloud**. Say: *In this sentence the word themselves is a reflexive pronoun.* Use page T403k to teach reflexive pronouns.

Daily Writing Skills ✓

Point out that the first sentence of the second paragraph of the **Read Aloud** is supported by the details in the rest of the paragraph. Then use page T403m to teach how to support opinions with details and facts.

Differentiate

EL English Learners

ISSUE Students lack the language proficiency necessary to express their ideas about the author’s purpose.

STRATEGY Provide sentence frames:

- *The author wants me to _____.*
- *The passage achieves the purpose by telling about _____.*

BL Below Level

ISSUE Students have trouble deciding whether or not the passage achieved the author’s purpose.

STRATEGY Have students create a checklist of the thinking steps:

- Identify the author’s purpose.
- Look for details that show the purpose.
- Decide whether there are enough details to show the author’s purpose.

OBJECTIVES

Thematic Connection: The Old West

- ✓ Relate Words: Homographs
- ✓ Visualize to Comprehend Text
- ✓ Identify Author's Purpose to Comprehend Text


MATERIALS

print or online dictionary

Power Writing

Have students write as much as they can as well as they can for one minute about cowboys.

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



WARM-UP

Form small groups. Give each group a word, such as: *bat*, *fine*, *down*, or *wave*. Have students write as many meanings as they can for their words. Have them share their results with the class.

Vocabulary Strategy

1 More Homographs ✓

Remind students that they have learned about various kinds of homographs. Invite volunteers to review the concepts from page T403o. Display the following homographs and the page numbers on which they appear in “Westward Bound!”: page 386, *story*; page 388, *kind*; page 389, *record*; page 392, *head*; page 397, *rock*.

Direct students to **Anthology** page 386 and read aloud the second sentence of the second paragraph. Find the word *story* in a dictionary and read aloud the pronunciation, various meanings, and parts of speech provided. Then model using context to clarify the meaning of the word: *The word the tells me that story is a noun. The words of millions of people tell me that the word is related to events in people's lives. So the meaning of story in this sentence is “a tale.”*

Have partners work together to find several dictionary meanings for each displayed word. Then have them find the word in the text and use context to clarify or determine the meaning of the word that is used in the text.

Check & Reteach

OBJECTIVE: Relate Words: Homographs ✓

As students discuss the meanings of the homographs, listen to see if they can use context to clarify or determine the meaning of the homograph.

If students are having difficulty, model the process with the word *kind*.

COMMON CORE STANDARDS

Reading

Read and Comprehend CC.5.Rinf.10

Informational Texts

Read with Fluency to CC.5.Rfou.4

Support Comprehension

Writing

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

Specific Tasks

Speaking and Listening

Come to Discussions Prepared CC.5.SL.1.a

Language and Vocabulary

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

Understand Homographs CC.5.L.5.c

Academic Talk

2 Preview and Predict

Review: *Previewing the title and images in a text can help you predict what the text will be about.* Project **Student eEdition** pages 405–411. Have students silently read the title of the essay and study the images. Then have partners discuss their predictions.


NATIONAL GEOGRAPHIC EXCLUSIVE

Connect Across Texts Find out what it's like to be a vaquero.

Genre An **essay** is a short piece of nonfiction that **explores** a single topic. Photos often provide information about the topic.

A Day in the Life of a Vaquero

by Phyllis Edwards
photographs by William Albert Allard



1 Long before the era of westward movement began, there were already cowboys, called vaqueros, working in the West. These Native American and **mestizo cow-herders** worked on Spanish ranches throughout North America. When **settlers** with little or no experience began moving west in the 1800s, the vaqueros they met taught them valuable **ranching** skills. 2

Life for vaqueros has changed a lot since the 1800s. Still, some things remain the same. Learn how one young vaquero keeps the tradition alive.

▲ William Albert Allard, photographer

In Other Words
mestizo cow-herders people from mixed Spanish and Native American backgrounds who worked with cows

Before You Move On

- 1. Cause/Effect** How did the vaqueros help the **settlers**?
- 2. Author's Purpose** Based on the title and the introduction, what do you think is the author's reason for writing this essay?

405

STUDENT TECHNOLOGY

e Student eEdition

NGReach.com

Anthology page 405

Reading

3 Read an Essay Anthology page 405

CONNECT ACROSS TEXTS Project **Student eEdition** page 405. Remind students that in “Westward Bound!” they read about Americans, including cowboys, who explored and settled the West. Now they will read about modern cowboys. Have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *An essay uses text and often visual aids, such as photographs, to tell about real people and events.*

SOCIAL STUDIES BACKGROUND Tell students that cowboys spend several years training their horses to work with cows. As a result, a rider's horses are extremely sensitive to the rider's signals. A well-trained horse can be controlled simply with small movements of the fingers of the rider's hand.

Read and Build Comprehension

- 1. Make Predictions** *What do you think the main idea of this article will be? What part of the text tells you the main idea?* (The main idea will be how a young vaquero keeps the vaquero traditions alive. The last sentence tells me the main idea.)
- 2. Use Visuals** *Who is pictured in the photograph?* (The photographer who took the photographs in the essay is pictured in the photograph.)

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Cause and Effect** The vaqueros helped the **settlers** by teaching them how to ranch.
- 2. Author's Purpose** ✓ Based on the title and the introduction, the author's reason for writing this essay is to describe for readers what a day in the life of a vaquero is like.

A young vaquero opens his eyes to a wide Mexican sky. A chill breeze brings the smell of coffee to his nose. A crackling fire warms one side of his body. He stretches his legs under his thin **serape** and feels the pull of tired muscles. *What kind of a dream is this?* he wonders.

Then he remembers. This is not a dream. He is a real vaquero. He is living the life he always wanted, **herding vacas** and sleeping **under the stars**.



1

In Other Words
serape wool jacket
herding vacas moving around large groups of cows
under the stars outside

406

The young vaquero remembers the first time his **papá** put him on a horse. He was just five years old. He knew even then that he wanted to be just like his papá. The **open range** was his papá's idea of freedom. So it was for his papá's father and grandfather. No walls stood between them and the fresh air. No buildings kept them from moving freely across the land. **2 3**



In Other Words
papá father (in Spanish)
open range grassy wild land

► **Before You Move On**

- 1. Visualize** What sensory details does the author use? How do they help you understand a vaquero's daily life?
- 2. Cause/Effect** Why does the young vaquero choose to work on the open range?

407

Anthology
pages 406–407

Read and Build Comprehension

- 1 Use Text Features** *What do the photographs tell you about the clothing a vaquero wears?* (The photographs show that a vaquero wears a hat with a wide brim and a rough work shirt.)
- 2 Identify Author's Purpose** ✓ *What is the author's reason for including information about the young vaquero's father and grandfather?* (Possible response: The author wants readers to understand that vaqueros have a long tradition.)
- 3 Visualize** ✓ *How do the last two sentences on page 407 help you visualize the young vaquero's life?* (Possible response: The words help me smell and feel the freshness of living outside walls and buildings.)

Answers Before You Move On

- 1. Visualize** ✓ Possible response: The sensory details that help me picture a vaquero's daily life include: *wide Mexican sky, chill breeze, smell of coffee, crackling fire, thin serape, and tired muscles.* These words help me picture what it's like to wake up under the open sky and face the day while you're still tired from the day before.
- 2. Cause/Effect** The young vaquero chooses to work on the open range because his papá and his grandfather were vaqueros before him. He likes the freedom of the open range as much as papá does.

Differentiate

SN Special Needs

ISSUE Students have trouble relating text to themselves by visualizing.

STRATEGY Have students sketch a scene and draw themselves in it. Then have them explain how they think they would feel being a vaquero.

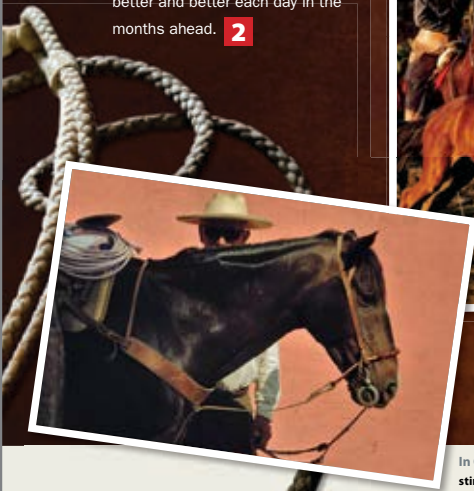
BL Below Level

ISSUE Students do not understand what it means to visualize as they read.

STRATEGY Have partners take turns reading paragraphs aloud and pointing out specific words that describe scenes. Have students close their eyes and tell partners what they see in their minds' eyes.

The horses begin to **stir** in the **corral** nearby. These horses mean more to vaqueros than transportation. They also provide companionship on long, lonely rides. Soon, there are several men moving toward the corral. Vaqueros often feed their horses before they eat their own breakfasts. **1**

The young vaquero jumps to his feet. Today he will choose his own **string** of horses from the **remuda**. This is an important decision because only he will work with his horses. He will get to know them better and better each day in the months ahead. **2**



In Other Words
stir wake up and move
corral fenced area
string group
remuda herd; larger group
 (in Spanish)

408



Now that the young vaquero has chosen his horses, he is ready for the spring **rodear**, or round-up. Cows from neighboring ranches have mixed together out on the open range. Many calves have been born, too. The vaqueros must figure out which animals belong to each ranch. **3**

The young vaquero checks the equipment he needs to do his job. He pulls on his rope to test its strength. Some of his rope he made himself. For hours he cut stiff **cowhide** into long strips and **wove** them together, just as his papá taught him. Then he checks his **saddle**. It is **sturdy** and comfortable. So he and his horse will be able to work long hours. **4**

In Other Words
cowhide dried cow skin
wove twisted; braided
saddle seat for riding on his horse
sturdy strong

► **Before You Move On**

- 1. Main Idea** Why are horses important to vaqueros?
- 2. Details** Why is a comfortable saddle important for the vaquero?

409

Anthology
 pages 408–409

Read and Build Comprehension

- 1. Make Inferences** *Why do some vaqueros feed their horses before they eat their own breakfasts?* (Possible response: It is important to the vaqueros' work that their horses are healthy. The vaqueros must also care about their horses because they "mean more to them than transportation.")
- 2. Make Connections** *How do you think the young vaquero feels about choosing his own "string of horses?"* (Possible response: I feel nervous and proud when I have to make an important decision. The young vaquero may feel nervous because choosing his horses is such an important decision. He may feel proud that he is being trusted with such an important decision.)
- 3. Visualize** ✓ *What details help you visualize the roundup?* (Cows from many ranches have mixed together on the open range; many new calves have been born.) *How does this help you picture the vaquero's job?* (Possible response: It helps me picture how difficult it would be to sort the cattle.)
- 4. Identify Author's Purpose** ✓ *Why does the author include details about the young vaquero's equipment?* (Possible response: The author wants readers to understand how important a vaquero's equipment is.)

Answers Before You Move On

- 1. Main Idea** Horses are important to vaqueros because they provide transportation and companionship.
- 2. Details** A comfortable saddle is important to a vaquero because he sits in the saddle for many hours each day. A well-made saddle is more comfortable and will last a long time.

Answers Before You Move On

- 1. Visualize** ✓ Possible response: I picture all the work that a vaquero does under a hot sun or in the cold. I think that after a day of hard work, I would feel tired and ready to sleep under the stars.
- 2. Author's Purpose** ✓ Possible response: The author achieves her purpose for writing by using sensory details that help the reader picture, hear, taste, feel, and smell what a vaquero's life is like.


Daily Language Arts
Daily Spelling and Word Work ✓

Practice page T403i.

Daily Grammar ✓

Point out the word *himself* on **Anthology** page 409. Then use page T403k to teach reflexive pronouns.

Daily Writing Skills ✓

Reread the paragraph on **Anthology** page 408. Point out the details that support the opinion. Then use page T403m to teach how to support opinions with details.

Best Practices

Encourage Participation To involve shy or non-participatory students, have them develop and discuss their ideas in pairs before sharing them with the class.

Read and Build Comprehension

- 1 Identify Author's Purpose** ✓ *Why does the author describe a vaquero's clothes?* (Possible response: Describing a vaquero's clothes helps readers understand what his days are like.)
- 2 Express Opinions** *Do you think the clothes the young vaquero wears do a good job of protecting him? Why or why not?* (Possible responses: Yes, I think the clothes do a good job of protecting a vaquero because the different articles of clothing protect him from the weather or dangers in his environment.)
- 3 Visualize** ✓ *How do you visualize a vaquero's evening?* (Possible response: The words in the text help me visualize vaqueros sitting around the campfire and enjoying one another's company as they sing songs and tell stories. I imagine that the vaqueros feel almost like a family.)

Check & Reteach**OBJECTIVE: Identify Author's Purpose** ✓

Listen to students' responses to all of the comprehension questions about identifying an author's purpose.

If students have trouble identifying the author's purpose, ask forced-choice questions to guide their thinking:

- *Does the author include facts or show what characters say?* (includes facts)
- *Does the author tell an imaginary story or give details about a topic?* (gives details about a topic)
- *Is the author's purpose to entertain you with a charming story or teach you about a topic?* (teach about a topic)

OBJECTIVE: Visualize to Comprehend Text ✓

Listen to students' responses to all of the comprehension questions about visualizing.

If students do not understand how words can create sensory images, have students list words in the text that help them use the senses sight, sound, smell, and touch. Then have them point out sensory words and share mental images the words inspire, using sentence frames:

- *This sight word helps me imagine _____.*
- *This sound word helps me imagine _____.*
- *This smell word helps me imagine _____.*

The young vaquero's job today is to help round up the cows. He uses his **lariat** to separate a calf from the herd so it can be marked with the ranch **brand**. The brand helps the ranchers keep track of how many cattle they own.

The vaquero's **sombrero** shades him from the sun. His bandanna protects his mouth and nose from dust. His serape keeps him warm in cold weather. His leather **chaparajos and tapaderas** protect his legs and feet from thorny plants. **1 2**

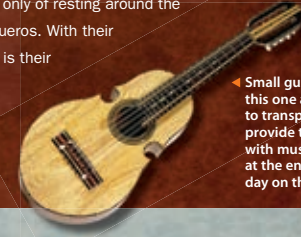


In Other Words
lariat lasso; rope (in Spanish)
brand mark that shows who owns the calf
sombrero hat with a wide edge (in Spanish)
chaparajos and tapaderas leg and foot coverings (in Spanish)

410

During the summer, the vaqueros will get the cattle ready for market. They will help the animals find good grass to eat. They will get cuts and bruises leading the animals out of dangerous bushes, and will ride for hours to find lost cows.

The young vaquero looks forward to the days ahead. But now, as **darkness falls** he thinks only of resting around the campfire with the other vaqueros. With their families far away, the camp is their home. Together, they sing songs, tell jokes, and share their love of the open range. **3**



Small guitars like this one are easy to transport. They provide the vaqueros with music and cheer at the end of a long day on the range.



In Other Words
darkness falls the sunlight goes away

Before You Move On

- 1. Visualize** If you were a vaquero, how would you feel after a day of work? Explain.
- 2. Author's Purpose** How well does the author describe a day in the life of a vaquero? Give reasons for your answer.

411

Anthology
 pages 410–411

Writing

4 Write a Response

Have students briefly discuss the question: *Would you like to live the life of a vaquero? Why or why not?* Then explain that students will write responses to the question and support their opinions. Remind students to cite details from the essay.

Model: *I would not like to live the life of a vaquero. It might be exciting to live on the open range but the text says, "With their families far away, the camp is their home." I wouldn't want to be so far away from my family.* Have students work individually to write their responses. Then have students add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty supporting their opinions.

STRATEGY After students write opinion statements, have them answer this question several different ways: *Why do you feel that way?*

AL Above Level

ISSUE Students only meet the minimum requirements of the assignment.

STRATEGY Have students make connections between the examples they cite from the text and their own lives and add those details to their writing.

WRAP-UP

Have students share their opinions about the texts they have read, and tell which ones they think supported the authors' purposes best. Encourage them to support their opinions with examples.

OBJECTIVES

Thematic Connection: The Old West

- Identify Author's Purpose
- Grammar: Use Pronoun Agreement

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Compare Authors' Purposes: Practice Master PM6.11


Grammar Practice: Practice Master PM6.12

TECHNOLOGY ONLY

Grammar Passage: eVisual 6.13

MATERIALS

index cards



WARM-UP

Have partners think about the selection "A Day in the Life of a Vaquero." Ask them to list three ways they feel they are like a vaquero and three ways they think they are different. Invite partners to share their responses.

Power Writing

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

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

Fluency

Practice Phrasing As partners reread the essay aloud, circulate and listen for correct phrasing.

COMMON CORE STANDARDS

Reading

Read and Comprehend CC.5.Rinf.10

Informational Texts
Read with Fluency to Support CC.5.Rfou.4
Comprehension

Speaking and Listening

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

Report on a Text CC.5.SL.4

Writing

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

Language and Vocabulary

Demonstrate Command of Grammar CC.5.L.1
and Usage

Use Knowledge of Language and CC.5.L.3
Conventions

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

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 412 and point out the Key Words. Also display the words **cause** and **visualize**. Chorally read all the words as a class. Pause after each word and have volunteers give the definition.

Have small groups write each word on a separate index card and place the cards face down in a pile. Have students take turns drawing a card and reading it aloud. Then have the reader share a definition or other information about the word.

Review and Integrate Ideas

2 Compare Authors' Purposes Anthology page 412

Read aloud the introduction on **Student eEdition** page 412 and ask: *What aspects of the two selections are we going to compare in the chart?* (how well each author achieved his or her purpose) Have partners reread "A Day in the Life of a Vaquero" and review "Westward Bound!" to complete **Practice Master PM6.11**.

After students cite the purposes and examples from the texts, discuss how well each author achieved his or her purpose. Model the thinking: *The purpose of "A Day in the Life of a Vaquero" is to inform readers about vaqueros. The author achieved her purpose well by including details that helped me visualize the young vaquero's life.*

Have students create a new chart with a column for each selection and *Evaluation* as the row head. Have students write in the chart their evaluations about the authors' success in meeting their purposes.

Check & Reteach

OBJECTIVE: Identify Author's Purpose

As students complete their new charts, determine whether they can accurately compare authors' success at achieving their purposes.

If students have difficulty comparing authors' success, guide their thinking with these questions: *What is the author's purpose? What kinds of details would achieve this purpose? What details did the author provide? Did these details achieve the author's purpose?*



Key Words	
construction	gold rush
establish	individual
expansion	ranching
explore	reservation
frontier	settler

Compare Author's Purpose

You read about people who settled the West, and about *vaqueros* who work in the West. Think about each author's main purpose, or reason, for writing each selection. Work with a partner to evaluate how well each author's purpose was achieved.

Author's Purpose Chart

	"A Day in the Life of a Vaquero"	"Westward Bound!"
What was the author's main purpose? Choose one: • give information or explain • persuade readers • entertain, describe, or express personal feelings • tell how to do something How do you know? Give examples.		



Talk Together

What does it take to settle a new land? Think about the selections and the chart above. How do they help you understand the role that **individuals** play in settling a new land? Use **Key Words** and your own words to discuss your ideas.

STUDENT TECHNOLOGY



Student eEdition



Resources

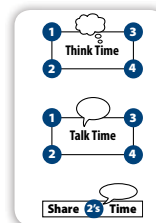
NGReach.com

Academic Talk

3 Talk Together Anthology page 412

Read aloud the instructions and have students think about the selections "Westward Bound!" and "A Day in the Life of a Vaquero" and the Authors' Purposes Chart. Ask: *What details in the selections help you understand the ways that individuals helped settle a new land?* Use **Numbered Heads** to have students discuss the question.

- Form groups of four.
- Have students number off within each group.
- Have students think individually about the question.
- Then have groups discuss the question so that any member of the group can report for the group.
- Call out a number, and have the student from each group with that number report for the group.



Numbered Heads

Have students add ideas from the discussion to their unit concept maps.

For **Numbered Heads**, see page BP46.

Name _____ Date _____

Authors' Purposes Chart

Compare Authors' Purposes

	"A Day in the Life of a Vaquero"	"Westward Bound!"
What was the author's main purpose? • give information or explain • persuade readers • entertain, describe, or express personal feelings • tell how to do something	The author's main purpose was to give information	The author's main purpose was to give information
How do you know? Give examples.	For example, the author wrote that vaqueros were real cowboys. The author also used photos of real cowboys to support the information.	For example, the author wrote about the historical journey of Lewis and Clark. The author also used photos and illustrations to show life for the settlers.



Take turns with a partner. Share one question you could ask both authors. Share one question you have for only one author.

Differentiate

EL English Learners

ISSUE Hmong, Vietnamese, Haitian Creole, and spoken Chinese have no gender difference for third-person singular pronouns.

STRATEGY Work with students to create a chart with nouns naming males and females from the reading, listing them under stick figures for male and female. As you write each noun, say and write the correct pronoun. Have students repeat after you.

	
man or boy	woman or girl
father he, him, himself	Maggie she, her, herself
vaquero he, him, himself	grandmother she, her, herself

SN Special Needs

ISSUE Students get confused about which pronouns to use with compound subjects and objects.

STRATEGY Have students prepare sentence strips with compound subjects and direct objects, such as the ones shown below. Help students write the numbers 1 and 2 above the nouns that comprise the compounds.

The vaquero and his horse work hard every day.
The vaqueros need strong ropes and saddles.

Then have them rewrite each sentence, replacing the compounds with the appropriate pronouns from the chart on page 413.

They work hard every day.
The vaqueros need them.

Grammar Focus

4 Pronoun Agreement Anthology page 413

Project **Student eEdition** page 413. Read aloud the introduction and explain the information provided in the chart. Remind students that they learned that an antecedent is the noun to which a pronoun refers and that a pronoun must agree in number and gender with its antecedent.

Display **eVisual 6.13**. Read aloud the passage and model the thinking about a subject pronoun: *The pronoun He in the second sentence refers to one male person, Wild Bill Hickok, in the first sentence. I see from the chart that the pronoun He refers to one male person. The pronoun agrees in number and gender with its antecedent.*

Model the thinking about a reflexive pronoun: *The last sentence names Hickok once. Then it uses the reflexive pronoun himself to refer to one male person. The pronoun agrees in number and gender with Hickok, its antecedent.* Have students identify other pronouns and antecedents in the passage and tell why they agree.



Grammar Passage

One legendary lawman of the frontier was Wild Bill Hickok. He had a reputation for being an expert marksman. Tales about him became well-known legends. They portrayed Hickok as a great hero. Hickok established himself as a town marshal, bringing order to the wild, lawless city of Abilene, Kansas.

[NGReach.com](https://www.ncreach.com) Grammar Passage: eVisual 6.13



INTERACTIVE WHITEBOARD TIP: Circle each pronoun. Draw an arrow to its antecedent.

5 Read for Pronoun Agreement Anthology page 413


Read aloud the directions and the passage. If necessary, help students identify pronoun gender and number by pointing out the antecedent. Then have partners decide whether the pronoun and the antecedent agree in gender and number.

See **Differentiate**

6 Write Pronouns That Agree Anthology page 413

Read aloud the directions and have students work independently. Tell them to include subject, object, and reflexive pronouns. Assign **Practice Master PM6.12**.

Check & Reteach

OBJECTIVE: Grammar: Pronoun Agreement 

As students choose pronouns that can replace nouns, listen to be sure they understand how to determine gender and number agreement.

If students have trouble, model the thinking with these sentences:

The vaquero checks his saddle. It must be strong and comfortable.

Pronoun Agreement

When you replace nouns with pronouns, be sure they agree in gender and number. Gender means male or female.

Grammar Rules Pronoun Agreement

Gender	One	More Than One
<ul style="list-style-type: none"> For yourself (boy or girl), use For another person, use 	I or me you	we or us you
<ul style="list-style-type: none"> For a boy or a man, use For a girl or a woman, use For a thing, use 	he or him she or her it	they or them they or them they or them
<ul style="list-style-type: none"> When you talk about a person twice in a sentence, use these pairs 	I, myself you, yourself he, himself her, herself	we, ourselves , you, yourselves , they, themselves

Read Pronouns

Read the passage about *vaqueros*. Talk to a partner about the pronouns you find. How do they agree in number and gender?

The young *vaquero* remembers the first time his papá put him on a horse. It was huge, but he was not afraid. He was just five years old. He knew even then that he wanted to be just like his papá. They loved the open range.

Write Pronouns That Agree

Write three sentences about one of the photos on pages 408–409. Use at least two pronouns. Be sure the pronouns agree. Compare your sentences with a partner's sentences.

413


Anthology page 413

Writing

7 Write to Reinforce Grammar

Explain that students will write paragraphs about the Old West. Elaborate: *You must use at least five pronouns in your paragraph and one pronoun must be reflexive.*

After students write their paragraphs, have them underline each pronoun. Then have each student draw an arrow from each pronoun to its antecedent. Finally, have partners use the grammar rules on page 413 to check that all pronouns in their paragraphs agree with their antecedents in gender and number. Have students correct their paragraphs for agreement and add their marked-up paragraphs to their Weekly Writing folders.



WRAP-UP

Remind students that “A Day in the Life of a Vaquero” describes what it is like to be a vaquero. Ask: *Imagine that you could read another essay about a day in the life of an individual from the Wild West. Who would you like to read about? Why?*



Daily Language Arts

Daily Spelling and Word Work

Practice page T403j

Daily Grammar

Point out the pronouns *He*, *him*, and *himself* in the Grammar Passage. Then use page T403l to reinforce understanding of subject, object, and reflexive pronouns.

Daily Writing Skills

Give an opinion of Bill Hickok based on Grammar Passage, such as “Hickok was a real hero of the West.” Have students find evidence in the passage that supports the opinion. Use page T403n to practice supporting opinions.

Name _____ Date _____

Grammar: Pronoun Agreement Lewis and Clark

Circle the nouns. Rewrite the sentence with pronouns in place of the nouns.

Grammar Rules Pronoun Agreement

- Use *I* or *me* to talk about yourself. Use *we* or *us* to talk about yourself and another person.
- Use *he* or *him* for a boy or man. Use *she* or *her* for a girl or woman. Use *it* for a thing.
- Use *they* or *them* for two or more people or things. Use *you* to talk to one person or more than one person.
- Use pairs of pronouns that match in person and number to talk about a person twice in one sentence. (he, himself)

- Sacajawea helped Lewis and Clark. She helped them.
- Lewis and Clark asked questions. They asked them.
- President Jefferson learned a lot because of Sacajawea, too. He learned a lot because of her, too.
- Lewis and Clark were great. They were great.
- Now President Jefferson, the people, and I know a lot about the American West. Now we know a lot about it.

Have a partner choose a noun. Tell the noun's number and gender. Then pick a pronoun that can replace the noun. Together, make a sentence using a pair of pronouns with that number and gender.

© Houghton Mifflin Harcourt Learning Technology, Inc.
 For use with TE p. T414

PM6.12

Unit 6 | The Wild West

NGReach.com Practice Master PM6.12

OBJECTIVES

Thematic Connection: The Old West

- ✓ Explain Relationships Between Events
- ✓ Relate Words: Homographs

PROGRAM RESOURCES

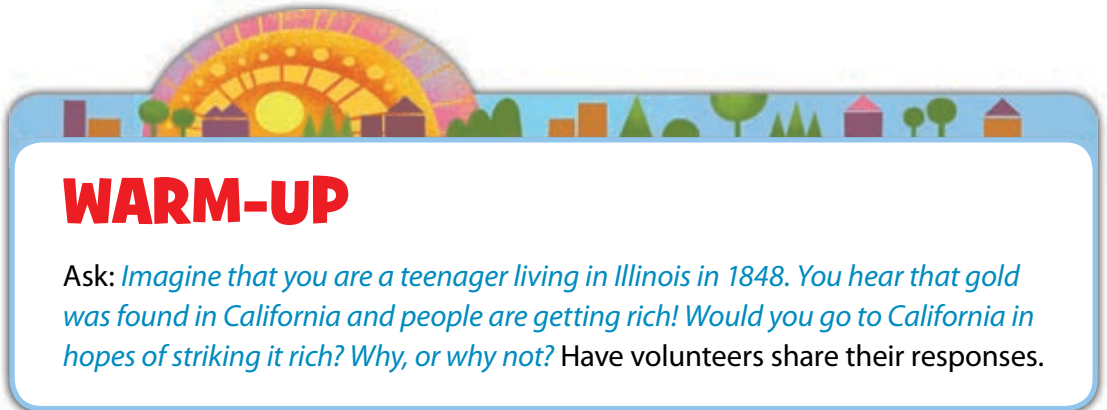
PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM6.13–PM6.16

TECHNOLOGY ONLY

Mark-Up Model 6.1 or Model 6.1 PDF

Vocabulary Strategy Practice: eVisual 6.14



WARM-UP

Ask: *Imagine that you are a teenager living in Illinois in 1848. You hear that gold was found in California and people are getting rich! Would you go to California in hopes of striking it rich? Why, or why not?* Have volunteers share their responses.

Comprehension

1 Explain Relationships Between Events ✓

Remind students that they have already learned how to identify sequence, cause-effect, and problem-solution relationships between events by identifying clues such as signal words. Tell students they will now explain relationships between historical events.

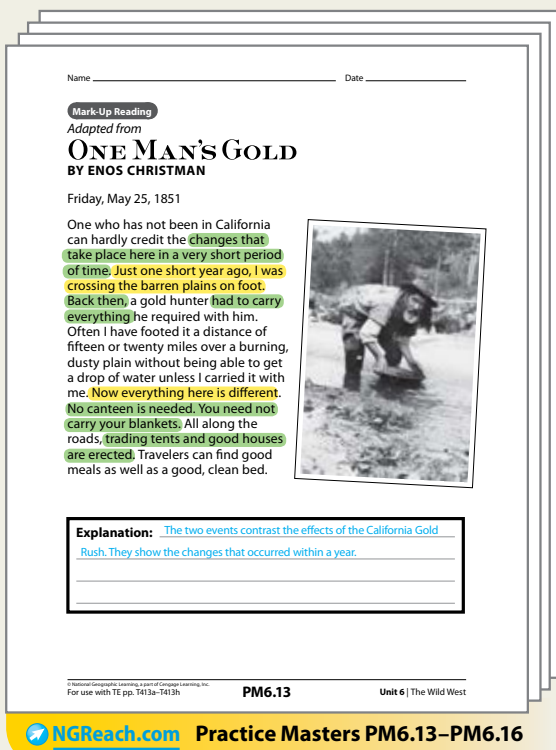
SCREEN 1

- 1 Display and read aloud **Mark-Up Model 6.1**. Have students follow along and mark up **Practice Master PM6.13** as you model the thinking: *The first event happens in the past when the writer is crossing the plains. The second event is the writer looking back at the changes.* Have volunteers highlight these events and click the Events button to confirm.
- 2 Explain: *Knowing how events are related can help you understand historical texts.* Ask: *Are there any signal words that show how these events are related?* (Possible responses: *Just one short year ago* and *now* show sequence.) Highlight these words. Remind students that not all clues are signal words. Have volunteers identify other text that shows how these events are related and click the Clues button to confirm.
- 3 Explain that events can be related in more than one way. Ask: *What other kinds of relationships do the changes that have taken place show?* (Possible response: cause-effect; problem-solution). Have a volunteer tell how the events are related and erase the Explanation box to confirm. Remind students to mark up **Practice Master PM6.13** accordingly. Click the arrow.

SCREEN 2

- 4 Read aloud the letter as students follow along on **Practice Master PM6.14**. Have students highlight the main events and click the Events button to confirm.
- 5 Have volunteers highlight signal words and other clues that show how events are related. Then have a volunteer click the Clues button to confirm. Discuss the possible relationships between the events and then have a volunteer erase the Explanation box. Have students mark up **Practice Master PM6.14**.

Have partners highlight events and clues to their relationships on **Practice Masters PM6.15** and **PM6.16**. Then have them write explanations of how these events are related. When they are finished, partners can compare their explanations.




Name _____ Date _____

Mark-Up Reading
Adapted from
ONE MAN'S GOLD
BY ENOS CHRISTMAN

Friday, May 25, 1851

One who has not been in California can hardly credit the changes that take place here in a very short period of time. Just one short year ago, I was crossing the barren plains on foot. Back then, a gold hunter had to carry everything he required with him. Often I have footed it a distance of fifteen or twenty miles over a burning, dusty plain without being able to get a drop of water unless I carried it with me. Now everything here is different. No canteen is needed. You need not carry your blankets. All along the roads, trading tents and good houses are erected. Travelers can find good meals as well as a good, clean bed.



Explanation: *The two events contrast the effects of the California Gold Rush. They show the changes that occurred within a year.*

PM6.13 Unit 6 | The Wild West

NGReach.com Practice Masters PM6.13–PM6.16

COMMON CORE STANDARDS

Reading

- | | |
|--|-------------|
| Explain Relationships Between Events in Historical Texts | CC.5.Rinf.3 |
| Read with Fluency to Support Comprehension | CC.5.Rfou.4 |

Writing

- | | |
|---|-----------|
| Write Narratives | CC.5.W.3 |
| Write Over Shorter Time for Specific Purposes | 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 |

Language and Vocabulary


- | | |
|---|------------|
| Determine Meanings of Words and Phrases | CC.5.L.4 |
| Use Context Clues | CC.5.L.4.a |
| Understand Homographs | CC.5.L.5.c |



SCREEN 1

Adapted from
1 ONE MAN'S GOLD
 BY ENOS CHRISTMAN
 Friday, May 25, 1851

One who has not been in California can hardly credit the changes that take place here in a very short period of time. Just one short year ago, I was crossing the barren plains on foot. Back then, a gold hunter had to carry everything he required with him. Often have I footed it a distance of fifteen or twenty miles over a burning, dusty plain without being able to get a drop of water unless I carried it with me. Now everything here is different. No canteen is needed. You need not carry your blankets. All along the roads, trading tents and good houses are erected. Travelers can find good meals as well as a good, clean bed.



Highlight the two main events in yellow.
 Highlight in green signal words and text clues to their relationship.

3 Explanation: The two events contrast the effects of the California Gold Rush. They show the changes that occurred within a year.

1 ▶ Events Clues **2**

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

SCREEN 2

4 A LETTER HOME
 BY EDMUND BOOTH Adapted from personal letters
 Nov. 3, 1850

My Dear Wife,

Probably you are thinking that I am now on my way home, and so I expected to be. Alas! I am in California for another winter.

[Several weeks ago,] a man offered me a half share in a damming company on condition that I worked until the dam was finished. After two weeks of the most laborious work I ever performed, we had a rain which must have been very heavy in the higher mountains. On the next day, every dam on the river, including our own, was either destroyed or greatly injured.

It was a most bitter disappointment all along. We had all expected to make our thousands and go home this Autumn.

Highlight the main events in yellow.
 Highlight in green signal words or clues to their relationship.

Explanation: Heavy rains destroy the dam Edmund built. As a result, he does not find gold and has to stay another winter. **5**

4 ◀ ▶ Events Clues **5**

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

Check & Reteach

OBJECTIVE: Explain Relationships Between Events ✓

Check to see that students have correctly identified relationships between the events in the entry on **Practice Master PM6.14**.

If students have difficulty identifying relationships, ask questions such as:

- *What events caused the writer to write this entry?* (He needs to explain why he does not return home.)
- *What signal words show a relationship between writing the letter and the loss of the dam?* (Possible responses: now, several weeks ago, about two weeks ago)
- *What relationship do these words show?* (sequence)

Fluency ✓

Model and Practice Phrasing Explain: *Fluent readers know that some words in a sentence go together as one chunk. The words in a chunk should be read together, without long pauses between each word.* Model reading the first paragraph on **Practice Master PM6.13**. Have students mark up **Practice Master PM6.13**, putting brackets around groups of words that go together. Then they should read the passage aloud several times, using the brackets to practice their phrasing.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T403i–T403j

Daily Grammar ✓

Have students find examples of pronoun agreement in the first paragraph on **Practice Master PM6.14**. Then use pages T403k–T403l to review reflexive pronouns and pronoun agreement.

Daily Writing Skills ✓

Have students reread **Practice Master PM6.13** to decide how the writer supports his opinion that things change quickly in California. Then use page T403n to review how to support opinions in writing.

Power Writing

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

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

Vocabulary Practice

2 More Homographs ✓

Review: *Homographs are words with the same spelling but different meanings. Homographs can be different parts of speech and have different pronunciations.*

Display **eVisual 6.14**.



Vocabulary Strategy Practice

One can hardly credit the change that has taken place in a short period. A year ago, I crossed the plains on foot. Often I went twenty miles over a dusty plain without being able to get a drop of water. Now everything is different.

Word	Meaning in the Paragraph
credit	believe
change	something new
period	amount of time
foot	end of leg
plain	flat, open area
drop	tiny amount of liquid

Dictionary Definitions:

change: to make different (v); something new (n); coins received (n)

credit: a loan (n); recognition (n); believe (v)

period: amount of time (n); punctuation mark (n)

foot: unit of length (n); end of leg (n); lowest part (n)

plain: undecorated (adj); flat, open area (n); obvious (adj)

drop: fall (v); go down in price (v); tiny amount of liquid (n)

NGReach.com

Vocabulary Strategy: eVisual 6.14



INTERACTIVE WHITEBOARD TIP: Have students write the meanings in the chart.

Model using the word *credit*: *In this sentence, the word can shows that credit is used as a verb. So believe is the correct choice. One can hardly believe the change.* Have students recreate the chart and work in small groups to identify the meaning of each underlined word, using context clues and the definitions to help them.

Check & Reteach

OBJECTIVE: Relate Words: Homographs ✓

Review students' charts to check that they write the correct meaning of each homograph.

If students have difficulty, ask the following questions:

- *How many meanings can foot have?* (three)
- *What part of speech is foot in this sentence?* (noun)
- *How do the context clues crossed and on help you determine the correct meaning of foot in this sentence?* (It refers to walking, so the best meaning to fit the sentence is "end of leg.")

Writing

3 Describe an Event

Introduce the activity: *Imagine that you are a vaquero or a gold miner. Write a paragraph describing an important event in your life. Include details about what happened and the outcome.* Model the process.

Think Aloud	Write
<i>I will write about an event as if I were a gold miner.</i>	One day a storm blew in, and ten or more feet of snow fell. I had to find cover fast before I got buried!
<i>I'll add details to help the reader visualize the event.</i>	I crawled into a small, dark cave in the rock ledge. An overhang gave me some extra air, and I had some food and water. Still, I didn't know how long I could last in that tiny space.
<i>I'll finish by telling the outcome.</i>	I couldn't crawl out until four days passed and enough snow finally melted. How good the sun looked!

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


See **Differentiate**

Academic Talk

4 Share Events

Invite students to share the events they have written about. Explain: *As you share your event, discuss why you chose to write about that event. Did you mainly want to entertain, inform, persuade, or describe a lesson learned? Do you think you met your purpose? Why or why not?*

Have students form small groups and use their completed paragraphs to share and discuss their writing.



WRAP-UP Have partners imagine they are gold miners living in California. Have them take turns describing their lives and the things they miss back home.

Differentiate

SN Special Needs

ISSUE Students cannot focus on describing one event.

STRATEGY Provide a chart that breaks down the meaning of an event into its parts. Help students name, point to, or write the parts of the specific event they want to describe.

Meaning of an Event	
Who	Enos Christman
Where	In California
Details	He crossed the plains on foot. There was no water.
Outcome	He survived. Now things have changed.

EL English Learners

ISSUE Students lack the language skills to describe the event.

STRATEGY Have students draw cartoon strips or storyboards that show the events they want to describe. Beneath each cartoon, have students write captions to tell about the event.

OBJECTIVES

Thematic Connection: The Old West

- ✔ Relate Words: Homographs
- ✔ Compare Authors' Purposes to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM6.1
- Mark-Up Reading: Practice Masters PM6.13–PM6.16

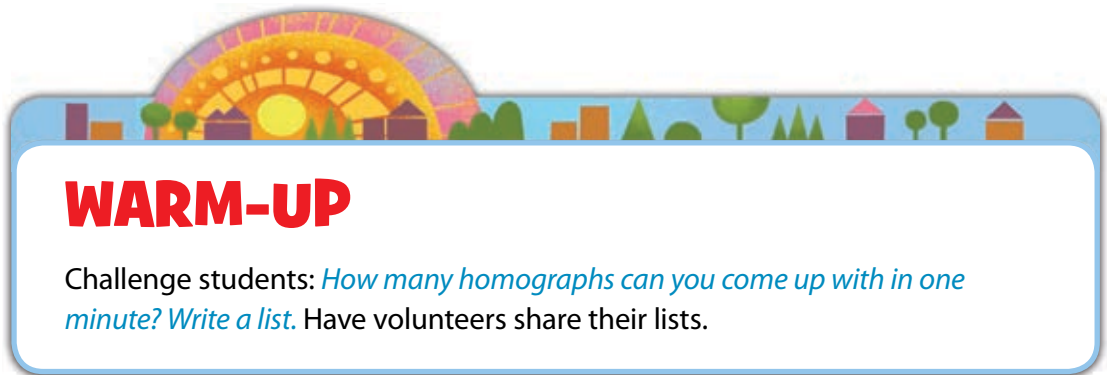
TECHNOLOGY ONLY

- Vocabulary Strategy Practice: eVisual 6.15
- Comparison Chart: eVisual 6.16

Power Writing

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

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



WARM-UP

Challenge students: *How many homographs can you come up with in one minute? Write a list.* Have volunteers share their lists.

Vocabulary Practice

1 Homographs ✔

Remind students that they can use part of speech and context clues to determine the meaning of a homograph. Display **eVisual 6.15**.



Vocabulary Strategy Practice

1. The miner would drop fall if he did not find a drop tiny amount of water soon.
2. It was plain obvious to him that this part of the dry plain large, flat area had no water.
3. He wanted to board get on a train to the city where he could easily find cheap room and board daily meals.
4. As they rose stood up from the table, the woman handed the man a rose kind of flower.
5. They had found a place location where they could place put their belongings.

Possible Definitions:

board: a piece of lumber (n); get on (v); surface for games (n); daily meals (n)

drop: fall (v); go down in price (v); tiny amount of liquid (n); let fall (v)

place: location (n); put (v); hire (v); status (n)

plain: simple (adj); obvious (adj); prevent (v); large, flat area (n)

rose: stood up (v); got out of bed (adj); a kind of flower (n)

NGReach.com

Vocabulary Strategy: eVisual 6.15



INTERACTIVE WHITEBOARD TIP:

Have students write the correct meanings.

COMMON CORE STANDARDS

Reading

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

Writing

Write Informative/Explanatory Text 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 Review Key Ideas CC.5.SL.1.c
CC.5.SL.1.d

Language and Vocabulary

Determine Meanings of Words and Phrases CC.5.L.4

Use Context Clues Understand Homographs CC.5.L.4.a
CC.5.L.5.c

Explain that students will fill in two different definitions for the underlined word in each sentence. Have volunteers model how to find the correct definitions for *drop* in the first sentence. Then have partners use the possible definitions to fill in the correct meanings for the homographs in the other sentences.

Check & Reteach

OBJECTIVE: Relate Words: Homographs ✔

Check to see that students have identified the correct meaning for each homograph. If students have difficulty, reteach by having them replace each homograph with their own words and then locate a possible definition that is closest to the meaning of their words.


Name _____ Date _____

Mark-Up Reading

Adapted from
ONE MAN'S GOLD
 BY ENOS CHRISTMAN

Friday, May 25, 1851

One who has not been in California can hardly credit the changes that take place here in a very short period of time. Just one short year ago, I was crossing the barren plains on foot. Back then, a gold hunter had to carry everything he required with him. Often I have footed it a distance of fifteen or twenty miles over a burning, dusty plain without being able to get a drop of water unless I carried it with me. Now everything here is different. No canteen is needed. You need not carry your blankets. All along the roads, trading tents and good houses are erected. Travelers can find good meals as well as a good, clean bed.



Explanation: The two events contrast the effects of the California Gold Rush. They show the changes that occurred within a year.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T413a–T413h **PM6.13** Unit 6 | The Wild West

Name _____ Date _____

Mark-Up Reading

A LETTER HOME
 BY EDMUND BOOTH Adapted from personal letters

Nov. 3, 1850

My Dear Wife,

Probably you are thinking that I am now on my way home, and so I expected to be. Alas! I am in California for another winter.

[Several weeks ago] a man offered me a half share in a damming company on condition that I worked until the dam was finished. After two weeks of the most laborious work I ever performed, we had a rain which must have been very heavy in the higher mountains. On the next day, every dam on the river, including our own, was either destroyed or greatly injured.

It was a most bitter disappointment all along. We had all expected to make our thousands and go home this Autumn.

Your affectionate husband,
 Edmund

Explanation: Heavy rains destroy the dam Edmund built. As a result, he does not find gold and must stay another winter.

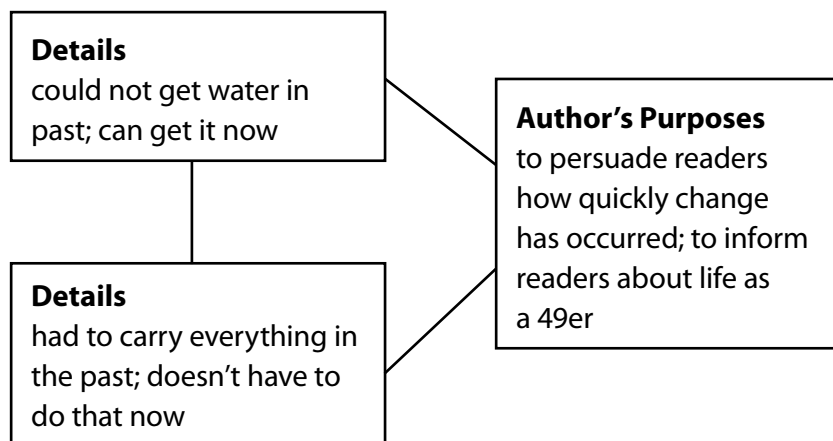
© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T413a–T413h **PM6.14** Unit 6 | The Wild West

Review and Integrate Ideas

2 Identify Authors' Purposes

Explain to students that they will identify the authors' purposes in the historical accounts on **Practice Masters PM6.13–PM6.16**. Introduce: *Authors can have more than one purpose for writing.* Create an author's purpose chart and model using details from **Practice Master PM6.13** to identify the author's purpose. Then have partners create two more charts to identify the authors' purposes in the accounts on **Practice Masters PM6.14–PM6.16**.

Author's Purpose Chart





Daily Language Arts

Daily Spelling and Word Work ✓

Test page T403i

Daily Grammar ✓

Have students find the reflexive pronoun *myself* on **Practice Master PM6.16**.

Then use pages T403k–T403l to review and assess students' understanding of reflexive pronouns and pronoun agreement.

Daily Writing Skills ✓

Have students read **Practice Masters PM6.15–PM6.16** to read how the writer supports her opinion that her hotel would be a success. Then use page T403n to review and assess students' understanding of how to support opinions in writing.

3 Compare Viewpoints ✓

Explain: *Now you will compare the authors' purposes for writing. Review how to analyze a writer's approach to a topic: does the writer use humor, argument, facts? Then evaluate how well the writers achieved their purpose. Display eVisual 6.16.*



Comparison Chart

	"One Man's Gold"	"A Letter Home"	"El Dorado"
Purpose	to persuade to inform	to inform	to describe life; to explain problems and solutions
Approach	contrasts events to show changes	explains obstacles to finding gold	tells problems and how they solved them
Examples of Details	Had no access to water; now supplies are more available	Rain destroyed his dam.	They needed shelter and built one with branches.
How Well Purpose Achieved	He supports his opinion with facts and examples.	He explains his goal and its outcome so far.	She gives examples of problems and solutions.

NGReach.com Comparison Chart: eVisual 6.16



INTERACTIVE WHITEBOARD TIP: Have students draw arrows to connect similar details.

Model filling in the purpose and the approach used in the first account. Then have students recreate and complete the rest of the chart in small groups.

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to explain an author's purpose.

STRATEGY Provide sentence frames, such as:

- The events described in the account are _____.
- These events are important to the author because of _____.
- The author wrote about these events because _____.

AL Above Level

ISSUE Students can include why an author chose a certain purpose.

STRATEGY Encourage students to not only evaluate how well the author achieved his or her purpose but also why they think the author chose this purpose.

Check & Reteach

OBJECTIVE: Compare Authors' Purposes to Comprehend Text ✓

If students have difficulty comparing authors' purposes, ask: *What purposes do the authors have in common?* (They describe events and problems during the **gold rush**.)

Writing

4 Describe Author's Purpose

Introduce the activity: *You will write a paragraph about the author's purpose in one of the accounts. Include details that show the author's approach and purpose.*

Suggest that students name the author's purpose, describe the author's approach, and end with how well the author fulfilled the purpose. Have students add their paragraphs to their Weekly Writing folders.

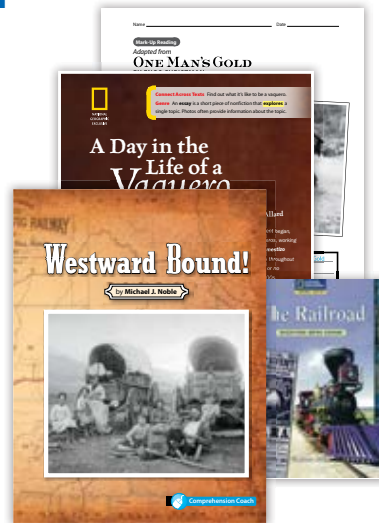
See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

Have students recall the unit's Big Question: What does it take to settle a new land? Explain: *Think about "Westward Bound," "A Day in the Life of a Vaquero," "One Man's Gold," "A Letter Home," "El Dorado," and a Small Group Reading book you have read. Ask: How do the texts help you understand why the West was "wild"?*

Model a response to the question for "One Man's Gold." For example: *The author of the first entry describes having to travel for miles without water.* Add the idea to the unit concept map.

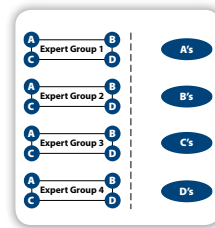


Remind students to review materials ahead of time so they can contribute ideas and opinions to a discussion.

Use a **Jigsaw** to have students continue discussion about how the readings relate to the Big Question.

- Group students evenly into "expert" groups on each of the week's selections.
- Have students provide examples from their selection that helped them understand why the West was "wild," such as the lack of housing and supplies. Remind students to let each student in the group answer the question and express a point of view.
- Regroup students so that each new group has at least one member from each expert group.
- "Experts" report on their discussion. Other students learn from the experts.

For **Jigsaw**, see page BP45.



Jigsaw

Have students add their ideas to their unit concept maps.

Best Practices

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

- *Good point.*
- *That makes sense.*
- *I can tell you've thought about this a lot.*

WRAP-UP Ask: *How was the **economy** of the West changing quickly?* (Possible responses: As more people went west, new towns were built. More goods and services were available. That meant more competition, too, so prices fell.) Discuss with the class whether they would have liked to have had a business in the West at the time of the gold rush, and what the rewards and problems might have been.

Week 2 Writing Project

OBJECTIVES

Thematic Connection: The Old West

 Write a Editorial: Voice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A6.41

TECHNOLOGY ONLY

Sample Editorial: eVisual 6.10

Writing Trait: Voice: eVisual 6.11

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

Provide Reasons Supported by Facts and Details CC.5.W.1.b

Use Appropriate Development and Organization CC.5.W.4

Plan, Revise, and Edit Writing CC.5.W.5

Write Over Extended Time for Specific Purposes CC.5.W.10

Language and Vocabulary

Demonstrate Command of Grammar CC.5.L.1

Demonstrate Command of Spelling CC.5.L.2

Use Knowledge of Conventions CC.5.L.3

Write an Editorial

Display and read aloud the prompt.

You are a newspaper editor who wants to encourage people to go West. Write an editorial announcing the discovery of gold in California and explaining why people should go there to seek their fortunes.

Study a Model

Read an Editorial

Explain: *Let's read one student's editorial.* Display and read aloud **eVisual 6.10**.



Sample Editorial

Gold for the Picking!

The secret is out! A carpenter found gold while building a sawmill in Coloma, California. Since then, prospectors flock to San Francisco daily and get rich. Instant wealth is almost guaranteed. Gold nuggets are lying around, waiting to be picked up or scooped out of a stream. Anyone can do it!

California gold is no hoax. Tests prove it is nearly pure. Miners are finding new strikes. Each day they yield \$30,000! Even President Polk confirmed this in a recent speech: "... the accounts of gold in that territory are of such an extraordinary character as would scarcely command belief were they not corroborated by authentic reports." Not going could be a calamity. Don't let yourself miss out on this opportunity. Pack your bags and head West. You can strike it rich!

 [NGReach.com](https://www.ngreach.com) Sample Editorial: eVisual 6.10



INTERACTIVE WHITEBOARD TIP: Underline the reasons for going West.

Review the Trait: Voice

Review voice: *When writing has a distinctive voice, it reflects the writer's personality and viewpoint and fits the purpose for the text. In this project we're going to focus on an editorial voice: using a tone that sounds convincing.* Display and read **eVisual 6.11**.



Writing Trait: Voice

Writing that has a distinctive voice

- reflects the writer's personality and viewpoint
- uses a tone that matches the purpose of the writing

 [NGReach.com](https://www.ngreach.com) Writing Trait: Voice: eVisual 6.11



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

Read aloud the following sample: *Gold has been found. People who go West get rich.* Discuss: *What is wrong with these sentences? How could we improve them?* Reread **eVisual 6.10**. Point out examples of viewpoint and exciting tone.



Prewrite

Choose a Topic

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

Role: Newspaper editor

Audience: Readers who want to get rich

Form: Editorial

To help students come up with topics, have small groups brainstorm ideas about how to entice people to go to California in search of gold. Have them jot down notes as they think of ideas and then work independently to decide on a topic to complete the RAFT.

Get Organized

Review the sample: *“Gold for the Picking” has a reason-evidence organization. That is a good way to write an editorial. You state your opinion and then support it with reasons backed up by evidence, or facts and details.* Display a T-chart and discuss it: *The writer used a T-chart to show how the opinion is supported by reasons backed up by evidence.* Model using the events from “Gold for the Picking” to complete the T-chart.

Opinion: People should move west to California.	
Reason: It is easy to find gold in California.	Reason: California gold is no hoax.
Evidence: facts and details	Evidence: facts and details
<ul style="list-style-type: none"> • Gold nuggets just lie around. • You don't need special equipment. • Anyone can do it. 	<ul style="list-style-type: none"> • Tests prove it is nearly pure. • Miners are finding new strikes. Each day they yield \$30,000. • President Polk said that the accounts of gold are backed up by reports.

Have students use T-charts to plan their editorials. Point out that this will ensure that they include at least two reasons for their opinions and provide evidence in support.

Draft

Write Ideas

Have students begin drafting their editorials. Remind students to start with an opinion statement and to think about the reasons they formed that opinion. Students also need to find evidence to back up the reasons. Then have students select an appropriate layout from **Magazine Maker** in which to draft their editorials. Suggest that they use a two-column layout to make their writing look like a newspaper editorial. Remind students to focus on writing with a distinctive voice.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students have trouble focusing long enough to draft a coherent opinion paragraph.

STRATEGY Have students create posters or comic strips in which the characters can state their opinions and evidence in speech bubbles.



Daily Language Arts

Daily Spelling and Word Work

Practice pages T403i–T403k

Daily Grammar

Have students find the reflexive pronoun in “Gold for the Picking.” (*yourself*) Use pages T403k–T403l to practice reflexive pronouns and pronoun agreement.

Daily Writing Skills

Point out the evidence that supports the reasons for going West in “Gold for the Picking.” Then use pages T403m–T403n for more about supporting opinions.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Ask listeners to retell what they heard and to offer ideas to improve the voice. Display language frames to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> • The opinion is _____. • Some reasons given are _____. • The evidence includes _____. 	<ul style="list-style-type: none"> • The sentence about _____ is very convincing. • You could _____ to make the tone more exciting.

Make Changes

Have students revise their editorials. Remind them to be sure that their opinions are supported with facts and details. Point out that using exact words will make their opinions more convincing. Also tell students to be sure their writing has a distinctive voice that shows their viewpoint. Demonstrate how to move text in **Magazine Maker**: *Select the text you want to move and cut it by clicking on the scissors icon. Then place the cursor where you want the text to appear and click on the paste icon.*

See Differentiate

Student Sample: Revise

Gold flakes were found by a carpenter while building a sawmill in Coloma, California. Since then, people go to San Francisco daily to get rich. Instant wealth is almost guaranteed. Gold nuggets are lying around, waiting to be picked up or scooped out of a stream. Anyone can do it!

California gold is no hoax. Tests prove it is nearly pure. Miners are finding new strikes. Each day it yields \$30,000! Even President Polk says it is true. Not going could be a calamitee. Don't let ourselves miss out on this opportunity. Pack up your bags and head West. You can strike it rich!

Sample Analysis

I need a more exciting opening sentence that shows my viewpoint.

Even President Polk says it is true isn't specific enough. I need to quote his speech.

Differentiate

AL Above Level

ISSUE Students have no trouble citing evidence to support reasons and opinions.

STRATEGY Encourage students to find primary source materials on the California gold rush and weave quotes, statistics, and other information from these sources throughout their editorials.



Edit and Proofread

Check the Editorial

Have students check their grammar and spelling, focusing on the Week 2 spelling words and on reflexive pronouns and pronoun agreement.

Student Sample: Edit and Proofread

California gold is no hoax. The gold tested is nearly pure. Miners are finding new strikes. Each day it yields \$30,000! Even President Polk confirmed this in a recent speech, "... the accounts of gold in that territory are of such an extraordinary character as would scarcely command belief were they not corroborated by authentic reports." Not going could be a calamitee. Don't let ourselves miss out on this opportunity. Pack up your bags and head west. You can strike it rich!

Sample Analysis

I need to change *it yields* to *they yield* so the pronoun agrees with *miners*.

I misspelled *calamity*. I'll fix that.

I need to change *ourselves* to *yourself*.

Publish and Present

Make a Final Copy

Encourage students to use **Magazine Maker** to try different layouts. Also suggests they add pictures to support their editorials. Have students add titles and print their work.

Share with Others

Have students present their editorials. They can videorecord themselves as news reporters, using the editorials as scripts. Review: *When you read aloud, keep phrases together in meaningful "chunks."* Model reading the editorial as a news report. Then have students read their editorials aloud.

Help students publish their editorials as a class newspaper. Then have them make copies and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's editorial.

Student Sample: Publish

Gold for the Picking!

The secret is out! A carpenter found gold while building a sawmill in Coloma, California. Since, then, prospectors flock to San Francisco daily and get rich. Instant wealth is almost guaranteed. Gold nuggets are lying around, waiting to be picked up or scooped out of a stream. Anyone can do it!

California gold is no hoax. Tests prove it is nearly pure. Miners are finding new strikes. Each day they yield \$30,000! Even President Polk confirmed this in a recent speech: "...the accounts of gold in that territory are of such an extraordinary character as would scarcely command belief were they not corroborated by authentic reports." Not going could be a calamity. Don't let yourself miss out on this opportunity. Pack your bags and head west. You can strike it rich!



Writing Rubric

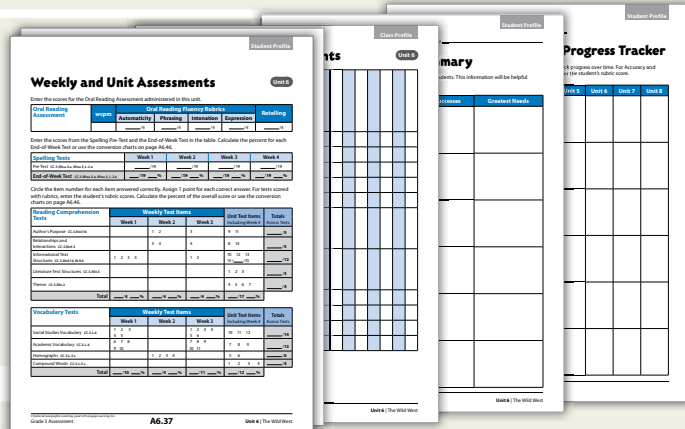
Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and purpose. The writer's ideas are accurate and relevant. Details are accurate and show depth of knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way. The writing is easy to read and follows a clear path.	Most of the writing has a strong voice and style. The writer's tone is consistent and appropriate for the audience. The writing is engaging and persuasive.	Most of the writing has appropriate word choice. The writer's language is clear and effective. The writing is easy to read and follows a clear path.	All sentences are used and connected. The writer's sentences are varied and effective. The writing is easy to read and follows a clear path.	The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. The writer's sentences are complete and clear.	The text is presented in a way that is easy to read and understand. The writer's ideas are clearly communicated and supported by evidence.
3	Most of the writing has a clear focus and purpose. The writer's ideas are accurate and relevant. Details are accurate and show depth of knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way. The writing is easy to read and follows a clear path.	Most of the writing has a strong voice and style. The writer's tone is consistent and appropriate for the audience. The writing is engaging and persuasive.	Most of the writing has appropriate word choice. The writer's language is clear and effective. The writing is easy to read and follows a clear path.	All sentences are used and connected. The writer's sentences are varied and effective. The writing is easy to read and follows a clear path.	The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. The writer's sentences are complete and clear.	The text is presented in a way that is easy to read and understand. The writer's ideas are clearly communicated and supported by evidence.
2	Some of the writing has a clear focus and purpose. The writer's ideas are accurate and relevant. Details are accurate and show depth of knowledge of the topic.	Some of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way. The writing is easy to read and follows a clear path.	Some of the writing has a strong voice and style. The writer's tone is consistent and appropriate for the audience. The writing is engaging and persuasive.	Some of the writing has appropriate word choice. The writer's language is clear and effective. The writing is easy to read and follows a clear path.	Some of the writing has sentences that are used and connected. The writer's sentences are varied and effective. The writing is easy to read and follows a clear path.	The writing has several errors in punctuation, grammar, capitalization, and spelling. The writer's sentences are not always complete and clear.	The text is presented in a way that is somewhat easy to read and understand. The writer's ideas are somewhat clearly communicated and supported by evidence.
1	Little of the writing has a clear focus and purpose. The writer's ideas are not accurate and relevant. Details are not accurate and show little knowledge of the topic.	Little of the writing has a clear structure and purpose. The writer's ideas are not presented in a logical and coherent way. The writing is difficult to read and does not follow a clear path.	Little of the writing has a strong voice and style. The writer's tone is not consistent and appropriate for the audience. The writing is not engaging and persuasive.	Little of the writing has appropriate word choice. The writer's language is not clear and effective. The writing is difficult to read and does not follow a clear path.	Many sentences are not used and connected. The writer's sentences are not varied and effective. The writing is difficult to read and does not follow a clear path.	The writing has many errors in punctuation, grammar, capitalization, and spelling. The writer's sentences are not complete and clear.	The text is not presented in a way that is easy to read and understand. The writer's ideas are not clearly communicated and supported by evidence.



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A6.37–A6.38
- Class Profile:** Weekly and Unit Assessments A6.39
- Student Profile:** Strengths and Needs Summary A6.40
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Identify Author's Purpose:** Reteaching Master RT6.3
- Explain Events:** Reteaching Master RT6.4
- Visualize:** Reteaching Master RT6.5

ADDITIONAL PRACTICE

Comprehension Coach

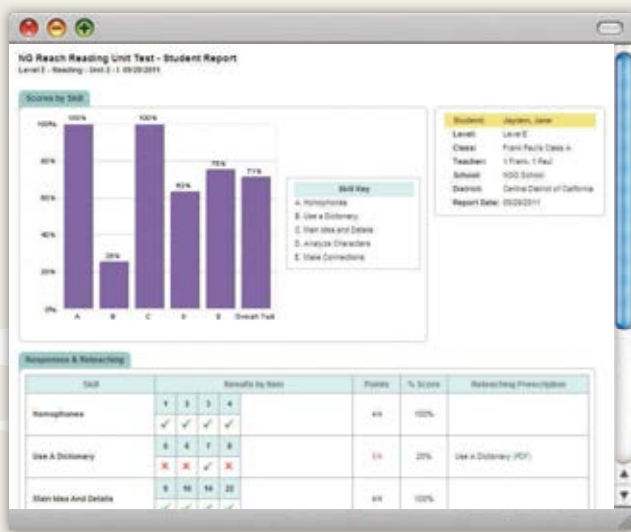
Fluency

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 T403i–T403j

Grammar and Writing

RETEACH

- Pronoun Agreement:** Anthology Handbook, page 644
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Voice:** Reteaching Master RT6.6

ADDITIONAL PRACTICE

More Grammar Practice PM6.18
Daily Writing Skills Practice, pages T403m–T403n

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.4 Express Opinions T414	Academic Talk CC.5.SL.1.c; CC.5.SL.1.d Elaborate on Ideas T416a
	Reading 20–40 minutes	Daily Spelling and Word Work CC.5.Rfou.3; <input checked="" type="checkbox"/> Pretest; Words with <i>oi, oy, ou, ow,</i> and CC.5.Rfou.3.a; Commonly Misspelled Words T413s CC.5.L.2; CC.5.L.2.e	Daily Spelling and Word Work CC.5.Rfou.3; <input checked="" type="checkbox"/> Practice T413s CC.5.Rfou.3.a; CC.5.L.2; CC.5.L.2.e
	Writing 15–45 minutes	Daily Grammar CC.5.L.1 <input checked="" type="checkbox"/> Possessive Pronouns T413u	Daily Grammar CC.5.L.1 <input checked="" type="checkbox"/> Demonstrative Pronouns T413u
	Social Studies Vocabulary CC.5.L.6 <input checked="" type="checkbox"/> Learn Key Words T415 boomtown claim effect ghostown investor mining limited resources	Academic Vocabulary CC.5.L.6 <input checked="" type="checkbox"/> Learn More Key Words T416a development discovery economy population response speculate	
	Reading CC.5.Rinf.10 Read Aloud: Personal Narrative T415a	Reading CC.5.Rinf.10 Personal Narrative T418	
	Comprehension CC.5.Rinf.10 <input checked="" type="checkbox"/> Cause and Effect T415a	Comprehension CC.5.Rinf.10 <input checked="" type="checkbox"/> Learn to Visualize T418	
	Fluency CC.5.Rfou.4.b <input checked="" type="checkbox"/> Model Expression T415a	Fluency CC.5.Rfou.4.b <input checked="" type="checkbox"/> Practice Expression T418	
	Power Writing T414 CC.5.W.10 Daily Writing Skills CC.5.W.3.d Use Concrete Words T413w	Power Writing T416a CC.5.W.10 Daily Writing Skills CC.5.W.3.d Use Concrete Words and Phrases T413w	
	Writing CC.5.W.2; CC.5.W.10 Write About Cause and Effect T416	Writing CC.5.W.3; CC.5.W.3.d; CC.5.W.10 Write to Visualize T418	
	Writing Project: Journal Entry CC.5.W.3; CC.5.W.3.d; CC.5.W.4; CC.5.W.5; CC.5.W.10 Study a Model T439a	Writing Project: Journal Entry CC.5.W.3; CC.5.W.3.d; CC.5.W.4; CC.5.W.5; CC.5.W.10 Prewrite T439b	

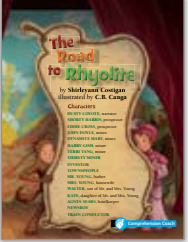
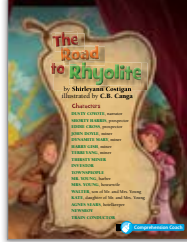





SMALL GROUP READING TIME		Read Social Studies Articles	Read Fiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG17	Vocabulary CC.5.L.6 <input checked="" type="checkbox"/> Learn Story Words SG18–SG19
		Reading CC.5.Rinf.1; CC.5.Rinf.5; CC.5.Rinf.10 Compare Text Structures SG16 Build Comprehension SG17	Reading CC.5.Rlit.10; CC.5.Rinf.10 Introduce SG18–SG19 Read SG20–SG21 <input checked="" type="checkbox"/> Cause and Effect SG20–SG21 <input checked="" type="checkbox"/> Visualize SG20–SG21

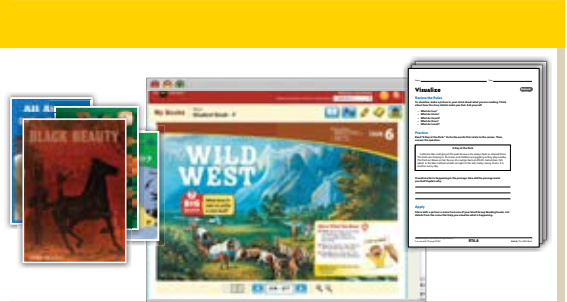


LEARNING STATION TIME			
	20 minutes		
		Speaking and Listening T413q CC.5.SL.2	Language and Vocabulary T413q CC.5.L.6
		Writing T413q CC.5.W.10; CC.5.SL.4.c; CC.5.SL.5	Cross-Curricular CC.5.SL.4; CC.5.SL.5; CC.5.W.7; T413r CC.5.W.8
		Reading and Intervention CC.5.Rlit.10; CC.5.Rinf.10; T413r; SG68 CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.Rfou.4; CC.5.Rfou.4.c	

BIG Question What does it take to settle a new land?

Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
<p>Academic Talk CC.5.SL.1 Preview and Predict T420</p> <p>Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e ✓ Practice T413t</p> <p>Daily Grammar CC.5.L.1 ✓ More Demonstrative Pronouns T413v</p> <p>Vocabulary Practice CC.5.L.6 ✓ Expand Word Knowledge T420</p>	<p>Academic Talk CC.5.SL.1; CC.5.SL.1.c; CC.5.SL.2 Summarize Reading T430</p> <p>Daily Spelling and Word Work CC.5.L.2.e ✓ Practice T413t</p> <p>Daily Grammar CC.5.L.1; CC.5.L.2 Writing and Grammar T413v</p> <p>Vocabulary Practice CC.5.L.6 ✓ Share Word Knowledge T430</p>	<p>Academic Talk CC.5.SL.1.d Talk About “The Road to Rhyolite” T438</p> <p>Daily Grammar CC.5.L.1; CC.5.L.2 Review and Assess T413v</p> <p>Vocabulary Practice CC.5.L.6 ✓ Apply Word Knowledge T437b</p>
<p>Reading CC.5.Rlit.5; CC.5.Rlit.10 Read a Play T421–T426–427</p> <p>Comprehension CC.5.Rinf.10 ✓ Cause and Effect T422–423, T424–425, T426–427 ✓ Visualize T424–425, T426–427</p>  <p>Fluency CC.5.Rfou.4.b ✓ Practice Expression, Accuracy, and Rate T422–423</p>	<p>Reading CC.5.Rlit.5; CC.5.Rlit.10 Read a Play T431–T436</p> <p>Comprehension CC.5.Rlit.3; CC.5.Rinf.10; CC.5.L.3.b ✓ Cause and Effect T433, T436 ✓ Visualize T433, T436</p> <p>Compare Language T432 Compare Settings in Drama T434–435</p>  <p>Fluency CC.5.Rfou.4.b ✓ Practice Expression, Accuracy, and Rate T431</p>	<p>Reading CC.5.Rlit.5; CC.5.Rlit.10 Reread a Play T421–T436</p> <p>Comprehension CC.5.Rinf.10 ✓ Cause and Effect T438a</p> <p>Fluency CC.5.Rfou.4.b ✓ Check Expression T439</p>
<p>Power Writing T420 CC.5.W.10 Daily Writing Skills CC.5.W.3.d Use Concrete Words and Phrases T413x</p> <p>Writing CC.5.W.2; CC.5.W.10 Write About Drama T428–429</p> <p>Writing Project: Journal Entry CC.5.W.3; CC.5.W.3.d; CC.5.W.4; CC.5.W.5; CC.5.W.10 Draft T439b</p>	<p>Power Writing T430 CC.5.W.10 Daily Writing Skills CC.5.W.3.d Use Concrete Words and Phrases T413x</p> <p>Writing CC.5.W.3.b; CC.5.W.10 Writer’s Craft: Dialogue T437a</p> <p>Writing Project: Journal Entry CC.5.W.3; CC.5.W.3.d; CC.5.W.4; CC.5.W.5; CC.5.W.10 Revise; Edit and Proofread T439c–T439d</p>	<p>Power Writing T437b CC.5.W.10 Daily Writing Skills CC.5.W.3.d Review and Assess T413x</p> <p>Writing CC.5.W.3.b; CC.5.W.10 Write About It T438</p> <p>Writing Project: Journal Entry CC.5.W.3; CC.5.W.3.d; CC.5.W.4; CC.5.W.5; CC.5.W.10 Publish and Present T439d</p>

Read Fiction Books	Read Fiction Books	Read Fiction Books
<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG18–SG21</p> <p>Reading CC.5.Rlit.10; CC.5.Rinf.10 Read and Integrate Ideas SG20–SG21 ✓ Cause and Effect SG20–SG21 ✓ Visualize SG20–SG21</p> 	<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG18–SG21</p> <p>Reading CC.5.Rlit.10; CC.5.Rinf.10 Read and Integrate Ideas SG20–SG21 ✓ Cause and Effect SG20–SG21 ✓ Visualize SG20–SG21</p> 	<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG18–SG21</p> <p>Reading CC.5.Rlit.2; CC.5.Rlit.3; CC.5.Rlit.10; CC.5.SL.1.a Connect Across Texts SG21 Writing CC.5.W.2 Choose a Writing Option SG21</p> 

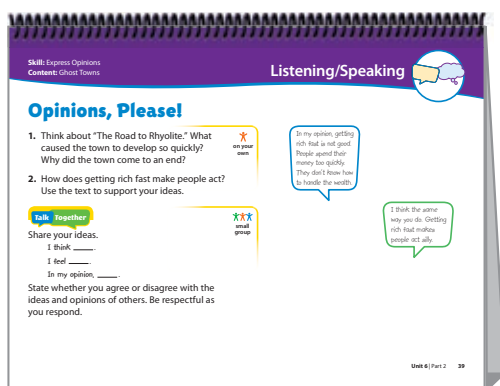


ASSESSMENT & RETEACHING		
<p>Assessment and Reteaching T439e–T439f</p> <p>✓ Reading Comprehension Test A6.17–A6.18 CC.5.Rinf.10</p> <p>✓ Reading Strategy Assessment SG6.30–SG6.31 CC.5.Rnif.10</p> <p>✓ Oral Reading Assessment A6.1–A6.3 CC.5.Rfou.4</p> <p>✓ Vocabulary Test A6.19–A6.20 CC.5.L.6</p>	<p>✓ Spelling Test: Words with oi, oy, ou, ow, and Commonly Misspelled Words T413s CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2; CC.5.L.2.e</p> <p>✓ Writing, Revising, and Editing Test A6.21–A6.22 CC.5.W.5; CC.5.W.10</p> <p>Reteaching Masters RT6.7–RT6.9</p>	

Week 3 Learning Stations

Speaking and Listening

Option 1: Opinions, Please!



Opinions, Please!

1. Think about "The Road to Rhyolite." What caused the town to develop so quickly? Why did the town come to an end?

2. How does getting rich fast make people act? Use the text to support your ideas.

Write Together
Share your ideas.
I think _____
I feel _____
In my opinion, _____
State whether you agree or disagree with the ideas and opinions of others. Be respectful as you respond.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 39

Teacher's Guide on NGReach.com

Come to Discussions Prepared CC.5.SL.1.a
Follow Rules for Discussions CC.5.SL.1.b
Present an Opinion CC.5.SL.4

Option 2: Reader's Theater



Arrange students in groups to prepare and perform a scene from the play *The Road to Rhyolite* on **Anthology** pages 421–436 as a Reader's Theater.

- Have groups select one scene and practice reading it, focusing on speaking clearly and with expression.
- Have groups perform their scenes in order from Act 1, Scene 1 through Act 2, Scene 2.

Speak Clearly and at an Understandable Rate CC.5.SL.5
Read Orally with Accuracy, Expression, and Appropriate Rate on Successive Readings CC.5.Rfou.4.b

Language and Vocabulary

Key Words

boomtown · claim · development · discovery
economy · effect · ghost town · investor
limited resources · mining · population
response · speculation

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

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

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

Have students expand their word knowledge.

- Under Add More Information > Use This Word > Write a Sentence, have students write a sentence for each Key Word.
- Under Add More Information > Use This Word > My Connection, have students write something that reminds them of the word.

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

Writing

Option 1: Write a Description



NGReach.com Student Resources

Have students read about the real town of Rhyolite and then write a description to tell what it was like as a boomtown and how it looks today.

To view the article have students go to Resources > Unit 6 > Learning Stations > Week 3 > Rhyolite.

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

Option 2: Gold Discovery



PROGRAM RESOURCES

Digital Library: Key Word Image for "gold rush"

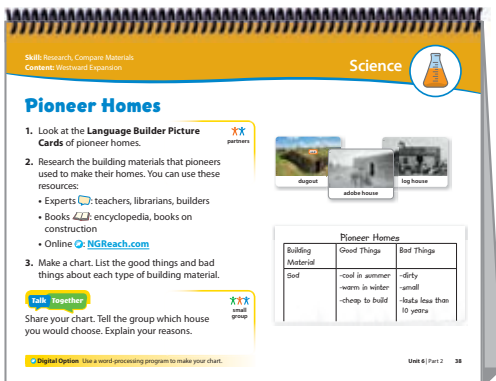
Display the image and the writing prompt:

Imagine you have just discovered gold! Write a narrative about your experience. How did you feel when you made your discovery? What did you do? Now that you have all of this gold, what will you do with it?

Write Narratives CC.5.W.3
Establish a Situation CC.5.W.3.a

Cross-Curricular

Option 1: Pioneer Homes



Pioneer Homes

- Look at the **Language Builder Picture Cards** of pioneer homes.
- Research the building materials that pioneers used to make their homes. You can use these resources:
 - Experts: teachers, librarians, builders
 - Books: encyclopedias, books on construction
 - Online: NGReach.com
- Make a chart. List the good things and bad things about each type of building material.

Build Together
Share your chart. Tell the group which house you would choose. Explain your reasons.

Pioneer Homes		
Building Material	Good Things	Bad Things
Wood	-cool in summer -warm in winter -cheap to build	-dirty -small -lasts less than 10 years

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 38

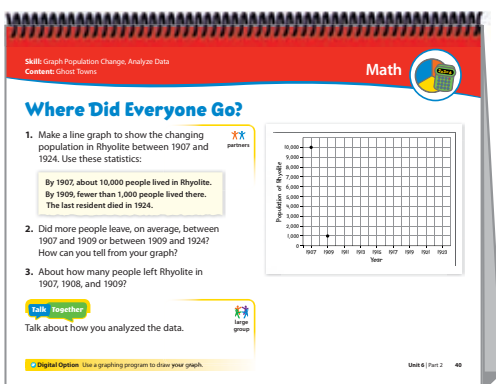
Teacher's Guide on NGReach.com

Digital Library: Language Builder Picture Cards F76–F78

books on pioneer homes

Conduct Research	CC.5.W.7
Summarize Information	CC.5.W.8

Option 2: Where Did Everyone Go?



Where Did Everyone Go?

- Make a line graph to show the changing population in Rhyolite between 1907 and 1924. Use these statistics:
 - By 1907, about 10,000 people lived in Rhyolite. By 1924, fewer than 1,000 people lived there. The last resident died in 1924.
- Did more people leave, on average, between 1907 and 1909 or between 1909 and 1924? How can you tell from your graph?
- About how many people left Rhyolite in 1907, 1908, and 1909?

Build Together
Talk about how you analyzed the data.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 40

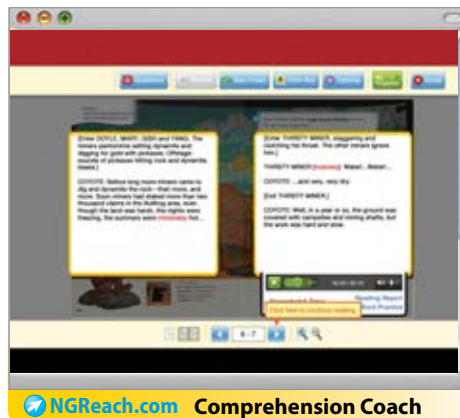
Teacher's Guide on NGReach.com

graph paper • ruler

Summarize Quantitative Information	CC.5.SL.4
------------------------------------	-----------

Reading

Option 1: Comprehension Coach



NGReach.com Comprehension Coach

Read with Accuracy and Fluency to Support Comprehension
Read and Comprehend Informational Texts

CC.5.Rfou.4
CC.5.Rinf.10

Option 2: Author Study

Diane Siebert

Title:	
Cause	Effect

MATERIALS

books by Diane Siebert such as *Heartland*, *Mojave*, *Sierra*, and *Mississippi*.

As students read books by Diane Siebert over the week, have them develop a cause-and-effect chart by listing three important events in the Effect column. Then have them note details from the text in the Cause column that show why those events happened.

Students can also self-select other 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 RT6.8–RT6.10.

Additional Resources

Reach into Phonics



Lessons 92 and 93

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

CC.5.Rfou.4.c

ESL Lit



ESL Teacher's Edition pages T414–T439

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Life on the Frontier

- ✓ Words with *oi, oy, ou, ow*
- ✓ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with *oi, oy, ou, ow*

1. allowed	Frontier life required hard work and allowed little time for recreation.
2. alloy	Help me mix the metals to create an alloy .
3. bout	The short bout of drought caused the farmer to worry needlessly about his crops.
4. coiled	The snake waited on the path, coiled in loops.
5. confound	Twisting tunnels confound visitors who enter the mine without a map.
6. crouching	The thirsty traveler was crouching at the stream's edge, eagerly drinking the cool water.
7. downhearted	Unsuccessful miners were sad and downhearted .
8. exploit	The early settlers boasted of brave acts, each exploit more dangerous than the last.
9. outlandish	The idea that we'll find gold is crazy and outlandish !
10. ploy	The promise of free land was a ploy , or trick, that some investors used to lure people west.
11. pounced	Settlers pounced like lions at the offer of free land.
12. profound	The museum traces the gold rush's profound effect on the history of San Francisco.
13. renounce	Leave town and renounce your claim to the land.
14. void	They all moved away, leaving an empty void behind.
15. vow	I vow to stay here, no matter what, until I find gold.

Watch-Out Words

16. council	The town council voted to keep the mine open.
17. counsel	They followed the counsel , or advice, of mining experts.
18. flair	He had no talent or flair for mining.
19. flare	The campfire will flare and burn more brightly if we add more wood.

Words with *ou, ow*

Day 2



Option 1

MATERIALS

index cards, 12 per student • scissors

Teach

Display the words *bout* and *vow*, circle *ou* and *ow*, and pronounce the words. Explain: *The letter combinations of ou and ow can both represent the sound /ow/.*

Prepare

- Assign partners and have each partner write each of the ten spelling words and two Watch-Out Words with *ou* on a separate index card.
- Have students write a short phrase or sentence containing the word on the back of each card, leaving a blank in place *ou* or *ow*.

The cat p_____nced on the mouse.

Play a Game

- Have partners exchange cards and add the missing letters.
- When both partners are finished, have them take turns reading the completed sentences or phrases, and spelling the spelling word.

Apply Phonics and Word Analysis Skills

Use Letter-Sound Correspondences to Read Multisyllabic Words

CC.5.Rfou.3

CC.5.Rfou.3.a

Settler's Journal

Day 2



Option 2

Write a Journal Entry

- Have students imagine that they are traveling west in a wagon train and are keeping a journal of their trip.
- Have each student write a journal entry using as many spelling words as possible. Tell students to underline each spelling word they use.
- Have students take turns reading their journal entries in small groups.

Demonstrate Command of Spelling

CC.5.L.2

Comic Strips

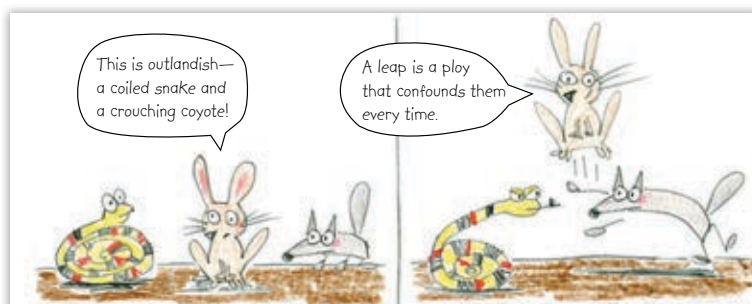
Day 2



Option 3

Make a Drawing

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



Demonstrate Command of Spelling

CC.5.L.2



Words with *oi, oy*

Day 3



Option 1

MATERIALS

index cards, 19 per pair of students

Teach

Display the words *ploy* and *void*, circle *oy* and *oi*, and pronounce the words. Explain: *The letter combinations oy and oi can both represent the sound /oy/.*

Prepare

Have partners collaborate to write each of the spelling words on a separate card. Have partners check one another's spellings.

Play a Game

- Challenge partners to think of categories into which they can sort their spelling words, such as *ou/ow/oi/oy* Words, Hard Words/Easy Words, and Words with Little Words Inside/Words Without.
- Have them write the category names on strips of paper and see how many ways they can sort their cards.

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

Pick It Up!

Day 3



Option 2

MATERIALS

index cards, 30 per group

Prepare

- Arrange students in groups of three to six. Have students collaborate to print every letter of the alphabet on a separate card. Tell them to also print the vowel combinations *ou, ow, oy, and oi* on four separate cards.
- Tell students to line up the vowel cards *a* to *u* on the floor and arrange the vowel combination cards and the consonant cards on a desk in a grid.

Play a Game

- Have a student call out a spelling word.
- Have the speller pick up the initial consonant or consonant blend in the word (or *ou* for *outlandish*) and stand beside the first vowel in the word. If the word begins with a vowel, the speller stands beside the vowel.
- The speller picks up consonants or vowel combinations and stands beside vowels to spell the word, saying each letter as he or she picks up or stands beside the letter.
- Group members listen and watch as the speller spells the word. If a student notices an error, he or she takes the speller's place and spells the rest of the word.
- Students take turns as the caller and speller until all of the words are spelled correctly.

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

Trace Letter Shapes

Day 4



Option 1

MATERIALS

highlighter, one per student

Prepare

Have students neatly print three or more words that give them trouble on separate sheets of paper. Tell students to print the letters far apart.

Practice

- Have students use a highlighter to outline each letter.
- Then tell students to close their eyes and visualize the shape of the whole word.
- Have students look at the paper again, turn it over, and write the word on the back.
- Students repeat the process until they can spell each word correctly each time.

exploit

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

Mystery Words

Day 4



Option 2

Prepare

- Assign two "mystery words" to each pair of students.
- Have each pair work together to create five clues that hint at each word. Tell partners to consult a dictionary to check syllabication and word meaning.
- Have partners arrange the clues to narrow down the possibilities, with the last clue being the most obvious.

Mystery Word: **alloy**
 Clue 1: The mystery word has 2 syllables. (al-loy)
 Clue 2: The mystery word has 5 letters. (a l l o y)
 Clue 3: The mystery word contains an "a."
 Clue 4: The mystery word has the same 2 consonants together. (ll)
 Clue 5: The mystery word names a mix of metals. (alloy)

Play a Game

- Have partners present their clues one clue at a time as other pairs collaborate to write down all the words that match the clues to that point.
- Players cross off words that don't match the new clue.
- When a pair has the answer, the partners call it out and spell the word.
- Then have the next pair present its clues. Continue until all "mystery words" have been identified.

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

Week 3 Daily Grammar

OBJECTIVES

Thematic Connection: Life on the Frontier

✔ Grammar: Use Possessive and Demonstrative Pronouns

COMMON CORE STANDARDS

Demonstrate Command of Grammar and Usage

CC.5.L.1

Demonstrate Command of Capitalization, Punctuation, and Spelling

CC.5.L.2

Day 1

PROGRAM RESOURCES

Possessive Pronouns: eVisual 6.18

Teach the Rules

Use the suggestion on page T416 to introduce possessive pronouns. Then use eVisual 6.18 to teach the rules.

Possessive Pronouns

- Singular possessive pronouns mine yours his hers its
- Plural possessive pronouns ours yours theirs
- A **possessive pronoun** agrees with its **antecedent**.
I—mine **We**—ours **You** have shoes.
You—yours **He**—his They are **yours**.
They—theirs **She**—hers **Jan and I** own a dog.
He—his The dog is **ours**.

NGReach.com Possessive Pronouns: eVisual 6.18

Play a Game

Have groups of three play “Add a Sentence.” Explain:

- Player 1 makes up a sentence about someone who owns something, such as: The boys have bikes.
- Player 2 adds a sentence that uses a possessive pronoun, such as: The bikes are theirs.
- Play continues in order with Player 3 making up a new sentence, Player 1 adding another, and so on.
- Play until each player has added five sentences.

Differentiate

BL Below Level

ISSUE Students have trouble generating sentences about ownership.

STRATEGY Help students complete the sentence frames below. If needed, display more sentences students may use to begin a round.

_____ own a cat. (I, You, We, They)
The cat is _____. (mine, yours, ours, theirs)

Day 2

PROGRAM RESOURCES

Demonstrative Pronouns:
eVisual 6.20

Teach the Rules

Use the suggestion on page T418 to introduce demonstrative pronouns. Then use eVisual 6.20 to teach the rules.

Demonstrative Pronouns

A **demonstrative pronoun** points out a specific person, place, thing, or idea without naming it.

- Use the demonstrative pronoun **this** to point out and stand for something nearby. This gold mine in front of us is closed. **This** is closed.
- Use the demonstrative pronoun **that** to point out and stand for something farther away. That sign over there says so. **That** says so.

NGReach.com Demonstrative Pronouns: eVisual 6.20

Reread the first pair of sentences. Explain: *A demonstrative adjective comes before a noun: This gold mine in front of us is closed. A demonstrative pronoun does not need the noun. It stands for the noun: This is closed.*

Play a Game

Have partners play a variation of “I Spy.” Explain:

- Player 1 uses a demonstrative pronoun to point out a nearby object or an object farther away in the classroom. For example: This is long, thin, and yellow. What is this?
- After Player 2 guesses correctly, he or she takes a turn.
- Play until each player has had five turns.

Differentiate

SN Special Needs

ISSUE Students have trouble knowing when to use *this* and *that*.

STRATEGY Tell students to hold the object when they use the demonstrative pronoun *this* and to point to an object on the other side of the classroom when they use *that*. Monitor them as they play the game.



Day 3

PROGRAM RESOURCES

Demonstrative Pronouns:
eVisual 6.21

Game: Practice Master PM6.20

MATERIALS

coins, one per pair of students
4 index cards

Teach the Rules

Use the suggestion on page T428–429 to review demonstrative pronouns. Then use eVisual 6.21 to teach *these* and *those*.

Demonstrative Pronouns

- | | |
|---|---|
| <ul style="list-style-type: none"> Use the demonstrative pronoun these to point out and stand for more than one thing nearby. | <p>These bags in my arms are heavy.
These are heavy.</p> |
| <ul style="list-style-type: none"> Use the demonstrative pronoun those to point out and stand for things farther away. | <p>Those stores over there are open.
Those are open.</p> |

[NGReach.com](https://www.ngreach.com) Demonstrative Pronouns: eVisual 6.21

Reread the first pair of example sentences. Explain:

A demonstrative adjective comes before a noun: These bags are . . .

A demonstrative pronoun stands for the noun: These are . . .

Play a Game

Provide partners with a coin and Practice Master PM6.20 to play "Flip and Write."

Differentiate

EL English Learners

ISSUE Pronouns have no number agreement in Korean and Cantonese, so students may not distinguish between singular and plural demonstrative pronouns.

STRATEGY Provide word cards for *This*, *That*, *These*, and *Those*. Hold up one or two objects and make up a sentence: *These erasers are small*. Have students hold up the appropriate pronoun and use it in a new sentence: *These are small*.

Name _____ Date _____

Grammar: Game
Flip and Write

Directions:

- Take turns with your partner.
 - Player 1 completes the odd-numbered sentences below.
 - Player 2 completes the even-numbered ones.
- Players take turns flipping a coin.
 - If the coin is heads, the player completes the sentence so that it tells about things that are nearby.
 - If the coin is tails, the player completes the sentence so that it tells about things that are farther away.
- Players check each other's sentences to see if they are correct.
- Look at the box if you need help.

More Demonstrative Adjectives and Pronouns	
things nearby	These hammers are on sale. These are a good deal.
things farther away	Those bags are light. You can carry those.

- _____ needles are sharp. Be careful with _____.
- _____ wheels are strong. _____ will last a long time.
- Do you see _____ buckets? _____ will hold a lot of water.
- _____ pans belong to a miner. _____ are very valuable to him.
- _____ newspapers come out every day. People like to read _____.
- Don't touch _____ pots! _____ are very hot.
- Look at _____ gold nuggets! Whose nuggets are _____?
- _____ boots look comfortable. You should buy _____.

[NGReach.com](https://www.ngreach.com) Practice Master PM6.20

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM6.21

Grammar and Writing

Distribute Practice Master PM6.21. Have students use editing and proofreading marks to correct errors with possessive and demonstrative pronouns.

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

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

- correct use of possessive pronouns
- correct use of demonstrative pronouns

Editing and Proofreading Marks	
^	Add.
↖	Take out.

Clem pulled Millie into the store and pointed to far shelves. "See all the things on that shelf?" Clem said. "That are all on sale!"

"Look," Clem added, showing Millie his supplies, "I have that here."

Pointing to a box of needles in the far corner, Millie said to the owner, "I need some needles. How much are these?"

He said, "Those are not for sale. They are my wife's. They are his."

Ollie, a passerby, walked into the store. Holding up two water barrels, he asked, "How much can I get for that?"

"I could use a new one," Millie said. "How much are this?"

"Wait!" said the owner. "I have my own barrels for sale. You should buy one of yours!"

"Forget it," snapped Millie. "I changed my mind."

"He's a fickle mind," Clem said, glancing at Millie.

[NGReach.com](https://www.ngreach.com) Practice Master PM6.21

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A6.21–6.22

Review and Assess

Copy and display the chart below. Have partners work together to use the pronouns in the chart to write sentences that refer to themselves, their classmates, and objects in the classroom.

mine	yours	ours	
hers	his	its	theirs
this	that	these	those

Have partners trade papers with another pair who checks to see if they can identify classmates and objects in the sentences and tell if pronouns are used correctly.

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

Week 3 Daily Writing Skills

OBJECTIVES

Thematic Connection: Life on the Frontier

✔ Use Concrete Words and Phrases

COMMON CORE STANDARDS

Use Concrete Words and Phrases

CC.5.W.3.d

Introduce Concrete Words

Day 1



PROGRAM RESOURCES

Use Concrete Words: eVisual 6.19

Teach the Skill

Explain the skill: *Writers choose their words carefully so they can say exactly what they mean. One way they do this is by using concrete words that help their readers form clear pictures in their minds.* Display eVisual 6.19.



Use Concrete Words

1. Pa wanted to move west. In 1862 a bill was passed that let people get land for free, so Pa and Ma and other people went to the prairies to get this land. Pa and Ma had a hard time making their home on the prairie.
2. Pa was aching to move west, and, in 1862, the Homestead Act gave him his chance. It allowed farmers to claim 160 acres of land for free. Pa and Ma joined the thousands of land-hungry farmers, known as homesteaders, who rushed to the prairies to stake their claims. Pa and Ma faced many obstacles to establishing their farm on the flat, treeless landscape they now called home.

NGReach.com

Use Words: eVisual 6.19



INTERACTIVE WHITEBOARD TIP: Underline the concrete words and phrases.

Read paragraph 1 with students. Discuss: *What is wrong with this paragraph? Were you able to form any clear mental pictures from the text?*

Read paragraph 2 with students. Discuss the differences between it and paragraph 1. Identify the concrete words and phrases in the second paragraph.

Copy and display the chart below. Model finding concrete words and phrases in paragraph 2 and explain how each example makes the meaning clearer. For example: *When I read the word aching, I know just how Pa felt about moving west. He felt a strong desire deep inside.* Have students find additional examples and add them to the chart.

What to Do	Vague	Concrete
Use colorful verbs	wanted	was aching
Replace vague nouns	a bill	the Homestead Act
Add vivid adjectives	people	thousands of land-hungry farmers

Keep this chart on display for reference during the week.

Create Intensity Scales

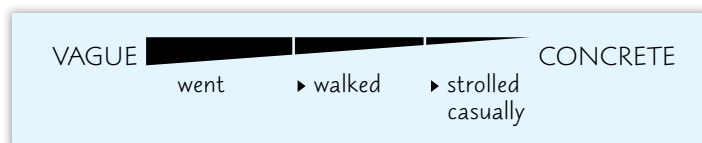
Day 2



Option 1

Introduce

Explain that an Intensity Scale is an interesting way to show the difference between vague and concrete words. Display the following model.



Practice

Have partners work together to create three Intensity Scales, one for nouns, one for verbs, and one for adjectives.

Have pairs share their scales with another pair and discuss why each word from left to right increases the precision of what is being described.

Use Intensity Scales

Day 2



Option 2

Introduce

Display and explain the Intensity Scale shown above.

Practice

Have partners review **Anthology** pages 424–425 and discuss what it may have been like to be a miner in Rhyolite. Tell them to create intensity scales for nouns, verbs, and adjectives that would help them describe a miner's experience.

Have partners use their scales to write three sentences about a miner's experience. Tell them to include concrete words. Then have them share their scales and sentences and discuss how using more concrete words makes the meaning of their sentences clearer.



SUGGESTED PACING

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

Use Concrete Words

Day 3



Option 1

PROGRAM RESOURCES

Digital Library: Language Builder
Picture Cards F76–F78

Introduce

Display the picture cards for *adobe house*, *dugout*, and *log cabin*. Say: *Picture yourself living in one of these homes. What would sleeping and eating be like? Where would you play? Would you have chores? What kind?*



Practice

Have partners choose a house and brainstorm a list of concrete nouns, colorful verbs, and vivid adjectives to describe it. Then have partners work together to write a narrative about a morning in and around one of the homes. Remind students to use concrete words and phrases.

Have students put their paragraphs into their Weekly Writing folders for use on Day 4.

Use Concrete Words

Day 4



Introduce

Copy and display the following examples of vague words and more concrete words:

Nouns	Adjectives	Verbs
man—miner	hard—demanding	worked—slaved
game—tag	painful—agonizing	walked—trudged

Practice

Ask partners to discuss the examples. Then have students take out the narratives they wrote on Day 3 from their Weekly Writing folders and revise their writing to include more concrete words and phrases.

Rewrite with Concrete Words

Day 3



Option 2

Introduce

Refer students to “The Road to Rhyolite,” on **Anthology**, pages 420–436. Point out that the play format of this selection limits the use of concrete words and phrases that otherwise might be found in a narrative story.

Practice

Have each student choose one page from the play and rewrite it as a narrative that includes concrete words and phrases.

Have students put their narratives into their Weekly Writing folders for use on Day 4.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A6.21–6.22

Review the Skill

Display the following chart, and have partners complete it.

What to Do	Vague	Concrete
Replace vague words		
Use colorful verbs		
Add vivid adjectives		

Have students work in small groups to compare their examples. Then ask them to read their concrete words and phrases aloud and vote on the ones they think are most interesting.

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

OBJECTIVES

Thematic Connection: Life on the Frontier

- Use Domain-Specific Words
- Explain Text Structure: Cause and Effect

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 6
- Cause-and-Effect Chain: Practice Master PM6.19

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 6.17

MATERIALS

timer • index cards

Power Writing

Have students write as much as they can as well as they can for one minute about *ghost towns*.

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

COMMON CORE STANDARDS

Reading

- Read and Comprehend Informational Texts CC.5.Rinf.10
- Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

- Write Informative/Explanatory Text to Convey Ideas CC.5.W.2
- Write Over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

- Present an Opinion CC.5.SL.4

Language and Vocabulary

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

WARM-UP

Ask students to describe two things they know about day-to-day life out west 150 years ago. Ask: *How is your life different from life on the frontier?*

Academic Talk

1 Express Opinions Anthology page 414

Read aloud the instructions and play the **Sing with Me Language Song**:

“Saying Good-bye.” Explain: *An opinion expresses a person’s belief about a topic. An opinion cannot be proved, but it should be supported with reasons and evidence.*

Have students identify opinions in the song.

Model how to express an opinion about a current event:

- State an opinion about a topic: *I think our town should build a new park.*
- Give reasons for your opinion: *Kids need more safe places to play in our town.*
- Give evidence that supports your opinion: *Studies show that many communities with parks have healthier, happier kids.*

Work with students to generate a list of current events. Have partners take turns expressing opinions about one of the events. The other partner listens for reasons and evidence presented in a logical order.

Science Vocabulary

2 Key Words Anthology page 415

Explain and model using **Vocabulary Routine 1** and the sketches on **Student Edition** page 415 to teach the Key Words.

- **Pronounce the word** and point to the image: **boomtown**.
- **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 **boomtown** is an area with rapid growth.
- **Elaborate**. Relate words to knowledge and experience. Our small city became a **boomtown** when a huge computer company moved its headquarters here.

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

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

Key Words

boomtown · claim · ghost town
investor · limited resources · mining



Language Frames

- I feel _____.
- I think _____.
- In my opinion _____.

Express Opinions

Listen to Cristina and Mollie's dialogue. Then use **Language Frames** to express your own opinions.

Saying Good-bye Dialogue

Mollie, I have great news. My family has inherited some land in Alaska. We are going to move there!

That is so far away. I feel sad to think of your moving.

I think it will be an amazing place to live. But I will miss you and all my friends.

In my opinion, it will be an adventure. I know! I'll throw you a going-away party!

Key Words

- boomtown
- claim
- ghost town
- investor
- limited resources
- mining

Key Words

During the California gold rush, many towns grew quickly. Read on to find out why this happened. Use **Key Words** and other words to talk about gold rush towns.

1. **prospector**
Mining is hard work, but a prospector is lucky! He finds gold on his **claim**, or the land he calls his own.

2. **investor**
There is a lot of gold under the ground! **Investors** provide the money to start a new mine. In return, they get some of the gold from the mine.

3.
People hear about the new gold mine, and a gold rush begins. Many people move to the town, and it quickly grows into a **boomtown**.

4.
The mine has **limited resources**. After a while, the gold runs out. People move away from the town. In time, the town becomes an old, empty **ghost town**.

Talk Together

How much money do you need to settle a new land? With a partner, use **Key Words** and **Language Frames** from page 414 to express your opinions.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 414–415

Have partners take turns repeating the routine for each word using page 415. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 415

Read aloud the directions on page 415. Have students list the needs for settling in a new land and estimate the cost of each of those expenses. Have partners share and compare their opinions. Encourage them to use the Key Words as they converse.



NGReach.com My Vocabulary Notebook

Weekly Writing

- Gather students' writing throughout the week:
- ✓ Daily Writing Skills Practice (T413w–T413x)
 - ✓ Power Writing (T414, T416a, T420, T430, T437b)
 - ✓ Writing (T416, T418–T419, T428–429, T437a, T438)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

claim/reclamación

limited resources/recursos limitados

mining/minería

BL Below Level

ISSUE Students have difficulty distinguishing between the Key Words *boomtown* and *ghost town*.

STRATEGY Have students point to the illustrations for boomtown and ghost town on **Anthology** page 415 and compare what they observe about the buildings and people.

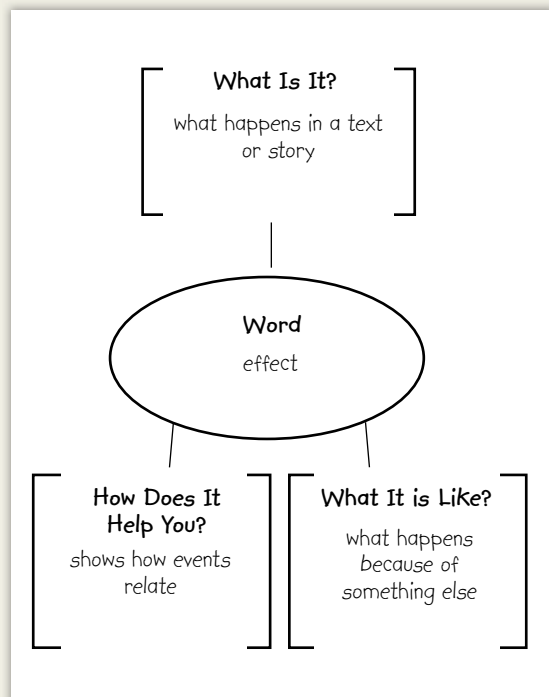
Check & Reteach

OBJECTIVE: Use Domain-Specific Words

As students discuss settling in a new land, listen for the correct use of the Key Words. If students use words incorrectly, say sentences that offer context clues. Have students use the clues to identify the missing Key Words. For example:

- *A really lucky prospector would find gold on a _____.* (**claim**)
- *When many people leave a **boomtown**, it can become an empty _____.* (**ghost town**)
- *Because they can run out, gold and oil are examples of _____.* (**limited resources**)

Word Map



Fluency

Model Expression Explain the concept: *Fluent readers read with appropriate feeling. For example, their voices might be high and light as they read about seeing an old friend or deep and low when they describe a stormy night.* Model expression with sentences from “On the Move.” Have students practice expression by reading aloud the dialogue on **Anthology** page 414.

Comprehension

4 Cause and Effect **Anthology** page 416

Use a Word Map to review the term **effect** and then read aloud the first paragraph on page 416. Display **eVisual 6.17** and read aloud “On the Move.” Remind students to listen for a sequence of cause and effects.



Read Aloud

Personal Narrative

On the Move

I watched Cristina’s car drive away until it was just a tiny red dot on the horizon. I still couldn’t believe that her family had decided to move to Alaska. Her mother had a new job with the government, working to protect the state’s **limited resources**. The move would be an exciting, new adventure for Cristina’s entire family, but for me, it was the loss of a dear friend.

I moped around for days until I realized that my life had only changed a little. Cristina’s world had changed a lot. She was in a faraway place, and she was probably even lonelier than I was. I decided to write my friend a letter.

Just then, my dad bolted in with a huge surprise. An **investor** he worked for was planning to buy land in Alaska, and he wanted my father to help. “Mollie, how would you like to spend the summer in Alaska?” my dad asked.

“I’d love it!” I squealed, giving him the biggest hug of my life.

I wrote the exciting news in a letter for Cristina. I can imagine her look of surprise when she reads it. In just a few months, we’ll be together again!

Read Aloud: eVisual 6.17



INTERACTIVE WHITEBOARD TIP: Circle two effects of Cristina’s mother’s new job.

5 Map and Talk **Anthology** page 416

Have students read about how to make a cause-and-effect chain. Explain: *One cause can lead to a series of effects.* Name a cause in “On the Move,” such as Cristina’s mother’s new job. *What is an effect of that event?* (The family moves to Alaska.) *What happens because of that?* (Mollie feels sad and lonely.)

6 Talk Together **Anthology** page 416

Have partners work together to use **Practice Master PM6.19** to make a cause-and-effect chain that shows what happened because someone moved away.

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect

Listen as partners discuss their cause-and-effect chains.

If students have difficulty, have them write one of the events from their stories on an index card. Then ask: *Why did this event happen? That is the cause. What happened because of this event? That is an effect.* Have students write more responses on separate cards and then organize them into a chain.



Cause and Effect

When you describe why something happens, you tell the **cause**. The cause can trigger an **effect**, or something to happen. That effect can then trigger another effect. Connecting causes and effects helps you understand what you read, see, and hear.

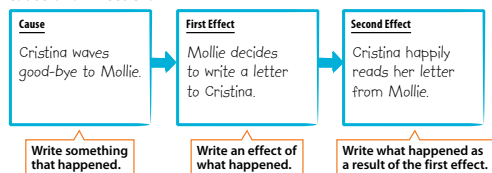
Look at the pictures. Think about the cause and the effects.



Map and Talk

You can make a cause-and-effect chain to show what happened and why it happened. Here's how you make one.

Cause-and-Effect Chain



Talk Together

Tell a partner about a time when a friend or relative moved away. Your partner can make a cause-and-effect chain to show what happened because of the move.

416

Anthology page 416

Writing

7 Write About Cause and Effect

Introduce: *Now you will write a paragraph about a sequence of cause and effects from the story you told in **Talk Together**.* Model the process with "On the Move."

Think Aloud

First, I write a cause.

Then I write an **effect**.

Next, I write what happened because of that **effect**.

Write

Cristina's mother gets a job in Alaska.

Cristina's family moves to Alaska.

Mollie is sad because she misses her best friend.

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

Have students use the cause-and-effect chain their partner prepared in **Talk Together** to help them write their paragraphs. Then have partners share their paragraphs and add them to their Weekly Writing folders.

WRAP-UP

Have students express and support an opinion about whether life in a Western boomtown would be more exciting than life today.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T413s

Daily Grammar ✓

Point to *Her* in the first paragraph of the **Read Aloud**. Then use page T413u to teach possessive pronouns.

Daily Writing Skills ✓

Point out how the phrase *tiny red dot on the horizon* in the **Read Aloud** uses concrete words to describe how Cristina's car looked. Then use page T413w to teach concrete words and phrases.



Name _____ Date _____

Cause-and-Effect Chain

The Effects of Moving

Make notes in your cause-and-effect chain as your partner tells you about a time when a friend or relative moved away.

Cause	First Effect	Second Effect
Possible response: My cousin moved to another state.	Possible response: I miss talking and having fun with my cousin.	Possible response: I call my cousin on the phone every weekend.
→	→	

With your partner, talk about the move. Use your cause-and-effect chain to show what happened because of the move.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T415a PM6.19 Unit 6 | The Wild West

OBJECTIVES

Thematic Connection: Life on the Frontier

- Use Academic Words
- Visualize to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 6

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

timer • index cards

Power Writing

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

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

COMMON CORE STANDARDS

Reading

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

Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

Write Narratives, Using Descriptive Details CC.5.W.3

Use Sensory Details CC.5.W.3.d

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

Speaking and Listening

Contribute to Discussions CC.5.SL.1.c

Elaborate on Others' Remarks CC.5.SL.1.d

Language and Vocabulary

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

WARM-UP

Refer students back to the pictures on **Anthology** page 415. Have partners use the images and Key Words to take turns telling each other something interesting they learned about the Gold Rush.

Academic Talk

1 Elaborate on Ideas

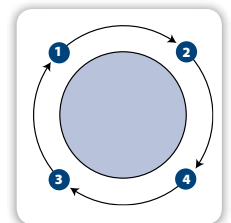
Explain: *In a discussion, you elaborate on ideas by responding to what others say.* Ask a volunteer to state an idea for a town celebration. Then model how to elaborate:

- *Listen and restate what others say before adding your own ideas and opinions: You said we should have a picnic for Founders' Day. I think that is a great idea!*
- *Make comments that extend the discussion: Perhaps we can teach about the founders at the picnic. What do you think about performing a historical play?*

Have groups of four use a **Roundtable** to discuss the following question: *Why should all students study history?*

- Have Student 1 answer the question.
- Have Student 2 elaborate by restating Student 1's comment and then extending the discussion with ideas of his or her own.
- Students 3 and 4 continue in the same way.
- After each student has had a turn, the discussion can be "opened to floor," with students elaborating on ideas they have heard.

For **Roundtable**, see page BP46.



Roundtable

Academic Vocabulary

2 More Key Words Anthology page 417

Say: *Let's learn more words to help us elaborate about life on the frontier.* Explain and model using **Vocabulary Routine 1** and the images in the **Student Edition** to learn the Key Words.

- **Pronounce the word** and point to the image: **discovery**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** A **discovery** is something new that someone finds.
- **Elaborate.** Finding my birthday gift was a great **discovery**.

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

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

Key Words

development · discovery · economy
population · speculate

More Key Words

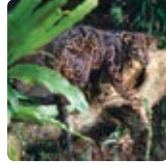
Use these words to talk about *The Road to Rhyolite* and "Rhyolite: The True Story of a Ghost Town."

development
(di-ve-lup-munt) *noun*



Development is growth and progress. This is a new **development** in technology.

discovery
(dis-ku-vu-re) *noun*



A **discovery** is something new that someone finds. This leopard is a new **discovery**.

economy
(i-ko-nu-me) *noun*



A country's **economy** is its system of business. In a good **economy** people spend more.

population
(po-pyu-la-shun) *noun*



A **population** is the number of people living in an area. This city's **population** is large.

speculate
(spe-kyu-lat) *verb*



When you **speculate**, you make a guess. They **speculate** that people will buy lemonade.

Talk Together

Make a Study Card for each **Key Word**. Then compare your cards with a partner's.

discovery

What it Means:
finding something

Example: finding gold in California

Not an example:
eating an apple

Add words to My Vocabulary Notebook
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 417

Have partners use page 417 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 417
Read aloud the instructions. Provide index cards for students to use as they create a Study Card for each Key Word. Circulate and monitor the discussion as partners compare cards, prompting them to refer to the definitions and images as necessary.



Best Practices

Encourage Elaboration As students talk, use general prompts.

- *Can you give some more details about that?*
- *Can you make a connection to something someone else said?*

Differentiate

EL English Learners

ISSUE Students do not understand word meanings.

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

discovery/descubrimiento economy/economía
population/población speculate/especular

BL Below Level

ISSUE Students do not understand the concept of a non-example.

STRATEGY Have students to create a T-chart that shows examples and non-examples of a familiar category, such as fruit. Fill in the first example and non-example. Then have students to add two more examples and non-examples.

Check & Reteach

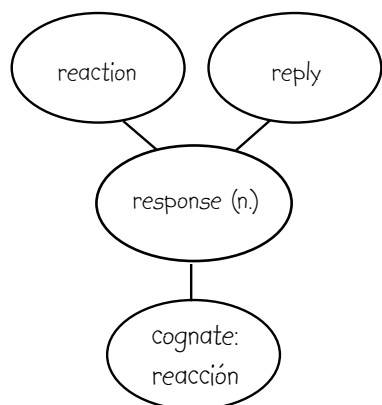
OBJECTIVE: Use Academic Words ✓

Listen as partners compare Study Cards to assess that students correctly define and use the Key Words.

If students have difficulty correctly using the Key Words, provide sentence frames for them to complete orally:

- The _____ of gold in 1848 changed the West forever. (**discovery**)
- The _____ of the city grew by 10,000 people last year. (**population**)
- In the 1970s, the computer was a new _____ in technology. (**development**)

Word Web



Comprehension

4 Learn to Visualize Anthology pages 418–419

Use a Word Web to teach the word **response**. Then project **Student eEdition** page 418 and read aloud the directions. Use the image to model visualizing.

- *I see lots of snow and a bright sun shining.*
- *I picture a clean, wide ice field with no one else around for miles.*
- *I feel amazed that young children live in such a cold, empty place.*

5 Talk Together Anthology page 419

Read aloud the instructions on page 419, the first paragraph of “Alaska Adventure,” and the sample visualization. Ask students to visualize the place Cristina describes and think about their own **response** to it. Ask: *Which descriptions from the text stand out in your mind? What do the words help you visualize? How do they make you feel?*

Have partners take turns reading the remainder of the narrative, pausing to discuss what they visualized as they read.

Fluency

Practice Expression As partners read aloud “Alaska Adventure,” circulate and listen for correct expression.

Check & Reteach

OBJECTIVE: Visualize to Comprehend Literature

Ask students to identify the details in the third paragraph that helped them visualize what life is like in Alaska. If students have difficulty, ask questions to guide them:

- *What is the third paragraph about? What details stand out?*
- *What do you imagine in your mind when you read that text?*
- *How do you feel when you see those images in your mind?*

Daily Language Arts

Daily Spelling and Word Work

Practice page T413s

Daily Grammar

Point out the demonstrative pronoun *That* in the last line on **Anthology** page 419.

Then use page T413u to teach demonstrative pronouns.

Daily Writing Skills

Point out the sentence *It had a big meadow full of flowers, and the air smelled clean and fresh.* on **Anthology** page 419 as an example of concrete language. Then use page T413w to teach concrete words and phrases.

Writing

6 Write to Visualize

Introduce: *We are going to write a paragraph about how visualizing helped us understand Cristina’s adventures in Alaska.* Model the process.

Think Aloud	Write
<i>First, I identify something I read that stuck in my mind.</i>	I read that Cristina and her sister, “splashed in the cold stream.”
<i>Next, I describe how I visualized the scene.</i>	I pictured two girls laughing and smiling as they kick and run in the icy water.
<i>Then I write how the images helped me better understand the text.</i>	I felt how fun and exciting it was for the girls to be in Alaska. It made me interested in the place where they live.

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



Learn to Visualize

Look at the photo. Visualize, or create pictures in your mind, about the people. How do you think they feel?



When you read, the words can help you **visualize**, too. Visualizing can help you identify your feelings, or emotional responses, to the text.

How to Visualize

1. Look for details. Find words that tell how people and places look, sound, smell, taste, and feel.
2. Use the details to picture the people and places in your mind.
3. Tell how the picture makes you feel. How does it help you become more involved in the text?

I read _____.

I picture _____.

I feel _____.

418

Language Frames

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

Talk Together

Read Cristina's personal narrative. Read the sample visualization. Then use **Language Frames** to tell a partner about the visualizations you make.

Personal Narrative

Alaska Adventure

My family's new home in Alaska was very different from the city where we lived before. There was a town nearby with a small **population**, but our land was quiet and peaceful. We moved there last summer. It had a big meadow full of flowers, and the air smelled clean and fresh. We could see tall mountains. My sister and I splashed in the cold stream and ran in the meadow. We loved it!

One day we woke up to hear a loud noise. It sounded like there was a highway outside our door! We made a terrible **discovery**. Builders were putting up several new houses right next to us! We could hardly believe it.

My parents **speculated** about how this new **development** would affect the town's population, given the growing **economy** in this town. The next night, it started to rain. It got colder and colder, and suddenly it was snowing!

"No more peace and quiet, and snow in August!" my father said. "That does it. We are going home!"

"I read that there is a meadow with flowers, the air smells fresh, and two girls are playing. I picture a beautiful, clean place with nature and laughter. I feel happy."



← a good place to stop and visualize

419

Anthology
pages 418–419

Have students write their own paragraphs about details they visualized from "Alaska Adventure." Encourage them to look for sensory details and refer to specific words and vivid phrases that touched their feelings and made them more involved in the story.

Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty writing about the scenes they visualized from the story.

STRATEGY Provide sentence frames that support different types of details that students can visualize, for example: The phrase _____ made me see/hear/feel _____. The description gave me a _____ feeling as I read. It helped me understand the story because _____.

WRAP-UP

Have small groups play an improvisational sentence game. The first student starts with an opening sentence about a visit or move to a faraway place. The next student elaborates on the idea by adding another sentence. Other students then continue adding one sentence each. Remind students to include details that will help listeners visualize the narrative. Groups can share their sentences with the class.

OBJECTIVES

Thematic Connection: Life on the Frontier

- ✓ Explain Text Structure: Cause and Effect
- ✓ Visualize to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD3 Tracks 10–11

Comprehension Coach

MATERIALS

timer • self-stick notes-

Power Writing

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

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

COMMON CORE STANDARDS

Explain the Structure of a Drama CC.5.Rlit.5
 Read and Comprehend Literature CC.5.Rlit.10
 Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing


Write Informative/Explanatory Text to Convey Ideas 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

Language and Vocabulary

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



WARM-UP

Ask: *What do you know about the history of our town (city)?* Engage students in a discussion about the history of your town or city, and how it has changed.

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating Fold-Up Tab organizers. Use **Vocabulary Routine 2** to model how to make a Fold-Up Tab.

- Hold a paper vertically and fold down the paper almost in half, leaving a tab at the bottom. Fold up the bottom tab.
- With the paper folded, write the Key Word across the bottom tab.
- Write a definition left of the large tab and a context sentence on the right.
- Open the organizer and draw a picture inside to represent the Key Word.

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

Key Words

boomtown · claim · development
 discovery · economy · effect
 ghost town · investor · limited resources
 mining · population · response
 speculate

Assign a Key Word to each student. After students complete their organizers, have them share with a partner and then add the context sentences to **My Vocabulary Notebook**. Display the organizers in the classroom.

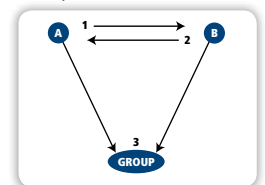
Academic Talk

2 Preview and Predict

REVIEW Remind students: *To preview a text and predict what it will be about, look at the illustrations and then read the title, headings, and any unusual text features.*

Display these Key Words: *boomtown, claim, mining*. Use a **Three-Step Interview** to help students share predictions about the play, “The Road to Rhyolite.”

- Have students skim the title, headings, subheadings, illustrations, and other interesting uses of text on **Anthology** pages 420–423 independently.
- Ask students to form pairs and discuss their predictions for this text. Encourage them to justify their predictions with the features they previewed on the pages.
- Remind students to use Key Words and convey their ideas precisely.
- Have individuals share their ideas with a student from another pair.



Three-Step Interview

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

Read a Play

Genre

A **play** is a story that is written for actors to perform.

Elements of Drama

The parts of a play are called **acts** and **scenes**. They divide the play, and often have different settings.

Stage directions can tell the characters how to talk, act, or move. The words characters say are called **dialogue**.

act and scene number

ACT I: SCENE I

[SETTING] The play takes place in the Mojave (Mō-ha-vē) Desert in southern Nevada. Offstage:

stage directions

a coyote howls. Enter DUSTY COYOTE. He looks like an ordinary person except for a bushy tail and ears. He walks to the front of the stage.]

dialogue

COYOTE [to audience]: My name is Dusty Coyote and I'm here to tell you the story of a town in the Mojave Desert of Nevada.

[COYOTE walks slowly to a large rock and sits.]

420

The Road to Rhyolite

by Shirleyann Costigan
illustrated by C.B. Canga

Characters

DUSTY COYOTE, narrator
SHORTY HARRIS, prospector
EDDIE CROSS, prospector
JOHN DOYLE, miner
DYNAMITE MARY, miner
HARRY GISH, miner
TERRI YANG, miner
THIRSTY MINER
INVESTOR
TOWNSPEOPLE
MR. YOUNG, barber
MRS. YOUNG, housewife
WALTER, son of Mr. and Mrs. Young
KATE, daughter of Mr. and Mrs. Young
AGNES SEARS, hotelkeeper
NEWSBOY
TRAIN CONDUCTOR

Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 420–421

Reading

3 Read a Play

GENRE Have a volunteer read aloud the definition of a play. Elaborate: *A play gives directions about what to say and do when it is performed for others.*

ELEMENTS OF DRAMA Have volunteers read aloud the introduction to elements of drama. Use the sample passage and labels to point out each element.

SOCIAL STUDIES BACKGROUND Share information to build background:

- *Rhyolite, Nevada, is a real town. In August 1904, it became a boomtown after prospectors discovered gold there. Today, however, Rhyolite is a ghost town.*
- *Rhyolite shares its name with a rock that forms when lava cools and hardens.*

Have students read pages 420–429. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ ALOUD
Assign roles to students based on ability and interest. Then read the play together and use the questions to build comprehension.

OL On Level

READ TOGETHER Assign roles to students. Then read or perform the play together. Use the questions to build comprehension.

AL Above Level

READ TOGETHER Have students perform the play. As they rehearse, have them identify causes and effects. Use the questions to build comprehension.

1 **Set a Purpose**
A **discovery** is made in a Nevada desert. Find out what it is.

ACT I: SCENE I

SN **SETTING** *The play takes place in the Mojave (Mō-ha-vē) Desert in southern Nevada. Offstage: a coyote howls. Enter DUSTY COYOTE. He looks like an ordinary person except for a bushy tail and ears. He walks to the front of the stage.*

COYOTE *[to audience]: My name is Dusty Coyote and I'm here to tell you the story of a town in the Mojave Desert of Nevada.*

[COYOTE walks slowly to a large rock and sits.]

COYOTE: The Mojave has been here for thousands of years, and not much has changed. But in 1904, two **prospectors** came here. The desert began to change—for a while.

[Curtain or lights go up on SHORTY HARRIS and EDDIE CROSS. SHORTY is kneeling. He is showing EDDIE a large lump of quartz veined with gold.]

2 **SHORTY** *[in a stage whisper and looking around to make sure no one is listening]: It's gold, Ed! It's the biggest **lode** I've ever seen and I found it here near Bullfrog Mountain!*

BL **EDDIE** *[stage whisper]: Wow! Look at that gold!*

In Other Words
prospectors people searching for gold
quartz veined with rock with lines of
stage whisper whisper that the audience can hear
lode gold deposit

[Miners JOHN DOYLE, DYNAMITE MARY, HARRY GISH, and TERRI YANG rush on stage.]

DOYLE *[excited]: Did someone say, "Gold"?*

MARY *[pointing at the gold in SHORTY'S hands]: Gold! Gold! By golly, there's gold!*

GISH *[doing a little dance]: Go-o-o-oid!*

3 **YANG** *[leaping]: Follow those men. We're going to be rich!*

[The four miners run after SHORTY and EDDIE. All exit.]

COYOTE *[to audience]: And that's how it began.*

In Other Words
By golly For sure (slang)

Before You Move On

- Drama** What **discovery** is made in Act I: Scene I?
- Visualize** What does each miner do to show excitement?

Anthology
pages 422–423

Fluency

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

Read and Build Comprehension

- 1 Set a Purpose** Have a student read aloud the purpose statement. Then discuss what the desert discovery might be.
- 2 Analyze Character's Motive** *Why does Shorty whisper about the gold he finds?* (He doesn't want anyone to hear about it so he and Eddie can keep it all.)
- 3 Explain Cause and Effect** *What makes Doyle and his friends leap around?* (They see gold in Shorty's hands.) *Why does this make them rush offstage?* (They want to follow the prospectors to the gold.)

Differentiate

BL Below Level

ISSUE Students do not understand how to determine a character's motive.

STRATEGY Review that a character's actions and words can help determine his or her reasons for doing something. Pose questions to identify Shorty's motive: *Would you want strangers to know if you found something valuable? What difference would it make if Shorty shouted the news instead of whispering it?*

SN Special Needs

ISSUE Students are unable to distinguish stage directions from dialogue.

STRATEGY Point out the brackets, capital letters, and italics used in the stage directions on page 422. Then have students find two more examples on page 423 and use those directions to act out the dialogue or action they describe.

Answers Before You Move On

- 1. Drama** In Act I: Scene I, two prospectors named Eddie and Shorty discover gold near Bullfrog Mountain.
- 2. Visualize** I read that Gish does a dance and Yang leaps. I picture the characters jumping and waving their arms around happily. I feel excited for the characters and their important **discovery**.

4 **Predict**
What kinds of people do you think will come to the desert next?

ACT I: SCENE 2

[Enter DOYLE, MARY, GISH and YANG. The miners *pantomime* setting dynamite and digging for gold with *pickaxes*. Offstage: sounds of pickaxes hitting rock and dynamite blasts.]

5 **COYOTE:** Before long, more miners came to dig and dynamite the rock—then more, and more. Soon miners had staked more than two thousand **claims** in the Bullfrog area, even though the land was harsh, the nights were freezing, the summers were **intolerably** hot . . .

BL



In Other Words
◀ **mine shaft** opening to a mine
pantomime pretend they are
pickaxes sharp digging tools
intolerably much too

424

[Enter THIRSTY MINER, *staggering and clutching* his throat. The other miners ignore him.]

THIRSTY MINER [*hoarsely*]: Water! . . . Water! . . .

COYOTE: . . . and very, very dry.

[Exit THIRSTY MINER.]

COYOTE: Well, in a year or so, the ground was covered with campsites and mining shafts, but the work was hard and slow. **6**

SN



In Other Words
staggering and clutching walking unsteadily and holding
hoarsely in a rough voice

425

Anthology
pages 424–425

- 4 Predict** Have a student read aloud the question. Ask students to use the illustration to make predictions about newcomers to the town.
- 5 Visualize** ✓ *How does Coyote's narration on page 424 help you imagine what life is like for the miners?* (Possible response: I read that there are “freezing” nights and “intolerably hot” summers. I picture a place that’s always too hot or too cold. I feel sorry for miners who work in this weather.)
- 6 Explain Cause and Effect** ✓ *What happens because Eddie and Shorty find gold?* (More people come to the area.) *What happens because of that effect?* (The Bullfrog area grows with many more campsites and mines.)

Differentiate

BL Below Level

ISSUE Students are confused by the role of a talking coyote.

STRATEGY Explain that Coyote is a narrator who gives information about plot, setting, and characters. Ask: *Why does the author make the narrator a “coyote”?* (A coyote blends into the setting. It was there before people came.)

SN Special Needs

ISSUE Students have difficulty relating the characters in the illustrations to the characters speaking in the text.

STRATEGY Model identifying the thirsty miner on page 425 by pointing out that a thirsty miner would clutch his throat. Then have students use clues to identify the other characters and use self-stick notes to label them.

Best Practices

Encourage Participation To involve shy or non-participatory students, provide time for them to develop and discuss ideas in pairs before sharing them with the class.

COYOTE: Then came the rich **investors** who offered to **finance** the mines and share in the miner's **profits**.

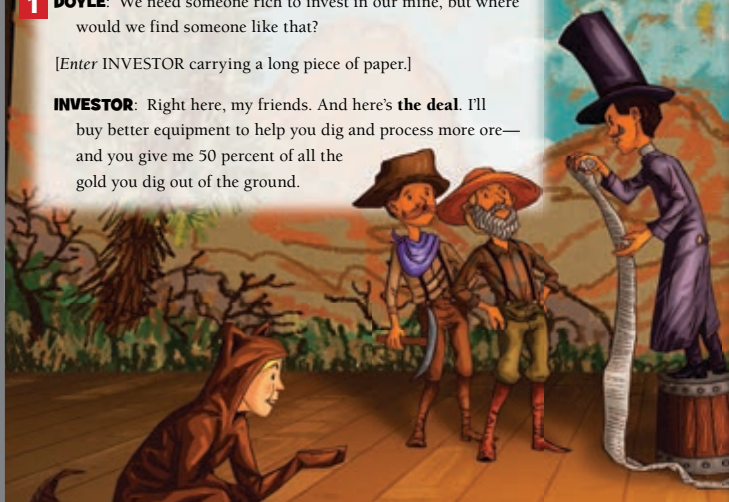
[Enter MARY and YANG. They begin setting up dynamite. Enter GISH and DOYLE, talking.]

GISH: I tell you, Doyle, if we had a rock crusher we could dig twice as much **ore**.

1 DOYLE: We need someone rich to invest in our mine, but where would we find someone like that?

[Enter INVESTOR carrying a long piece of paper.]

INVESTOR: Right here, my friends. And here's **the deal**. I'll buy better equipment to help you dig and process more ore—and you give me 50 percent of all the gold you dig out of the ground.



In Other Words
finance pay for
profits money
ore rock that has gold in it
the deal how it will work

426

GISH: That's too much. We'll give you 30 percent of all the gold we dig out of the ground.

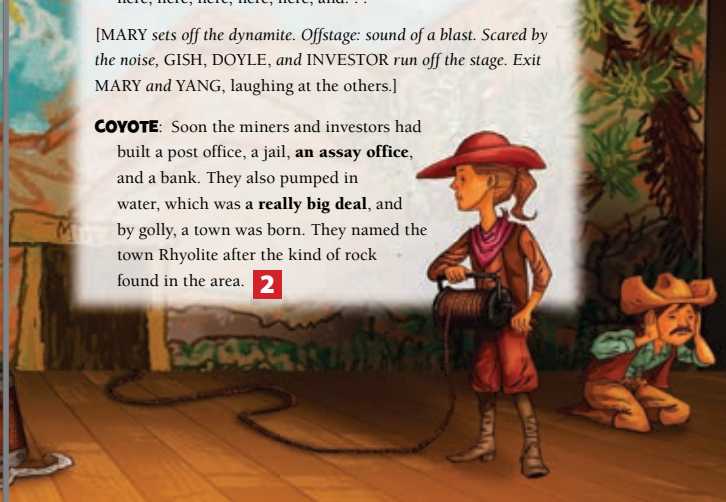
INVESTOR: Okay, let's make it only 60 percent.

GISH: That's still too much. We'll give you 50 percent and not a cent more.

INVESTOR [pointing to paper]: **Deal!** Now if you will just sign here, here, here, here, here, and . . .

[MARY sets off the dynamite. Offstage: sound of a blast. Scared by the noise, GISH, DOYLE, and INVESTOR run off the stage. Exit MARY and YANG, laughing at the others.]

COYOTE: Soon the miners and investors had built a post office, a jail, **an assay office**, and a bank. They also pumped in water, which was a **really big deal**, and by golly, a town was born. They named the town Rhyolite after the kind of rock found in the area. **2**



In Other Words
Deal! I agree!
an assay office a place to test and weigh gold
a really big deal very important

427

Anthology
 pages 426–427

Read and Build Comprehension

- 1 Analyze Plot** *Why do the miners need **investors**?* (The miners want to dig for more gold, but they need money to buy equipment they can't afford.)
- 2 Explain Cause and Effect** ✓ *What happens as a result of the **investors' investment in Rhyolite**?* (The town grows more.)
- 3 Visualize** ✓ *How do the stage directions at the end of page 429 help you **visualize** what is happening at the end of Act 1?* (Possible response: I read that the dynamite goes off. I picture the ground shaking from the explosion. I feel worried about what will happen to the town with so many new people.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect ✓

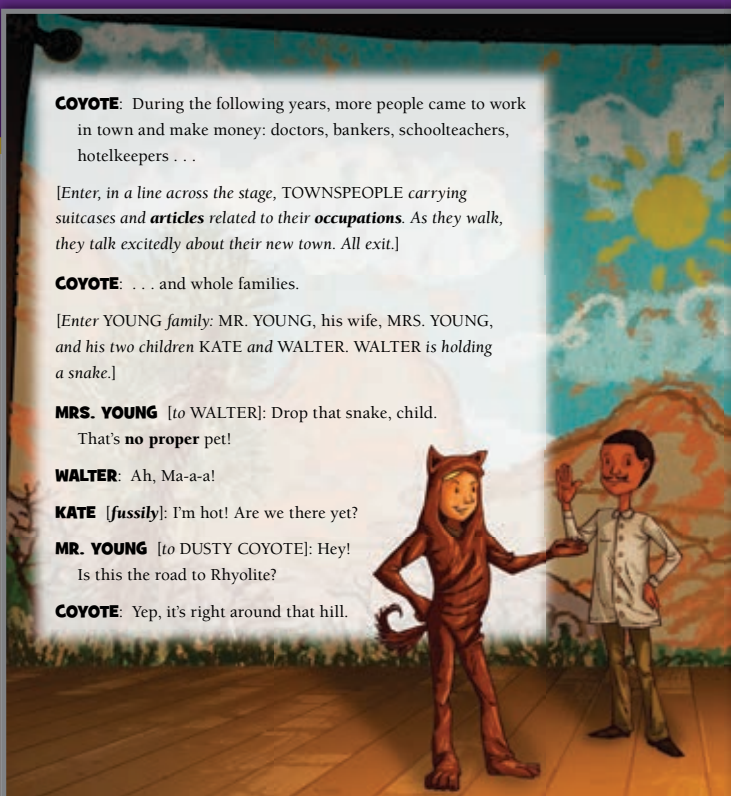
Listen to students' answers to Question 2 to assess that they correctly identify cause-and-effect sequences.

If students have difficulty, ask: *Why do the miners team up with **investors**? What is a result of them working together? What happens because of this?*

OBJECTIVE: Visualize to Comprehend Text ✓

Listen as students describe what they visualize in the play.

If students have difficulty visualizing, provide sentence starters: I picture _____. I imagine _____. I see/feel/hear/smell/taste _____. Then ask: *How does visualizing help you understand the play in a new way?*



COYOTE: During the following years, more people came to work in town and make money: doctors, bankers, schoolteachers, hotelkeepers . . .

[Enter, in a line across the stage, TOWNSPEOPLE carrying suitcases and **articles** related to their **occupations**. As they walk, they talk excitedly about their new town. All exit.]

COYOTE: . . . and whole families.

[Enter YOUNG family: MR. YOUNG, his wife, MRS. YOUNG, and his two children KATE and WALTER. WALTER is holding a snake.]

MRS. YOUNG [to WALTER]: Drop that snake, child. That's **no proper** pet!

WALTER: Ah, Ma-a-a!

KATE [**fussily**]: I'm hot! Are we there yet?

MR. YOUNG [to DUSTY COYOTE]: Hey! Is this the road to Rhyolite?

COYOTE: Yep, it's right around that hill.

In Other Words
articles objects
occupations jobs
no proper not a good
fussily impatiently



WALTER [pointing at DUSTY COYOTE]: Ma, that person has a tail.

MRS. YOUNG: Don't point, Walter. It's not polite to point.

[Exit YOUNG family.]

COYOTE: People just kept coming 'cus there was gold to find and money to be made in Rhyolite—and the town grew.

[Offstage: sound of a dynamite blast. Exit COYOTE.] **3**

In Other Words
'cus because

► **Before You Move On**
1. Drama What do the stage directions help you understand about each member of the Young family?
2. Visualize What is one funny thing that happens in this scene? Why is it funny?

Anthology
pages 428–429

Writing


4 Write About Drama

Remind students that they have been reading a play, or a kind of drama. Explain: *You will write a paragraph that describes the elements of drama in Act 1 of The Road to Rhyolite. Your paragraph should discuss the acts, scenes, and stage directions.*

Have students consider these questions as they brainstorm writing ideas:

- *What elements make a drama different from a story?*
- *How do acts and scenes organize the play?*
- *How do stage directions help you understand the characters or action?*

Have partners discuss their answers to these questions and others they ask together. Then have students write their paragraphs and share them with their partners. Have students add their paragraphs to their Weekly Writing folders.



WRAP-UP Give partners or small groups prompts such as, “you just discovered gold” or “you are miners just arriving in Rhyolite” and have them improvise a two-minute scene. Remind students to include realistic dialogue and action based on what they have read, and to include Key Words.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T413t

Daily Grammar ✓

Show the sentence *Follow those men.* on **Anthology** page 423. Then use page T413v to teach more demonstrative pronouns.

Daily Writing Skills ✓

On **Anthology** page 428, point out the use of the concrete words *doctors, bankers, schoolteachers,* and *hotelkeepers* in Coyote's dialogue. Then use pages T413x to practice using concrete words.

Answers Before You Move On

- 1. Drama** The stage directions show that Kate and Walter are children. They also show that Kate is feeling fussy and Walter is adventurous because he is holding a snake.
- 2. Visualize** ✓ Possible response: It is funny that Walter is scolded for having a pet snake, since many people are afraid of them.

OBJECTIVES

Thematic Connection: Life on the Frontier

- ✓ Explain Text Structure: Cause and Effect
- ✓ Visualize to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 3 Track 12

Comprehension Coach


MATERIALS

timer • map of the United States

Power Writing

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

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



WARM-UP

Have partners identify their favorite character from the play *The Road to Rhyolite* and take turns telling what they like about the character and what effects that character's actions have on the plot.

Vocabulary Practice

1 Share Word Knowledge ✓

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

Key Words

boomtown · claim · development
 discovery · economy · effect · ghost town
 investor · limited resources · mining
 population · response · speculate

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

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

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

Academic Talk

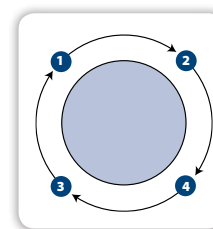
2 Summarize Reading

REVIEW Remind students: *When you summarize a play, you briefly tell the most important events.* Write these Key Words: *discovery, claim, investor, effect, response.* Explain that students will use Key Words to summarize what they have read of *The Road to Rhyolite*.

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

- Arrange students into groups of four.
- Have Student A summarize pages 422–429 by identifying an important event on those pages.
- Have Student B elaborate on that summary by restating what was said and then adding to the discussion with an additional key event.
- Have Students C and D elaborate further in the same way.

For **Roundtable**, see page BP45.



Roundtable

COMMON CORE STANDARDS

Reading

Compare Settings (Drama)	CC.5.Rlit.3
Explain the Structure of a Drama	CC.5.Rlit.5
Read and Comprehend Literature	CC.5.Rlit.10
Read Orally with Expression on Successive Readings	CC.5.Rfou.4.b

Writing

Use Dialogue	CC.5.W.3.b
Write Over Shorter Time for Specific Tasks	CC.5.W.10

Speaking and Listening

Discuss Texts, Building on Others' Ideas	CC.5.SL.1
Contribute to Discussions	CC.5.SL.1.c
Summarize Text and Oral Information	CC.5.SL.2

Language and Vocabulary

Compare Varieties of English	CC.5.L.3.b
Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6

- 1** Predict
EL Will Rhyolite become a boomtown?

ACT 2: SCENE 1

[Enter TOWNSPEOPLE. Each uses an article representing his or her occupation to pantomime the occupation. Enter AGNES SEARS.]

AGNES [to audience]: Hi, there! Welcome to Rhyolite, Nevada!
 I'm Agnes Sears, the keeper of that hotel right down the street.

TOWNSPEOPLE [waving hello]: Hi, Agnes!

[AGNES turns and waves back.]

- 2** **AGNES** [to audience with *enthusiasm*]: You are going to love Rhyolite. It is only three years old, but has everything a town needs, from an **opera house** to a swimming pool. It has lots of restaurants, a school, a hospital, a **telephone and telegraph** office, stores and shops, and three newspapers!

[Enter NEWSBOY.]

- 3** **NEWSBOY**: Extra! Extra! Earthquake destroys San Francisco!

[TOWNSPEOPLE rush to buy the newspaper.]

In Other Words
enthusiasm excitement
 an **opera house** a theater for music shows
telephone and telegraph communications
 Extra! Extra! Special news issue!



STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
 pages 430–431

Reading

3 Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Have students use the illustration and what they have read so far to make their predictions.
- 2 Visualize** ✓ *How do Agnes's comments help you visualize what Rhyolite is like now?* (Possible response: I read about the opera house, restaurants, and swimming pool. I picture people rushing from place to place. I feel excited by the high energy of the town.)
- 3 Explain Cause and Effect** ✓ *What happened in San Francisco?* (an earthquake) *What could be the effect on Rhyolite?* (Possible response: Rhyolite's population could grow if people from San Francisco move there.)

Differentiate

EL English Learners

ISSUE Students need guidance stating their predictions.

STRATEGY Provide sentence starters: *The illustration shows that _____. I know from the text that _____. I predict that _____.*

SN Special Needs

ISSUE Students have difficulty interpreting the illustration.

STRATEGY Have students read the sign on each building. Have them describe what each person is doing. Then ask: *How do the buildings and people help you understand how the town has changed? What do they tell you about Rhyolite being a boomtown?*

Fluency

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

AGNES [ignoring the news]: And they also built two railroads that run right through the town!

[Offstage: sound of a train whistle. Enter TRAIN CONDUCTOR.]

TRAIN CONDUCTOR: All aboard for Las Vegas!

1 **AGNES:** Forget Las Vegas. That town will never **amount to anything!** But this town has gold! The miners find more every day. And they spend it all right here in Rhyolite! Here come some miners now!

[Exit NEWSBOY and **agitated** TOWNSPEOPLE.]



In Other Words
amount to anything be important
agitated worried; upset

432

Anthology page 432

Mini Lesson

Compare Language

Display **Student eEdition** page 433 and point out the last two lines of dialogue. Contrast Doyle's formal way of speaking with Mary's informal speech: *Notice how there are different ways to say the same thing. Doyle and Mary both want the group to visit a restaurant, but they use very different language.* Invite volunteers to read aloud the two lines of dialogue.

Point out that the way people speak reflects where they have lived and what they are like. Speech can depend on where people are, who they are talking to, and what they are trying to say. Explain: *Dialect includes the special vocabulary, pronunciation, and grammar of an area. Some writers include dialect to make a text sound vivid, real, and historical.*

Refer students to pages 428–429. Have them compare Coyote's comment, "Yep, it's right around that hill." with Mrs. Young's exclamation, "Drop that snake, child. That's no proper pet!" Discuss the differences. (Coyote, who is from the West, uses informal speech, including a slang version of "yes." The speech of Mrs. Young, who moves to Rhyolite, is more formal and proper.)

Have students identify other examples of formal and informal speech in Act 1, paying special attention to slang and dialect. Encourage them to compare and contrast the examples.

[Enter DOYLE, MARY, GISH, and YANG.]

AGNES [to miners]: Hi, there! What brings you to town?

MARY: Hi, Agnes. We just cashed in our gold at the assay office.

DOYLE: Unfortunately, we didn't get as much cash this time. The San Francisco earthquake has hurt the **economy**. Times are getting hard. **2**

GISH: Oh, it's not *that* bad. We got enough money to buy a hot bath at Agnes's hotel.

YANG: And a new pair of boots.

DOYLE: And a visit to the Bullfrog Restaurant!

3 MARY: Yep! Hey everybody, let's go get some **grub**!

EL [AGNES and miners exit.]



In Other Words
grub food (slang)

► **Before You Move On**

- Summarize** In the first part of this scene, is Rhyolite a **boomtown** or a **ghost town**? How do you know?
- Cause/Effect** How does the San Francisco earthquake affect the price of gold?

433

Anthology page 433

Read and Build Comprehension

- Analyze Character's Motive** *Why does Agnes say good things about Rhyolite and bad things about Las Vegas?* (She wants people to live and work in Rhyolite to keep her business going.)
- Explain Cause and Effect** ✓ *What main **effect** does the San Francisco earthquake have?* (It hurts the **economy** everywhere.) *What **effect** does that change have on Rhyolite's miners?* (They get less money for gold.)
- Visualize** ✓ *How does Mary's comment about dinner on page 433 help you visualize the meal she will have?* (I read that Mary will "get some grub." I picture the aroma of her huge, hot dinner. I feel glad that she's looking forward to a good, hot meal.)

Differentiate

BL Below Level

ISSUE Students cannot figure out Agnes's reasons for promoting Rhyolite.

STRATEGY Have students tell about their favorite TV commercial. Ask: *How does [the advertiser] sell their product? Why do they want you to buy it? How is Agnes like [the advertiser]?*

EL English Learners

ISSUE Students struggle to verbalize what they visualize about the dinner.

STRATEGY Have students draw their responses, following the language frames: I read _____. I picture _____. I draw _____.

Answers Before You Move On

- Summarize** In the first part of this scene, Rhyolite is a **boomtown**. There are many people in the town and many businesses to serve the people.
- Cause/Effect** ✓ The San Francisco earthquake makes gold less valuable. The economy is weaker and investors do not have money to invest.

1 Predict
Will Rhyolite continue to grow?

ACT 2: SCENE 2

[Enter AGNES.]

AGNES [to audience]: Well, here I am again. I know it doesn't seem possible, but two years have passed since I saw you last, and things are changing in Rhyolite.

[Enter miners: DOYLE, MARY, GISH, and YANG. They look **glum**.]

MARY [angrily]: The mines are drying up and so am I!

YANG: There is hardly any gold left in the ground.

GISH: There's only dirt and rocks and dirty socks.

DOYLE [sadly]: Looks like the good times are gone.

[Enter NEWSBOY carrying newspapers.]

NEWSBOY: Rhyolite businesses **going bankrupt!** Read all about it!

[AGNES grabs a newspaper and reads it. Exit NEWSBOY.]



In Other Words
glum unhappy
going bankrupt running out of money

AGNES [dismayed]: This can't be happening!

[Enter INVESTOR.]

2 **INVESTOR**: Oh, it is happening, Agnes. The miners are leaving, and I can't invest in Rhyolite's industry anymore. Business is so bad the townspeople are leaving, and I am, too.

[Exit INVESTOR. Enter, in a line across the stage, TOWNSPEOPLE carrying suitcases and articles related to their occupations. As they walk, they sigh, groan, and talk sadly about their lost town. All exit. Enter SHORTY and EDDIE.]

SHORTY and EDDIE [to AGNES]: Are you coming?

AGNES [hesitantly]: I . . . I . . . well, I suppose I am.

[Exit AGNES, SHORTY, and EDDIE.]



In Other Words
dismayed very worried
hesitantly in a slow, uncertain way

Anthology
pages 434–435

Mini Lesson

Compare Settings in Drama

Review: *Setting is where and when a story takes place. Elaborate: The setting of a story or play can change because the time changes, the place changes, or both the time and place change. A change in the setting of a drama can help the reader or audience feel like there is a big change in the events or the mood.*

Ask: *What is the setting at the start of the play "The Road to Rhyolite"? (the Mojave Desert in 1904) How do place and time change throughout the play? (The place stays the same, but each scene moves the action forward in time.)*

Explain how the change in setting from Act 1 to Act 2 shows that events in the play are changing too: *In Act 1, it is 1904 and the area around Rhyolite is just a desert with no real town. In Act 2, it is two years later and Rhyolite has become a **boomtown**. The change in setting shows how the events have changed in a short amount of time.*

Have students give other examples of how changes in the setting from scene to scene reflect changes in events in the play. Encourage them to include Key Words, such as *boomtown*, *ghost town*, and *economy* in their discussion.

[Enter DUSTY COYOTE.]

COYOTE [to audience]: By 1919, the town of Rhyolite was no more. Oh yes, a few **tumbledown** buildings remained, but the people were gone. Since then, just tourists come to look, but they never stay. Only desert winds, like voices in the night, whisper among the ruins.

[Exit DUSTY COYOTE. Offstage: sounds of far away, ghostly voices. Voices overlap.]

SHORTY: I tell you Ed, it's gold!

YANG: We're all going to be rich!

MR. YOUNG: Is this the road to Rhyolite?

DOYLE: It's gone now, all gone.

[Offstage: COYOTE howls.] ❖



In Other Words
tumbledown falling down
Voices overlap. The characters speak at about the same time.

► **Before You Move On**

- 1. Confirm Prediction** How does Rhyolite change, and why?
- 2. Drama** Why do you think the author repeats dialogue from earlier in the play at the end of the play?

436

Anthology page 436

Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Ask students to use details from Act 2 so far to predict what will happen to Rhyolite. (Possible response: I do not think Rhyolite will grow because the **economy** is getting worse.)
- 2 Explain Cause and Effect** ✓ *Why does the **investor** decide to leave Rhyolite?* (The miners leave Rhyolite because there is little gold. The **investor** leaves also because there is no business left to invest in.) *What **effect** does that decision have on Agnes?* (Agnes decides to leave, too.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect ✓

Listen for correct responses to the cause-and-effect comprehension questions.

If students have difficulty identifying cause and effect, point out a key event at the end of the play. Have partners work together to complete sentence frames: This event happens because _____. This event makes _____ happen. It also causes _____.

OBJECTIVE: Visualize to Comprehend Literature ✓

Listen to students' answers to the visualize comprehension questions to confirm that they use what they read to make mental images and pictures in their minds.

If students have difficulty visualizing, remind them to follow these three steps: (1) Identify a detail in the text. (2) Use the detail to form a mental picture. (3) Use the mental picture to determine how they feel about the story.

Answers Before You Move On

- 1. Confirm Prediction** Rhyolite changes from a **boomtown** to a **ghost town** after the gold rush ends.
- 2. Drama** Possible response: The author might have repeated dialogue in a ghostly voice from earlier in the play to refer back to the characters' original hopes and dreams or to play on the meaning of **ghost town**.

Meet the Author of the Original "Rhyolite"

Diane Siebert

The Road to Rhyolite is based on a poem by Diane Siebert. The title of the poem is "Rhyolite: The True Story of a Ghost Town." That poem begins on page 441.

Diane Siebert got the idea for her poem when she took a motorcycle trip across the United States. The trip was supposed to take one summer. Instead, it lasted ten years! One of the places she visited was Rhyolite, which is now a famous Nevada ghost town.

Diane Siebert visited the real Rhyolite, Nevada, which is now a ghost town. ▼

Writer's Craft

The author develops her characters through stage directions and dialogue. Choose your two favorite characters in *The Road to Rhyolite*. Write a dialogue between them. Include stage directions describing how each character speaks. Then act out the dialogue with a partner.

437

Anthology page 437

4 Meet the Author Anthology page 437

Have students read the text about Diane Siebert. Have students find Rhyolite on a map of Nevada. They can use an internet distance calculator or an atlas to identify how long it would take them to make a trip to the town, as Diane Siebert did.

After students read the text, build comprehension:

- **Make Inferences** *Why do you think Diane Siebert decided to write a poem about Rhyolite?* (Possible response: I read that Siebert visited the town. I know that seeing an old place can make you wonder about the people who used to live there. And so I think that she was moved by what she saw and wanted to tell about it.)
- **Compare Genres** *Diane Siebert wrote about Rhyolite in a poem. How would a poem about Rhyolite be different from the play?* (Possible response: A poem might not include dialogue, stage directions, or so many characters.)
- **Make Connections** *The text says that Diane Siebert got the idea for her poem when she ended up in Rhyolite on her trip. What event in your life does that part of the text remind you of?* (Possible response: The topic is Diane Siebert writing about Rhyolite. It reminds me of when I wrote a story about a Native American arrowhead that I found in the woods. Now I understand why Diane Siebert was inspired to write about an interesting story from history.)
- **Analyze Visuals** *How does the photograph on page 437 help you understand more about Rhyolite?* (Possible response: The photo shows an actual building from the **ghost town**. It gives clues about what the town must have looked like when it was a successful, thriving **boomtown**.)

Writing

5 **Writer's Craft** Anthology page 437

Read aloud the instructions in the Writer's Craft feature on page 437. Review: *Dialogue is the words the characters speak. Stage directions tell what the characters do and how they say the words.*


Model writing dialogue and stage directions.

Think Aloud	Write
<i>First, I write what the character says.</i>	GISH: I can't believe it's all ending. What should we do next?
<i>Then, I add stage directions that tell the characters how to act and speak.</i>	GISH: [<i>sadly, sitting down on a chair and shaking his head</i>] I can't believe it's all ending. What should we do next?

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

Have students write at least half a page of dialogue between two characters. Remind them to include clear and complete stage directions, in addition to the dialogue. When the scenes are complete, allow pairs to rehearse their scenes and present them to the class. Have students add their writing to their Weekly Writing folders.

See **Differentiate**



WRAP-UP Ask students to imagine that they are theater critics for a local newspaper. Have them critique the play *The Road to Rhyolite*, telling specifically what they liked and disliked about it, what they learned, and which characters they thought were most memorable.



Daily Language Arts

Daily Spelling and Word Work ✓
Practice page T413t

Daily Grammar ✓
Write on the board: *The brown horse is mine. The black one is yours.* Then use page T413v to practice possessive and demonstrative pronouns.

Daily Writing Skills ✓
Point out the phrase *Bullfrog Restaurant* on **Anthology** page 433. Then use page T413x to practice using concrete words and phrases.

Differentiate

EL English Learners

ISSUE Students have difficulty writing or formatting dialogue.

STRATEGY Have students speak or act out the dialogue they want their characters to say and work with a more English-proficient partner to convert that speech to written form. Ask the partners to guide the process rather than just take dictation.

SN Special Needs

ISSUE Students struggle to think of ideas for what the characters should say.

STRATEGY Have partners brainstorm ideas by talking out the scene first and then transcribing their ideas together on paper. Remind them to fill in the stage directions once they have the dialogue in place.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Life on the Frontier

- ✓ Explain Text Structure: Cause and Effect
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM6.22

Cause-and-Effect Chain: Practice Master PM6.23

Fluency Practice: Practice Master PM6.24

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Track 12

MATERIALS

timer • chart paper • markers • self-stick notes

Power Writing

Have students write as much as they can as well as they can in one minute about the town Rhyolite.

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

COMMON CORE STANDARDS

Reading

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

Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

Use Dialogue CC.5.W.3.b

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

Speaking and Listening

Elaborate on Others' Remarks CC.5.SL.1.d

Language and Vocabulary

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

WARM-UP

Display the Key Words for the week. Allow partners one minute each to use as many Key Words as they can to discuss how the town Rhyolite changed in the play *The Road to Rhyolite*.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **effect**, **response**. Call students' attention to the other Key Words on **Student eEdition** page 438. Then have students apply their knowledge of the Key Words to play a game called Picture It. Group students into small teams, and provide chart paper and markers. Explain:

- *Your team will quietly choose a Key Word and discuss how to show the meaning in a drawing. For **mining**, you might draw miners with tools searching for gold.*
- *Then choose a member to make the drawing. The other groups will guess the word.*

Have students play the game.

- Allow one minute for teams to choose a word, plan the drawing, and select a team member to represent the team.
- Choose the first team to draw. Set the timer for 30 seconds and say, *Go!*
- The player draws for 30 seconds as the other teams look on.
- After 30 seconds, have the other teams write their best guess for the word on an index card. Award 1 point to any team with a correct answer.
- Have the next team present its drawing.
- Play continues until each team presents three drawings. Encourage different students from a team to draw for the team.
- The winner is the team with the most points at the end of play.

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

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

Key Words

boomtown · claim · development
discovery · economy · effect
ghost town · investor · limited resources
mining · population · response
speculate



Key Words	
boomtown	investor
claim	limited
development	resources
discovery	mining
economy	population
ghost town	speculate

Talk About It

- How does the **play** format affect the way the story of this **boomtown** is told?
- In your opinion, were people smart to rush to Rhyolite? Why or why not?
I think _____. In my opinion, _____.
- Why do you think the author of *The Road to Rhyolite* chose a coyote as the narrator?

Learn test-taking strategies.
NGReach.com

Write About It

Reread the conversation between the **investor** and **Gish** on pages 426–427. Rewrite their conversation so that **Gish** ends up getting the better deal.

INVESTOR: You give me 50 percent of all the gold.

GISH: That's too much. We'll give you _____.

INVESTOR: _____.

GISH: _____.

INVESTOR: Deal!



438

Anthology page 438

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Answers Talk About It

- 1. Play** Possible response: As a play, *The Road to Rhyolite* makes it possible to include a narrator to explain the setting, plot, characters. Since it has many scenes, it is easy to move the story quickly through time so we can see how Rhyolite changes.
- 2. Express Opinions** Possible response: I think people were smart to rush to Rhyolite. In my opinion, it was a risk worth taking since gold was discovered and people were making money, .
- 3. Make Inferences** Possible response: The author chose a coyote as the narrator because the coyote could stay in the background and observe the action of the other characters. Also, a coyote would be there before, during, and after the people, so he would be a good choice to tell the whole story from start to finish.

Academic Talk

2 Talk About It Anthology page 438

Have partners use Key Words as they discuss the questions. Prompt students to elaborate on their answers, particularly question 3 when they why the author might have chosen a coyote as the narrator.

Then use the test-taking strategy lesson from NGReach.com and **Practice Master PM6.22** to ask more questions about the selection.

Writing

3 Write About It Anthology page 438

Have volunteers review the details of the discussion between the **investor** and Gish on pages 426–427. Ask: *How much does Gish want to give the investor at the start of their talk? How much does the investor want? What do they decide in the end?*

Read aloud the directions on page 438 and explain that “getting the better deal” means that Gish will get the amount of gold that he wants. Have students follow the prompts on the page and include numbers or percents that represent what Gish and the **investor** want at each step. Model an example of the writing:

GISH: We'll give you 20% of the gold.

INVESTOR: That's too low. You give us 30%.

GISH: That's still too much. You give us 25%.

INVESTOR: Deal!

Name _____ Date _____

Test-Taking Strategy Practice

Predict the Answer

Directions: Read each question about “The Road to Rhyolite.” Choose the best answer.

Sample

- What is a theme of “The Road to Rhyolite”?
 - Ⓐ Anyone can succeed if she works hard.
 - Ⓑ The West is an empty and lonely place.
 - Ⓒ Getting rich quick is a dream that often fails.
 - Ⓓ Ghost towns can be rebuilt.
- Why did so many settlers head to Rhyolite, Nevada?
 - Ⓐ Gold had been found near Bullfrog Mountain.
 - Ⓑ Families traveled to Rhyolite to look for work.
 - Ⓒ Two railroad lines had been built in Rhyolite.
 - Ⓓ People stopped there on their way to Las Vegas.
- The economy of Rhyolite changed after _____.
 - Ⓐ the investors left town
 - Ⓑ businesses went bankrupt
 - Ⓒ dynamite destroyed the mines
 - Ⓓ the earthquake in San Francisco

How did you use the test-taking strategy to answer the question?

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T438

PM6.22

Unit 6 | The Wild West

NGReach.com Practice Master PM6.22

Differentiate

BL Below Level

ISSUE Students confuse the six boxes on the page as a single chart.

STRATEGY Emphasize that each set of three horizontal boxes is its own chain. As students complete the chain for Act 1, have them cover the chain for Act 2 with a strip of paper or three self-stick notes. Before they add a Second Effect, have them make sure that the event comes from Act 1. Repeat the process as they complete the chain for Act 2.

SN Special Needs

ISSUE Students have difficulty following the sequence of the boxes in each chain.

STRATEGY Point out the arrows that connect each box in a chain from left to right and remind students that the chart reads in the same direction as text. Have students trace the order of the chart for Act 1 with a finger as you say: *Cause, First Effect, Second Effect*.

AL Above Level

ISSUE Students easily complete their cause-and-effect chains.

STRATEGY Challenge students to explain in detail how the two chains are connected.

Name _____ Date _____

Cause-and-Effect Chain

The Road to Rhyolite

Work with a partner. Complete the cause-and-effect chain below to show the major causes and effects in the play *The Road to Rhyolite*.

Cause	First Effect	Second Effect
Act 1 Shorty and Eddie discover gold.	Miners and investors come.	Rhyolite becomes a boomtown.
Act 2 Gold mines are drying up.	Businesses in Rhyolite are going bankrupt.	Rhyolite becomes a ghost town.

Talk with a partner about other effects you may have observed in the play. Then retell the play to each other.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T438a PM6.23 Unit 6 | The Wild West

Comprehension

4 Cause and Effect ✓ Anthology page 439

REVIEW Display **Student eEdition** page 439. Read aloud the instructions, and reinforce: *The cause explains why an event happens. An effect is what happens because of the cause.* Review that an effect can set off another chain of events that can cause something new to occur. It can have its own effects.

Model how to add a second effect for Act I. Explain: *On page 422, Shorty and Eddie discover gold. One effect of that discovery is that miners and investors come to Rhyolite. Because people come to Rhyolite, the town becomes a successful boomtown. I will add that as the second effect for Act 1.*

Have partners work together to complete **Practice Master PM6.23**. Circulate to observe that students write a chain of effects for a cause in Act 2. Use the questions below to support students.

See **Differentiate**

Chart Element	Guiding Questions
Cause	<i>What important event happens in Act 2?</i>
First Effect	<i>What happens because of that event? List this as the First Effect.</i>
Second Effect	<i>What happens because of that first effect? List this as the Second Effect.</i>

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect ✓

As students use the chains to retell the story to a partner, confirm that they follow a logical sequence of causes and effects.

If students have difficulty completing a cause-and-effect chain, have them reread the Investor’s dialogue on page 435 and write the three key events he describes on separate self-stick notes.

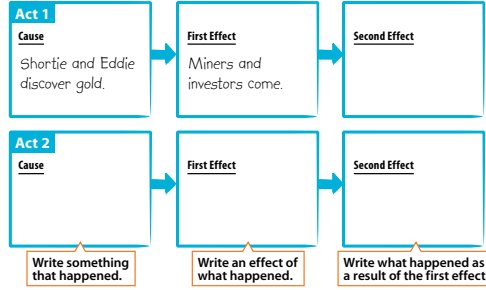
Ask questions to help students identify each event as the first effect, cause, or second effect: *What happens?* (Business is so bad that the business people are leaving town.) *Why does it happen?* (The miners start leaving Rhyolite.) *What other event happen as a result?* (The investors decide to leave, too.)

After students classify each event on the self-stick notes, have them attach the notes to complete the chain.

Cause and Effect

Use cause-and-effect chains to show what happened in Act 1 and Act 2 of *The Road to Rhyolite*.

Cause-and-Effect Chain



Talk to a partner. Use your cause-and-effect chains as you retell the selection in an order that makes sense. Use **Key Words** and your own words in your retelling. Be sure that it is correct and states the author's meaning.

_____ did _____.
So _____ As a result of this, _____.

Fluency Comprehension Coach

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

Talk Together

Think about how you would feel if you found something valuable in your own backyard. Draw a picture to show how you would feel. Write a sentence about your feeling. Use **Key Words** as labels. Share your picture with the class.

Anthology page 439

5 Fluency Anthology page 439

Have students read aloud the passage on **Practice Master PM6.24** or use the **Comprehension Coach** to practice fluency.

Check & Reteach

OBJECTIVE: Read with Fluency

Monitor students' oral reading.

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

6 Talk Together Anthology page 439

Read aloud the instructions. Review the meaning of *valuable* and have partners brainstorm ideas about something valuable they might find or would like to find. Display the Key Words as students draw and write about how they would feel.

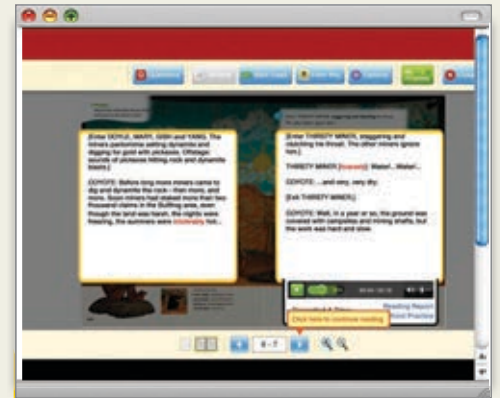


Daily Language Arts

Daily Spelling and Word Work
Test page T413s

Daily Grammar
Point out *This* in the first line on **Anthology** page 435. Then use page T413v to review and assess demonstrative pronouns.

Daily Writing Skills
Point out the concrete words Gish uses on **Anthology** page 434: *dirt and rocks and dirty socks*. Then use page T413x to review and assess concrete words and phrases.



NGReach.com Comprehension Coach

Name _____ Date _____

Fluency Practice

The Road to Rhyolite

Use this passage to practice reading with proper expression.

AGNES [to audience]: Well, here I am again. I know it doesn't seem possible, but two years have passed since I saw you last, and things are changing in Rhyolite. 13
26
30
[Enter miners: DOYLE, MARY, GISH, and YANG. They look glum.] 40
MARY [angrily]: The mines are drying up and so am I! 51
YANG: There is hardly any gold left in the ground. 61
GISH: There's only dirt and rocks and dirty socks. 70
DOYLE [sadly]: Looks like the good times are gone. 79
[Enter NEWSBOY carrying newspapers.] 83
NEWSBOY: Rhyolite businesses going bankrupt! Read all about it! 92
[AGNES grabs a newspaper and reads it. Exit NEWSBOY.] 101

From *The Road to Rhyolite*, page 386.

Expression

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

Accuracy and Rate Formula

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

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

WRAP-UP

Ask partners to create a short dialogue about boomtowns and ghost towns. Remind them to consider what they learned from this week's readings, and encourage them to use Key Words.

OBJECTIVES

Thematic Connection: Life on the Frontier

✔ Write a Journal Entry: Word Choice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A6.41

TECHNOLOGY ONLY

Sample Journal Entry: eVisual 6.22

Trait: Word Choice: eVisual 6.23

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Use Concrete Words and Phrases	CC.5.W.3.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 Audiences	CC.5.W.10

Language and Vocabulary

Demonstrate Command of Grammar	CC.5.L.1
Demonstrate Command of Spelling	CC.5.L.2
Use Knowledge of Conventions	CC.5.L.3

Write a Journal Entry

Display and read aloud the prompt.

You are a miner in Rhyolite who is keeping a journal for himself about his experiences. Write a journal entry about what your life as a miner is like and how you feel about it.

Study a Model

Read a Journal Entry

Explain: *Let's read one student's journal entry.* Display and read aloud **eVisual 6.22**.



Sample Journal Entry

Oct. 15, 1905 Rhyolite, Nevada

Gold does NOT lie around just waiting to be picked as the stories say. I have yet to find any nuggets. I have to dig for those out here, and digging is backbreaking labor under a scorching sun. Mine is dirty and dangerous work. The air in this desolate landscape is so dry that it sucks the saliva right out of your mouth. You'd think the nights would bring some relief, but they're excruciatingly cold. We miners are looking for an investor now to buy us a rock crusher. That would make our work so much easier. But honest investors are hard to find. Mostly they just want to exploit our labor and take all the profits as theirs. But I still hope to strike it rich and return East a wealthy man.

NGReach.com Sample Journal Entry: eVisual 6.22



INTERACTIVE WHITEBOARD TIP: Underline the concrete words and phrases.

Review the Trait: Word Choice

Remind students: *Writers choose their words carefully to make their writing clear. In this project, we are going to focus on using concrete words and phrases.*

Display and read aloud **eVisual 6.23**.



Writing Trait: Word Choice

Choosing the right words means

- using concrete words and phrases
- using vivid and colorful words for descriptions

NGReach.com Trait: Word Choice: eVisual 6.23



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

Read aloud the following sample: *Digging is hard work. The weather is dry.*

The days are hot, and the nights are cold. Ask: *What is wrong with these sentences?*

(Some words are vague. The writing is not very descriptive.) *How could we improve them?* (Replace vague words with concrete words and phrases. Add vivid words.)

Reread **eVisual 6.22**, pointing out concrete words and phrases and vivid words.



Prewrite

Choose a Topic

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

Role: Miner

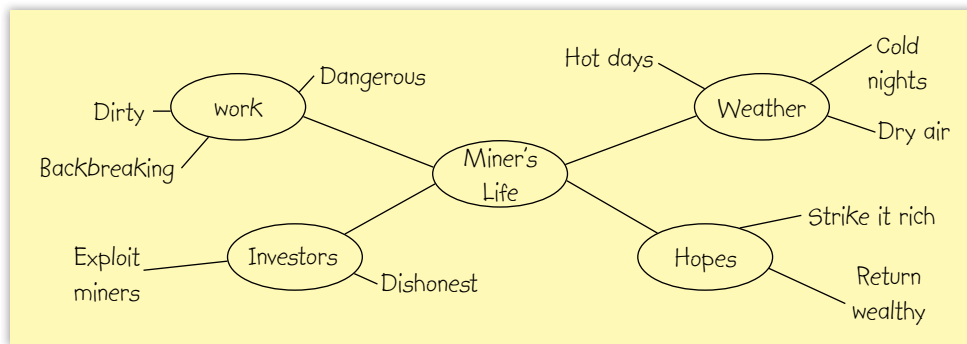
Audience: Self

Form: Journal entry

To help students come up with topics, have them work in small groups to brainstorm ideas about which aspects of a miner's life they could describe. Have students jot down notes as they think of ideas and then work independently to decide on a topic for the RAFT.

Get Organized

Review the sample: *The journal entry is good descriptive writing. It includes many details that make the miner's life easy to picture.* Display an idea web and discuss it: *You can use a web to organize the topics you will describe and the details you will use to make them come to life.* Model using ideas from the journal entry to complete the web.



Idea Web

Have students use idea webs to plan their journal entries.

Draft

Write Ideas

Have students begin drafting their journal entries. Tell them to decide on an order in which to describe the details they want to include. Then have students select an appropriate layout from **Magazine Maker** in which to draft their journal entries. Remind them to focus on using concrete words and phrases to make the writing clear.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have trouble verbalizing information to include.

STRATEGY Have students draw pictures of what they want to describe. Then work with individuals to list concrete words and phrases to describe each picture.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T413s–T413t

Daily Grammar ✓

Have students find the possessive and demonstrative pronouns in the journal entry. (*those, Mine, theirs*) Use pages T413u–T413v to practice possessive and demonstrative pronouns.

Daily Writing Skills ✓

Point out the concrete words and phrases that make the journal entry clear. Then use pages T413w–T413x to practice using concrete words and phrases.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Ask listeners to retell what they heard and to offer ideas to improve the word choice. Display language frames to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> • The things you describe are _____. • Some examples are _____. • You feel _____ about your life as a miner. 	<ul style="list-style-type: none"> • You could include another example of _____. • You could change the vague word _____ to a concrete word. • Could you make the description of _____ clearer?

Make Changes

Have students revise their journal entries. Remind students to use concrete words and phrases to make their journal entries clear.

Demonstrate how to insert text in **Magazine Maker**: *Place the cursor where you want the new text to appear. Type your addition and move the cursor out of the text area. Save your changes.*

Differentiate

AL Above Level

ISSUE Students complete the assignment with ease, using concrete words and phrases.

STRATEGY Have students do additional research on the different kinds of mines in the late 1800s. They can then add details to their journal entries that describe conditions in the mines and what it was like to work there.

See **Differentiate**

Student Sample: Revise

Gold does NOT lie around just waiting to be picked as the stories say. I have yet to find any nuggets. I have to dig for those here, and digging is hard work. The sun is hot, too. Mine is dirty and dangerous work. It is dry here. You'd think the nights would bring some relief, but they're cold. We miners are looking for an investor now to buy us a rock crusher. Those would make our work so much easier. But honest investors are hard to find. Mostly they just want to exploit our labor and take all the profits as his. But I still hope to strike it rich and return East a wealthy man.

Sample Analysis

I need a more concrete description of how hard the work is.

I could use concrete words to better explain how dry it is.

I need to add a more vivid word to tell how cold the nights are.



Edit and Proofread

Check the Journal Entry

Have students check their grammar and spelling, focusing on the Week 3 spelling words and on possessive and demonstrative pronouns.

Student Sample: Review

Sample Analysis

Gold does NOT lie around just waiting to be picked as the stories say. I have yet to find any nuggets. I have to dig for those out here, and digging is backbreaking labor under a scorching sun. Mine is dirty and dangerous work. The air in this desolate landscape is so dry that it sucks the saliva right out of your mouth. You'd think the nights would bring some relief, but they're excruciatingly cold. We miners are looking for an investor now to buy us a rock crusher. Those would make our work so much easier. But honest investors are hard to find. Mostly they just want to exploit our labor and take all the profits as his. But I still hope to strike it rich and return East a wealthy man.

- I will change *Those* to *That* to make the pronoun and antecedent agree.
- I misspelled *exploit*. I'll fix that.
- I will change *his* to *theirs* to make the pronoun and antecedent agree.

Publish and Present

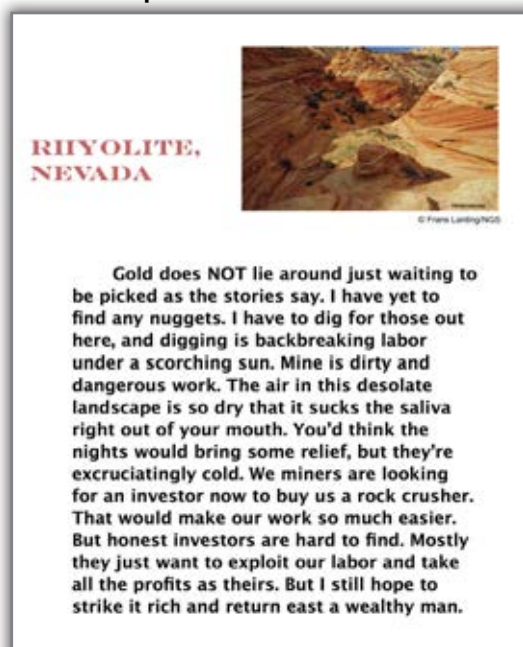
Make a Final Copy

Have students make a sketch or find a photo, scan it into a computer, and then import it into their journal entry in **Magazine Maker**. Then have students add dates and print their work.

Share with Others

Review: *Read aloud with expression to keep listeners' attention*. Model reading a journal entry aloud. Then have students read their work. Help students bind their journal entries as a scrapbook. Then have them make copies and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess students' work.

Student Sample: Publish



Writing Rubric

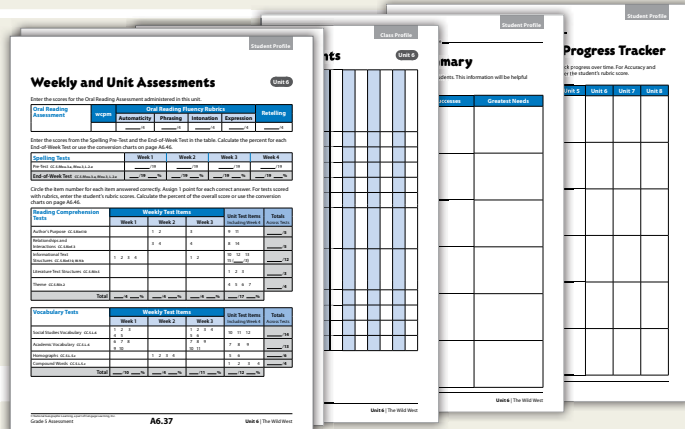
Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and a central idea that is supported by relevant details and examples. The writer's ideas are clear and specific. The writer's ideas are supported by relevant details and examples. The writer's ideas are clear and specific. The writer's ideas are supported by relevant details and examples.	The writing has a clear structure and a clear purpose. The writer's ideas are organized in a logical and coherent way. The writer's ideas are organized in a logical and coherent way. The writer's ideas are organized in a logical and coherent way.	The writing has a strong voice and a clear point of view. The writer's voice is consistent throughout the writing. The writer's voice is consistent throughout the writing. The writer's voice is consistent throughout the writing.	The writing uses a variety of words and phrases to convey the writer's message. The writer's word choice is effective and appropriate for the audience and purpose. The writer's word choice is effective and appropriate for the audience and purpose.	The writing is easy to read and flows smoothly. The writer's sentences are varied and well-constructed. The writer's sentences are varied and well-constructed. The writer's sentences are varied and well-constructed.	The writing is free of errors in grammar, spelling, and punctuation. The writer's conventions are used correctly and consistently. The writer's conventions are used correctly and consistently. The writer's conventions are used correctly and consistently.	The writing is presented in a clear and professional way. The writer's presentation is neat and organized. The writer's presentation is neat and organized. The writer's presentation is neat and organized.
3	The writing has a clear focus and a central idea that is supported by relevant details and examples. The writer's ideas are clear and specific. The writer's ideas are supported by relevant details and examples. The writer's ideas are clear and specific. The writer's ideas are supported by relevant details and examples.	The writing has a clear structure and a clear purpose. The writer's ideas are organized in a logical and coherent way. The writer's ideas are organized in a logical and coherent way. The writer's ideas are organized in a logical and coherent way.	The writing has a strong voice and a clear point of view. The writer's voice is consistent throughout the writing. The writer's voice is consistent throughout the writing. The writer's voice is consistent throughout the writing.	The writing uses a variety of words and phrases to convey the writer's message. The writer's word choice is effective and appropriate for the audience and purpose. The writer's word choice is effective and appropriate for the audience and purpose.	The writing is easy to read and flows smoothly. The writer's sentences are varied and well-constructed. The writer's sentences are varied and well-constructed. The writer's sentences are varied and well-constructed.	The writing is free of errors in grammar, spelling, and punctuation. The writer's conventions are used correctly and consistently. The writer's conventions are used correctly and consistently. The writer's conventions are used correctly and consistently.	The writing is presented in a clear and professional way. The writer's presentation is neat and organized. The writer's presentation is neat and organized. The writer's presentation is neat and organized.
2	The writing has a clear focus and a central idea that is supported by relevant details and examples. The writer's ideas are clear and specific. The writer's ideas are supported by relevant details and examples. The writer's ideas are clear and specific. The writer's ideas are supported by relevant details and examples.	The writing has a clear structure and a clear purpose. The writer's ideas are organized in a logical and coherent way. The writer's ideas are organized in a logical and coherent way. The writer's ideas are organized in a logical and coherent way.	The writing has a strong voice and a clear point of view. The writer's voice is consistent throughout the writing. The writer's voice is consistent throughout the writing. The writer's voice is consistent throughout the writing.	The writing uses a variety of words and phrases to convey the writer's message. The writer's word choice is effective and appropriate for the audience and purpose. The writer's word choice is effective and appropriate for the audience and purpose.	The writing is easy to read and flows smoothly. The writer's sentences are varied and well-constructed. The writer's sentences are varied and well-constructed. The writer's sentences are varied and well-constructed.	The writing is free of errors in grammar, spelling, and punctuation. The writer's conventions are used correctly and consistently. The writer's conventions are used correctly and consistently. The writer's conventions are used correctly and consistently.	The writing is presented in a clear and professional way. The writer's presentation is neat and organized. The writer's presentation is neat and organized. The writer's presentation is neat and organized.
1	The writing has a clear focus and a central idea that is supported by relevant details and examples. The writer's ideas are clear and specific. The writer's ideas are supported by relevant details and examples. The writer's ideas are clear and specific. The writer's ideas are supported by relevant details and examples.	The writing has a clear structure and a clear purpose. The writer's ideas are organized in a logical and coherent way. The writer's ideas are organized in a logical and coherent way. The writer's ideas are organized in a logical and coherent way.	The writing has a strong voice and a clear point of view. The writer's voice is consistent throughout the writing. The writer's voice is consistent throughout the writing. The writer's voice is consistent throughout the writing.	The writing uses a variety of words and phrases to convey the writer's message. The writer's word choice is effective and appropriate for the audience and purpose. The writer's word choice is effective and appropriate for the audience and purpose.	The writing is easy to read and flows smoothly. The writer's sentences are varied and well-constructed. The writer's sentences are varied and well-constructed. The writer's sentences are varied and well-constructed.	The writing is free of errors in grammar, spelling, and punctuation. The writer's conventions are used correctly and consistently. The writer's conventions are used correctly and consistently. The writer's conventions are used correctly and consistently.	The writing is presented in a clear and professional way. The writer's presentation is neat and organized. The writer's presentation is neat and organized. The writer's presentation is neat and organized.



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A6.37–A6.38
- Class Profile:** Weekly and Unit Assessments A6.39
- Student Profile:** Strengths and Needs Summary A6.40
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Cause and Effect:** Reteaching Master RT6.7
- Visualize:** Reteaching Master RT6.8

ADDITIONAL PRACTICE

Comprehension Coach

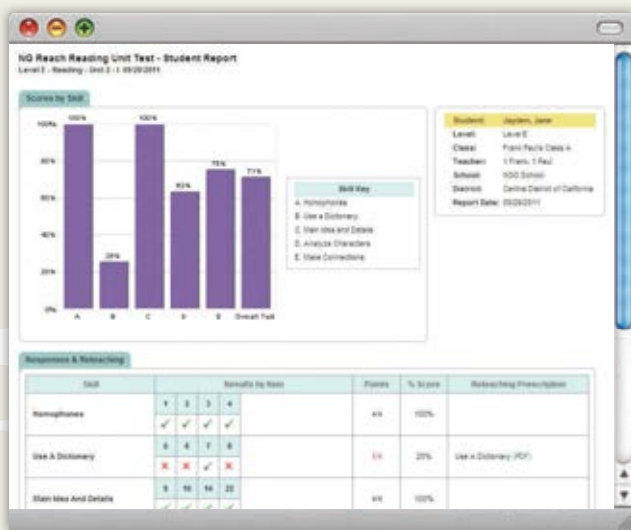
Fluency

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 T413s–T413t

Grammar and Writing

RETEACH

- Possessive Pronouns:** Anthology Handbook, page 645
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Word Choice:** Reteaching Master RT6.9

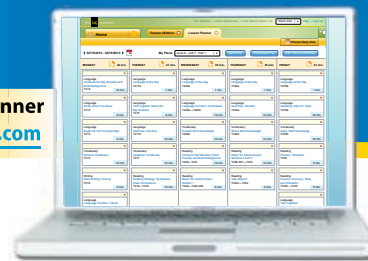
ADDITIONAL PRACTICE

More Grammar Practice PM6.25

Daily Writing Skills Practice, pages T413w–T413x

Week 4 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening 🕒 5–10 minutes	Academic Talk CC.5.SL.1.d; CC.5.SL.4 Discuss the Big Question T439q	Academic Talk CC.5.SL.1.a Preview and Predict T440c
	Language and Vocabulary 🕒 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Pretest; Words with <i>oo, ew, au, aw, al,</i> CC.5.Rfou.3.a; <i>all,</i> and Commonly Misspelled Words T439k CC.5.L.2.e	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T439k CC.5.Rfou.3.a; CC.5.L.2.e
	Reading 🕒 20–40 minutes	Reading Read Aloud: Narrative Poem T440a	Reading CC.5.Rlit.5; Read a Narrative Poem T441–T446 CC.5.Rlit.10
	Writing 🕒 15–45 minutes	Power Writing T439q CC.5.W.10 Daily Writing Skills CC.5.L.5 Use Figurative Language T439o Writing CC.5.W.2, CC.5.W.9a; Write Poetry T440b CC.5.W.10 Writing Project: Narrative Poem CC.5.W.3.d; CC.5.W.4; Study a Model T450 CC.5.W.5; CC.5.W.10; CC.5.L.5	Power Writing T440c CC.5.W.10 Daily Writing Skills CC.5.L.5 Use Figurative Language T439o Writing CC.5.W.2; CC.5.W.10 Write a Response T447 Writing Project: Narrative Poem CC.5.W.3.d; CC.5.W.4; Prewrite T450 CC.5.W.5; CC.5.W.10; CC.5.L.5
SMALL GROUP READING TIME		Read Social Studies Articles	Read Fiction Books
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG23	Vocabulary CC.5.L.6 Learn Story Words SG24–SG25
		Reading CC.5.Rinf.1; CC.5.Rinf.5 Compare Text CC.5.Rinf.10 Structures: Chronology SG22 Build Comprehension SG23	Reading CC.5.Rlit.5; CC.5.Rlit.10 Introduce SG24–SG25 Read SG26–SG27 ☑ Visualize SG26–SG27 ☑ Explain the Structure of a Poem SG26–SG27



LEARNING STATION TIME	
🕒 20 minutes	
	Speaking and Listening T439i CC.5.SL.2 Language and Vocabulary T439i CC.5.L.6 Writing T439i CC.5.W.5; CC.5.W.10; CC.5.L.4.c Cross-Curricular T439j CC.5.W.7; CC.5.W.8; CC.5.SL.4; CC.5.SL.5 Reading and Intervention CC.5.Rlit.10; CC.5.Rinf.10; T439j; SG68 CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.Rfou.4.c

BIG Question What does it take to settle a new land?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.1.a
Talk Together T448


Daily Spelling and Word Work CC.5.Rfou.3;
CC.5.Rfou.3.a; CC.5.L.2
✓ Practice T439I

Daily Grammar CC.5.L.1
✓ Different Kinds of Pronouns T439n, T448a

Vocabulary Review CC.5.L.6
✓ Review Social Studies and Academic Vocabulary T447a

Reading CC.5.Rlit.5;
CC.5.Rlit.10
Reread a Narrative Poem T447a

Comprehension CC.5.Rlit.5;
C.5.Rlit.10
✓ Compare Genres T447a



Fluency CC.5.Rfou.4.b
✓ Practice Expression T368

Power Writing T447a CC.5.W.10
Daily Writing Skills CC.5.L.5
Use Figurative Language T439p

Writing CC.5.W.10; CC.5.L.1;
CC.5.L.3
Write to Reinforce Grammar T449

Writing Project: Narrative Poem CC.5.W.3.d; CC.5.W.4;
CC.5.W.5; CC.5.W.10; CC.5.L.5
Draft T451

Day 4

Read and Comprehend

Academic Talk CC.5.SL.6
Compare Scenes T449d


Daily Spelling and Word Work CC.5.L.2.e; CC.5.L.4.c
✓ Practice T439I

Daily Grammar CC.5.L.1; CC.5.L.2
Writing and Grammar T439n

Vocabulary Practice CC.5.Rfou.3; CC.5.L.4;
CC.5.L.6
✓ Compound Words T449c

Reading CC.5.Rlit.2
Read a Play T449ba

Comprehension CC.5.Rlit.2
✓ Determine Theme T449a



Fluency CC.5.Rfou.4.b
✓ Model and Practice Expression T449b

Power Writing T449a CC.5.W.10
Daily Writing Skills CC.5.L.5
Revise Using Figurative Language T439p

Writing CC.5.W.3.b, CC.5.W.10
Write About Theme T449d

Writing Project: Narrative Poem CC.5.W.3.d; CC.5.W.4;
CC.5.W.5; CC.5.W.10;
CC.5.L.5
Revise; Edit and Proofread T452

Day 5

Review and Apply

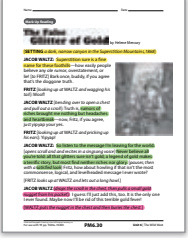
Academic Talk CC.5.SL.1.a
Relate Readings to the Big Question T449h

Daily Grammar CC.5.L.1
Review and Assess T439n

Vocabulary Practice CC.5.Rfou.3; CC.5.L.4;
CC.5.L.6
✓ Compound Words T449e

Reading CC.5.Rlit.2
Reread a Play T449f

Comprehension CC.5.Rlit.2;
CC.5.Rlit.10
✓ Review and Integrate Ideas: Determine Theme T449f
Compare Themes T449g



Power Writing T449e CC.5.W.10
Daily Writing Skills CC.5.L.5
Review and Assess T439p

Writing CC.5.W.3.b, CC.5.W.10
Compare Drama and Poetry T449g


Writing Project: Narrative Poem CC.5.W.3.d; CC.5.W.4;
CC.5.W.5; CC.5.W.10;
CC.5.L.5
Publish and Present T453

Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.5.Rlit.5; CC.5.Rlit.10
Read and Integrate Ideas SG24–SG25

✓ Visualize SG26–SG27
✓ Explain the Structure of a Poem SG26–SG27




Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.5.Rlit.5; CC.5.Rlit.10
Read and Integrate Ideas SG24–SG25

✓ Visualize SG26–SG27
✓ Explain the Structure of a Poem SG26–SG27


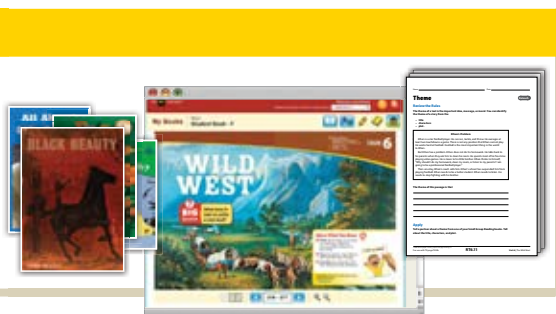


Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.5.Rlit.2; CC.5.Rlit.3;
CC.5.Rlit.10;
CC.5.SL.1.a
Connect Across Texts SG27

Writing CC.5.W.2
Choose a Writing Option SG27

ASSESSMENT & RETEACHING

Assessment and Reteaching T453a–T453b

- ✓ Reading Comprehension Unit Test A6.23–A6.30 CC.5.Rlit.10
- ✓ Reading Strategy Assessment SG6.30–SG6.31 CC.5.Rinf.10
- ✓ Oral Reading Assessment A0.1–A0.3 CC.5.Rfou.4
- ✓ Vocabulary Unit Test A6.31–A6.32 CC.5.L.6

- ✓ Spelling Test: Words with *oo*, *ew*, *au*, *aw*, *al*, and Commonly Misspelled Words T439k CC.5.Rfou.3;
CC.5.Rfou.3.a;
CC.5.L.2.e
- ✓ Writing, Revising, and Editing Unit Test A6.33–A6.36 CC.5.W.5;
CC.5.W.10

Reteaching Masters RT6.10–RT6.13

Week 4 Learning Stations

Speaking and Listening

Option 1: Perform a Skit



Ask partners to use their ideas to create and perform a skit about their lives as vaqueros:

- Have partners look back at the story “A Day in the Life of a Vaquero” on **Anthology** pages 405–411 and discuss what a vaquero does.
- Have partners imagine they are vaqueros and tell each other what they do during the day.

Option 2: Gold Rush Shipwreck



Have students summarize a video about a shipwreck from the Klondike Gold Rush.

- To watch the video have students go to Resources > Unit 6 > Learning Stations > Week 4 > Gold Rush Shipwreck.

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

Language and Vocabulary

Key Words

boomtown · claim · development · discovery
economy · effect · ghost town · investor
limited resources · mining · population
response · speculation

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

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

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

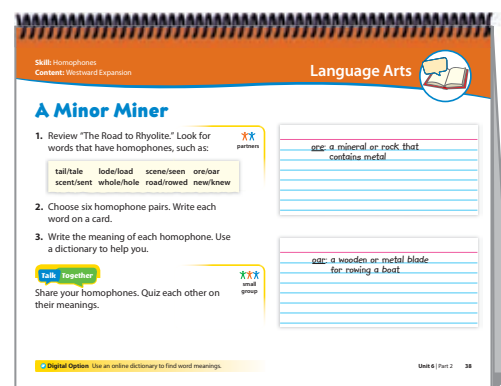
Have students expand their word knowledge.

- Under Add More Information > Use This Word > Write a Sentence, have students write a sentence for each Key Word.
- Under Add More Information > Use This Word > Write More, have students use the words to write about frontier life.

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

Writing

Option 1: A Minor Miner



PROGRAM RESOURCES & MATERIALS

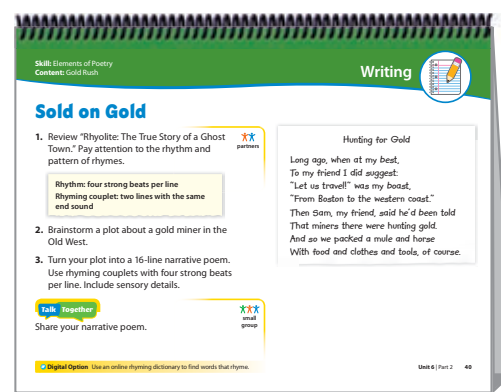
Language and Literacy Activities: Card 38

Teacher's Guide on NGReach.com

dictionary (online optional) • index cards

Understand Word Relationships CC.5.L.5
Consult Print and Digital Materials
for Meaning CC.5.L.4.c

Option 2: Sold on Gold



PROGRAM RESOURCES

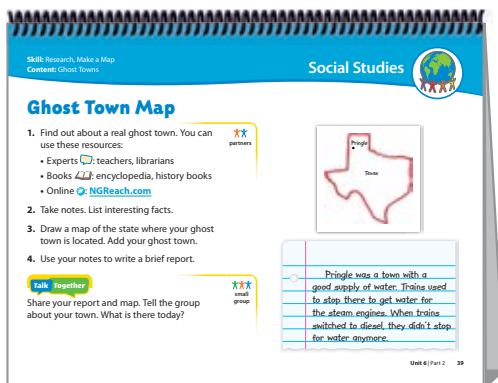
Language and Literacy Activities: Card 40

Teacher's Guide on NGReach.com

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

Cross-Curricular

Option 1: Ghost Town Map



Social Studies

Ghost Town Map

- Find out about a real ghost town. You can use these resources:
 - Experts: teachers, librarians
 - Books: encyclopedia, history books
 - Online: NGReach.com
- Take notes. List interesting facts.
- Draw a map of the state where your ghost town is located. Add your ghost town.
- Use your notes to write a brief report.

Talk Together
Share your report and map. Tell the group about your town. What is there today?

Pringle was a town with a good supply of water. Trains used to stop there to get water for the steam engines. When trains switched to diesel, they didn't stop for water anymore.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 39

Teacher's Guide on NGReach.com

Students Resources Directory

encyclopedia • history books • colored markers

Conduct Research	CC.5.W.7
Summarize Information	CC.5.W.8

Option 2: Rhyolite the Rock



NGReach.com Student Resources

Display the writing prompt:

Read about the rock, Rhyolite. Write five of the most interesting facts you learned. Draw a picture of rhyolite. Share and compare your facts and drawings with a partner.

To view an article about the volcanic rock Rhyolite, have students go to Resources > Unit 6 > Learning Stations > Week 4 > About Rhyolite.

Report on a Topic	CC.5.SL.4
Include Visuals in Presentations	CC.5.SL.5

Reading

Option 1: Additional Reading

PROGRAM RESOURCES

Week 4 Small Group Reading Titles, page SG22

Independent Reading Recommended Books, page SG68

Have students choose a book they haven't read before from the Week 4 Small Group reading titles, the Independent Reading Recommended Books, or the Leveled Book Finder.

After reading, have students write a description of one of the characters. Students may also wish to take books home for additional reading.

Read and Comprehend Literature	CC.5.Rlit.10
--------------------------------	--------------

Option 2: Boomtown



NGReach.com Student Resources

To read about San Francisco during the Gold Rush, have student go to Resources > Unit 6 > Learning Stations > Week 4 > Gold Rush Fever.

Then display the writing prompt:

Rhyolite was a boomtown that turned into a ghost town. Describe what happened in San Francisco during the Gold Rush. Why didn't San Francisco become a ghost town?

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 RT6.11–RT6.14.

Additional Resources

Reach into Phonics



Lessons 93 and 94.

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

ESL Kit



ESL Teacher's Edition pages T440a–T455

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Life on the Frontier

✓ Words with *oo, ew; au, aw; al, all*

✓ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with *oo, ew; au, aw; al, all*

1. alternate	Their mood alternates between joy and sorrow.
2. applaud	Everyone applauded the miner's great success.
3. austere	Most settlers lived in austere cabins or dugouts with simple furnishings.
4. booth	The information booth offers a map and history of the ghost town.
5. cautious	To avoid injury, travelers had to be very cautious when crossing rivers in wagons or on horseback.
6. downfall	When the gold ran out, it was our town's downfall .
7. flawless	My flawless plan for digging a well cannot possibly fail.
8. gloomy	The miner was sad and gloomy because he didn't find any gold.
9. halter	Put the halter on the pack mule and lead it this way.
10. haunches	If you tap your heels on a horse's haunches , it will move forward.
11. noose	I made a noose with the rope and looped it around the horse's neck.
12. pewter	Sheets of rain fell from pewter -colored clouds.
13. skewed	The sheriff skewed the data so it looked like he'd caught more outlaws than he really had.
14. sprawling	The tiny railroad town grew into a sprawling city.
15. squall	When the squall blew in, rain soaked everything.

Watch-Out Words

16. hoard	Pioneers would often hoard summer crops so they had enough to eat in the winter.
17. horde	Sometimes a horde of ants would destroy saved food.
18. sole	I was the sole person left in town after everyone left.
19. soul	The inspiring poem spoke of the essential soul , or spirit, of the typical pioneer.

Words with *au, aw, al, all* Day 2



Option 1

MATERIALS

index cards, 10 per pair of students

Teach

Display the words *haunches* and *flawless*, circle *au* and *aw*, and pronounce the words. Explain: *The letters au and aw can both spell the /ô/ sound.* Display the words *alternate* and *downfall*, circle *al* and *all*, and pronounce the words. Explain: *The letters al and all spell the /ôl/ sounds at the end of a syllable.*

Prepare

- Assign partners and have partners collaborate to write each of the ten spelling words with *au, aw, al, and all* on a separate card.
- Then have partners write each of these phrases on a separate card: *au* as in *auto*, *aw* as in *awful*, *al* as in *also*, and *all* as in *ball*.

Play a Game

- Have one partner take the phrase cards and the other the word cards.
- Have the partner with the word cards hold up one card at a time. The other partner holds up the appropriate phrase card, says the phrase, and orally spells the word with his or her eyes closed.
- Have partners switch roles to repeat the activity.

Apply Phonics Skills

Use Letter-Sound Correspondences to Read Multisyllabic Words

CC.5.Rfou.3

CC.5.Rfou.3.a

What's My Word? Day 2



Option 2

Prepare

Arrange students in groups and have them collaborate to write a list of the spelling words.

Play a Game

- Have one student act as the game host and silently choose a word from the list. The host then draws a blank for each letter in the word and draws a stick figure with five balloons.
- Have players take turns trying to guess a letter in the word. If a player guesses a letter in the word, the host writes the letter in the appropriate space. If not, the host erases one of the balloons.
- Players try to spell the word before all the balloons are erased. The player who correctly guesses and spells the word first earns a point. If all the balloons are erased before the word is guessed, the host earns a point.
- Have players take turns hosting the game. Play continues until all the words have been spelled. The player with the most points wins.

Spell Grade-Appropriate Words

CC.5.L.2.e



Word with ew, oo

Day 3



Option 1

MATERIALS

construction paper • 12 index cards per group • 4 colored markers

Teach

Display the words booth and pewter, circle oo and ew, and pronounce the words. Explain: The letters oo and ew can spell the long u sound.

Prepare

- Arrange students in groups of four and have them collaborate to create a game board with 20 spaces. Have students label each space by alternating the letter pairs: au, aw, al, all, oo, ew.
• Have groups label the 12 index cards to make two cards for each letter pair. Have students shuffle the cards and stack them face down.

Play a Game

- Have a player draw a card and display the letter pair.
• The other players choose a spelling word with that letter combination for the player to spell. If the player correctly spells the word, the player advances his or her colored marker to the first space on the board with that letter pair. If not, the player waits for his or her next turn.
• Players take turns drawing cards and spelling words to move through the game board. If players run out of cards, they reshuffle the cards and continue to play. The first player to reach the finish wins.
• If time allows, have groups play again.

Apply Phonics Skills CC.5.Rfou.3
Use Letter-Sound Correspondences to Read Multisyllabic Words CC.5.Rfou.3.a

Find Hidden Words

Day 3



Option 2

Create Sentences

Have each student list the spelling words and look for smaller words inside them. Have students underline the smaller words. Then challenge them to write sentences that include both the smaller word and the spelling word. Provide examples:

- 1. Trees loom in the gloomy darkness.
2. The austere cabin belongs to us.
3. His own mistakes led to his downfall.

Demonstrate Command of Spelling CC.5.L.2

Go West!

Day 3



Option 3

Design a Poster

Have partners collaborate to design a poster that encourages settlers to move west and uses at least three of the four Watch-Out Words.

Demonstrate Command of Spelling CC.5.L.2

Word Scramble

Day 4



Option 1

MATERIALS

scissors • timer • index cards, 5 per student

Prepare

- Assign five different spelling words to each student in a group of four. One word will be assigned twice.
• Have each student neatly print his or her assigned words on a separate card, leaving space between the letters for cutting. Then have students cut their words apart into separate letters.

Play a Game

- Have each player mix his or her letters and exchange them with another player.
• Using the letters, players try to put together as many spelling words as possible in a designated amount of time.
• When time is up, players earn a point for each word they completed and spelled correctly.
• Have players exchange cards after each round of play so that each player has a chance to spell all the spelling words. After the last round, the player with the most points wins.



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

Use a Dictionary

Day 4



Option 2

MATERIALS

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

Prepare

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

Play a Game

- Join the teams. Set all the cards on a table with the definitions visible.
• Have members from each team take turns choosing a card, reading the definition, and stating and spelling the word that goes with it.
• If a student names and spells a word correctly, his or her team keeps the card. If a student states the wrong word or misspells the word, the card goes back on the table.
• Play continues until all words have been spelled correctly.

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

Week 4 Daily Grammar

OBJECTIVES

Thematic Connection: Life on the Frontier

Use Indefinite Pronouns

COMMON CORE STANDARDS

Demonstrate Command of Grammar and Usage

Demonstrate Command of Punctuation

CC.5.L.1

CC.5.L.2

Day 1

PROGRAM RESOURCES

Indefinite Pronouns: eVisual 6.25

Game: Practice Master 6.26

MATERIALS

coins, one per pair of students • game markers, 2 per pair

Teach the Rules

Use the suggestion on page T440b to introduce indefinite pronouns. Explain: *Use an indefinite pronoun when you are not talking about a specific person or thing.* Then use **eVisual 6.25**.

Indefinite Pronouns

- These **indefinite pronouns** are always singular and need a **singular verb**.

anybody	either	neither	Neither is my friend.
one	anyone	everybody	Everyone moves
nobody	somebody	anything	away.
everyone	no one	someone	Nobody was left.
each	everything	nothing	Each has half of the gold.
something			

Indefinite Pronouns: eVisual 6.25

Play a Game

Distribute **Practice Master 6.26**, and have partners play the game.

Differentiate

EL English Learners

ISSUE In Spanish and Haitian Creole double negatives are used with some indefinite pronouns. Students may say *I don't see no one* or *I no see no one*.

STRATEGY Explain that in English, only one negative in a sentence is enough to convey meaning. Read each of these sentences aloud, and have students repeat after you: *I see nobody; I see no one; I see nothing.* Then guide students to say additional oral sentences with *nobody, no one, and nothing.*

Name _____ Date _____

Grammar Game
Indefinite Pronoun Race

Directions:

- Play with a partner. Put your marker on START.
- Flip a coin. Move one space for heads. Move two spaces for tails.
- Read the word in the space.
 - If it is an indefinite pronoun, use it in an oral sentence.
 - If your partner agrees that your sentence is correct, take another turn.
 - If the word is not an indefinite pronoun or your sentence was incorrect, your partner takes a turn.
- The first player to reach the FINISH wins.

START	something	everybody	his	their
			not indefinite	not indefinite
	yours	either	ours	everyone
	not indefinite	not indefinite		no one
	anything			
	neither	this	each	nothing
				anybody
				its
	ours	anyone	someone	those
	not indefinite		not indefinite	everything
	somebody			
	that	one	they	nobody
	not indefinite	not indefinite		FINISH

For use with TE p. T439m PM6.26 Unit 4: The Wild West

Practice Master PM6.26

Day 2

PROGRAM RESOURCES

More Indefinite Pronouns:

eVisual 6.29

Game: Practice Master 6.27

Teach the Rules

Use the suggestion on page T446 to review indefinite pronouns. Then reinforce with **eVisual 6.29**.

More Indefinite Pronouns

- These **indefinite pronouns** are always plural and take a **plural verb**.
 - Many** of the residents **are** upset.
 - both few many several
- These **indefinite pronouns** can be either singular or plural.
 - Most** of the **people are** moving.
 - all any most none some
 - Most** of the **town is** gone.
- Look at the phrase that follows the indefinite pronoun. If the **noun** or **pronoun** in the phrase is plural, use a **plural verb**. If it is singular, use a **singular verb**.
 - Some** of **us are** staying.
 - Some** of **it is** enough for me.

More Indefinite Pronouns: eVisual 6.29

Play a Game

Distribute **Practice Master 6.27**. Have groups play.

Differentiate

BL Below Level

ISSUE Students have trouble sorting pronouns in the columns.

STRATEGY Complete the chart with students. Explain: *Add an "of phrase" to each sentence using a pronoun from the right column. Use are if a plural noun follows the word of. Use is if a singular noun follows of.*

Name _____ Date _____

Grammar Game
Sort It!

Directions:

- Players take turns writing a pronoun from the word bank into a box in the correct column of the chart until all of the pronouns are in the chart.
- Player 1 chooses a column entry, reads the pronoun in it, and uses the pronoun in an oral sentence.
- The other players decide whether the pronoun and the verb in the sentence agree. If they agree, Player 1 writes his or her initials in the box.
- Player 2 and Player 3 take their turns until initials fill the chart.
- The player with the most boxes at the end is the winner.

both	few	most
many	all	several
all	none	any

Infinite pronouns that are always plural	Infinite pronouns that can be singular or plural
both	all
few	any
many	most
several	none
	some

For use with TE p. T439m PM6.27 Unit 4: The Wild West

Practice Master PM6.27



Day 3

MATERIALS

timer

Teach the Rules

Use Anthology page 449 to review possessive, demonstrative, and indefinite pronouns.

Give students an example of a possessive pronoun and use it in an oral sentence: theirs: The town is theirs. Ask students to identify the kind of pronoun and use the pronoun in their own oral sentence. Repeat for demonstrative and indefinite pronouns: this: This is my nicest watch; everyone: Everyone is at home.

Play a Game

Have each student create a chart, such as the one below.

Possessive Pronouns	Demonstrative Pronouns	Indefinite Pronouns

Divide students into groups of three. Have each student in the group use the selections in Unit 6 to go on a pronoun hunt. Set the timer for five minutes. Have students hunt through the selections and use the chart to sort and record the pronouns they find.

At the end of five minutes, have students stop, check, and verify the answers of other group members. The student who has correctly recorded the most possessive, demonstrative, and indefinite pronouns is the winner.

Differentiate

SN Special Needs

ISSUE Students find it hard to scan for three different kinds of pronouns and search and record words simultaneously.

STRATEGY Arrange students in groups of three. Assign a different kind of pronoun to each group member. Each time a student finds a pronoun, have him or her mark it with a self-stick note labeled possessive, demonstrative, or indefinite, as assigned. After each student has found three pronouns, have group members record them in a single chart.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM6.34

Grammar and Writing

Distribute Practice Master PM6.34. Have students use editing and proofreading marks to correct errors with possessive, demonstrative, and indefinite pronouns.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct use of possessive, demonstrative, and indefinite pronouns
- the use of the correct verb with indefinite pronouns

Editing and Proofreading Marks	
^	Add.
↘	Take out.

I am planning a trip to see a ghost town of Bodie, California. ^{That} ~~These~~ would be such a cool trip. Visiting Bodie is a dream of ^{mine} ~~ours~~.

Bodie was a typical gold-rush boom town. Now nobody live there. It is a state historical site.

Many of the travel guides say that Bodie is the country's best-preserved ghost town. It is kept in a state of "arrested decay." ^{That} ~~Those~~ means that everything ^{is} ~~are~~ just as it was when the town was abandoned.

Some say ^{that} there is a Bodie curse. According to park rules, nothing—not even an old nail—may be removed from the park. The curse says that anyone who take ^{anything} ~~have~~ bad luck. No one know ^{if} the curse is real, but it stops people from taking things.

Will I get to visit Bodie? I hope to some day!

For use with TE, T439n. **PM6.34** Unit 6 | The Wild West

[NGReach.com](http://www.ngrreach.com) Practice Master PM6.34

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A6.33–A6.36

Review and Assess

Display the chart below. Challenge partners to write as many possessive, demonstrative, and indefinite pronouns as they can in two minutes. Then have partners trade charts with other pairs of students, choose a word from each category on the other's chart, and write a sentence with each word.

Possessive Pronouns	Demonstrative Pronouns	Indefinite Pronouns

Administer the Writing, Revising, and Editing Unit Test.

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Life on the Frontier

✔ Use Figurative Language

COMMON CORE STANDARDS

Demonstrate Understanding of Figurative Language

CC.5.L.5

Introduce Figurative Language Day 1



PROGRAM RESOURCES

Figurative Language: eVisual 6.26

More Figurative Language: eVisual 6.27

Teach the Skill

Explain: *Writers and poets use figurative language to create images, or pictures, in readers' minds.* Display eVisual 6.26.

Figurative Language

1. The sound of blasting dynamite filled the air.
Boom, boOM, BOOM! roared the dynamite blast.
2. The miners ran in all directions.
The miners scattered like tumbleweeds in the wind.
3. The heat was heavy around us.
The heat was an octopus smothering us with its legs.
4. The wind blew gently around the hikers.
The wind whispered to the weary wanderers.

NGReach.com Figurative Language: eVisual 6.26



INTERACTIVE WHITEBOARD TIP: Underline each example of figurative language.

Read item 1. Model understanding figurative language: *I've never heard a dynamite blast, so the first example doesn't help me understand what it's like. In the second example, the word boom itself sounds like what it means, and its repeated use helps me "hear" the blast.* Repeat with items 2–4.

Introduce the terms *simile*, *metaphor*, and *alliteration*.

Display and discuss eVisual 6.27.

More Figurative Language

Term	What It Is	Example
Repetition	Repeated words	boom, boOM, BOOM
Sound word	Sounds like meaning	boom
Simile	A comparison using <i>like</i> or <i>as</i>	miners scattered like tumbleweeds in the wind
Metaphor	A comparison not using <i>like</i> or <i>as</i>	heat was an octopus smothering us with its legs
Alliteration	Repeated beginning sounds	wind whispered to the weary wanderers

NGReach.com More Figurative Language: eVisual 6.27



INTERACTIVE WHITEBOARD TIP: Underline the name of each type of figurative language.

Write with Similes and Sounds Day 2



Option 1

Introduce

Copy and display the following chart, and have students identify the word *like* or *as* in each item.

1. cry like a _____
2. howl as loudly as _____
3. whisper as softly as _____
4. chatter like a _____

Practice

Have students work with a partner to complete the similes. Then have partners brainstorm sound words that they could use with each simile they wrote. Tell them to write two sentences for each simile and sound word combination. If necessary, provide this model: *When Jan fell, she cried like a baby. "Wah, wah," she wailed.*

If time allows, have students write more similes of their own using phrases such as: *as dry as*, *as lonely as*, *stings like a*, *fought like*, and *as mean as*. Have students post their favorite similes in the classroom.

Identify and Write Metaphors Day 2



Option 2

Introduce

Remind students that a metaphor is a comparison that does not use *like* or *as*. Display the list below.

small boat	midnight	breeze
swimming children	porcelain	love
silent person	army of ants	blanket
pale skin	roaring lion	fish
fog	ping-pong ball	clam
people at a distance	white rose	river

Practice

Have students copy the list. Tell them to match two items at a time and use the items to write a metaphor that shows a comparison. Have students write sentences with metaphors using the matched items (e.g. *The fog was a blanket over the bay*). Then have them make up three of their own metaphors and use them to write sentences.

Have students post their favorite metaphors in the classroom.



SUGGESTED PACING

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

Use Figurative Language

Day 3



Option 1

PROGRAM RESOURCES

Digital Library: Key Words for *explore, gold rush, ranching, reservation, settler*

Introduce

Display the Key Word Cards and help students identify them. Say: *Imagine yourself in one of these places. Think about the sight, sounds, and smells you would experience.* Then copy and display the following chart.



	Sights	Sounds	Smells
Repetition			
Sound Words			
Simile			
Metaphor			
Alliteration			

Practice

Ask partners to select a picture and discuss the sights, sounds, and smells they would experience there. Have them work together to use figurative language to complete the chart.

Apply Figurative Language

Day 3



Option 2

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards F67, F72, F73, F76, F78

Introduce

Display the Picture Cards and help students identify them.



Practice

Arrange students in pairs. Have each partner select a setting and write five sentences about the sights, sounds, and smells he or she would experience in that place.

Have partners trade sentences and revise the partner's sentences to include figurative language. Finally, have each student use the sentences he or she likes best in a descriptive paragraph about the place.

Make It Colorful

Day 4



Introduce

Display **More Figurative Language: eVisual 6.27** from Day 1 to help students recall the different kinds of figurative language they've learned about.

Practice

Have students take out their Weekly Writing folders. Ask them to look over their writing to see where they can use figurative language to make it more colorful and interesting. Have students revise their writing to add several kinds of figurative language.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A6.33–6.36

Review the Skill

Display the following chart. Have partners copy it and then work together to add examples of each kind of figurative language.

Figurative Language	Examples
Repetition	
Sound Words	
Simile	
Metaphor	
Alliteration	

Have partners share their examples of figurative language with another pair of students. Tell them to discuss which uses of language were most colorful and fun to listen to.

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

OBJECTIVES

Thematic Connection: Life on the Frontier

- Determine Word Meanings and Understand Word Relationships
- Explain the Structure of a Poem


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 6.24

MATERIALS

timer • dictionary • four different colored markers per group



WARM-UP

Have students review the readings from Week 3, including *The Road to Rhyolite* and their Small Group Reading books. Have pairs discuss what the readings tell them about the development of the West.

Power Writing

Have students write as much as they can as well as they can in one minute about what they know about boomtowns.

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

Academic Talk

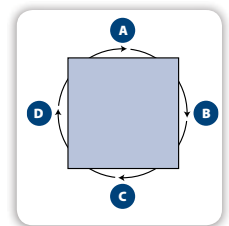
1 Discuss the Big Question

Remind students that they can elaborate on others' remarks by sharing their opinions and incorporating details that help listeners visualize what the speakers are saying. Display the following statement as a speaker's remark: One reason Rhyolite became a **ghost town** is that the mines dried up.

Model elaborating on this remark: *I can elaborate by expressing an opinion: I agree that the mines drying up contributed to Rhyolite's becoming a **ghost town**. Then I can add details to help listeners visualize my ideas: Miners kept digging and digging without finding any gold. They must have felt tired and discouraged.*

Use **Team Word Webbing** to have students discuss: *What turns a town into a ghost town?* Have students elaborate on others' remarks.

- Form groups of four. Give each group a large piece of paper and each group member a different colored marker.
- Have each student write, on the part of the web nearest them, a reason why Rhyolite turned into a ghost town.
- Have groups rotate the paper and elaborate orally on the remark on the part of the web nearest them.



Team Word Webbing

For **Team Word Webbing**, see page BP46.

COMMON CORE STANDARDS

Reading

Explain the Structure of a Poem	CC.5.Rlit.5
Apply Word Analysis Skills	CC.5.Rfou.3
Read Orally with Expression on Successive Readings	CC.5.Rfou.4.b

Writing

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

Speaking and Listening

Elaborate on Others' Remarks	CC.5.SL.1.d
Present an Opinion	CC.5.SL.4

Language and Vocabulary

Determine Meanings of Words and Phrases	CC.5.L.4
Understand Word Relationships	CC.5.L.5

Vocabulary Strategy

2 Compound Words Anthology page 440

Project **Student eEdition** page 440 and read aloud the introduction. Elaborate: *I can identify a closed compound word like **boomtown** when I see two short words combined to make a single longer word. Two words, like gold rush, that go together but are not combined to make a longer word, are called an open compound word. I can identify a hyphenated compound word like brand-new when I see two short words connected by a hyphen to make a longer word.*

Read aloud the explanations for determining meanings of the compound words *railroad* and **boomtown**. Then model the process with these words from *The Road to Rhyolite*: *housewife, someone, offstage, and hotelkeeper.*



Compound Words

Compound words are made up of two or more smaller words. Look around your *classroom*. You'll probably see a *textbook* and a *keyboard*. There are three types of compound words: closed (*boomtown*) open (*gold rush*) and hyphenated (*brand-new*).

Here's how you can figure out the meaning of a compound word. Look for smaller words inside the long word. Think about the meaning of each part.

railroad → rail + road rail + road = "road made of rails"



If you can't tell the meaning from the smaller words, then use your experience and context clues to figure out what the compound word means.

boomtown → boom + town ≠ "a loud, noisy town"

boomtown → boom + town = "a town whose population and economy are growing quickly"

Try It Together

Break the following closed compound words into parts to figure out their meanings.

1. **farmhouse**

- A. a barn
- B. a type of farm
- C. a house on a farm
- D. a house that's a farm

2. **cowboy**

- A. a farmer
- B. a male cow
- C. a type of cow
- D. a man who takes care of cattle

440

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

Anthology page 440

3 Try It Together Anthology page 440

Read the directions aloud. Have students discuss the meanings of the smaller words in the compound words *farmhouse* and *cowboy*. Then have partners work together to answer the questions. (question 1: C, question 2: D)

See **Differentiate**

Check & Reteach

OBJECTIVE: Determine Word Meanings and Understand Word Relationships ✓

As students answer the questions, listen as they identify the meanings of the compound words.

If students do not understand how to use smaller words and their experience to determine compound word meanings, prompt with questions about *farmhouse*:

- *What short words make up the compound word?* (*farm + house*)
- *What does your experience tell you about a farm and a house?* (*Answers will vary.*)
- *What does each short word mean?* (*farm = "a large piece of land where animals and crops are raised"; house = "a place where people live"*)

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T439o–T439p)
- ✓ Power Writing (439q, T440c, T447a, T449a, T449e)
- ✓ Writing (T440b, T447, T449, T449d, T449g)
- ✓ Writing Project (T450–T453)

Differentiate

EL English Learners

ISSUE Students lack language skills for identifying the smaller parts of compound words.

STRATEGY Pronounce each compound word slowly, pausing between the smaller parts. Have students write the smaller words they hear.

SN Special Needs

ISSUE Students are unable to perceive the smaller words within each compound word.

STRATEGY Have students write each compound word. Then have them use cards or strips of paper to cover each word and then gradually reveal letters in the compound word until a recognizable short word appears. Have students draw vertical lines to separate each compound word into its parts.

Fluency

Model Expression As you read the **Read Aloud**, model how to read narrative poetry expressively.

Explain: *When you read with expression, you change your voice to match the mood of the words and to show feelings, such as happiness, excitement, or sadness.*

Comprehension

4 Explain Narrative Poetry ✓

Introduce: *Some narrative poems do not have rhyming words or follow a particular pattern. Many narrative poems, however, are made up of groups of lines called stanzas that follow specific rhyming patterns established by the writer.*

Display **eVisual 6.24** and explain to students that it shows two stanzas from a longer narrative poem about people moving to the West. Read aloud the first stanza and pause to explain the poem's structure:

- *In this poem, each stanza has eight lines of text. After the last line of each stanza, there is a space before the next stanza begins.*
- *The last words in every other line rhyme.* Point to: *blaze/days* and *cry/die* and explain how to mark the line ends of the poem with the *abcbdefe* pattern. Explain: *This pattern, abcbdefe, is the poem's rhyme scheme.*
- *When I read the poem aloud, the word choices create a series of beats that sound a little like music. The beat of a poem is called its rhythm.* Pronounce and explain the strong/weak sounds in *rifle* and *children*.
- *The meter of the poem is the pattern of the beats.* Clap for each stressed word or syllable as you reread the first two lines. Have students clap with you as you continue reading the poem.



Read Aloud

Narrative Poem

Western Wagons

by Rosemary and Stephen Vincent Benét

They went with axe and rifle, (a)
 when the trail was still to blaze, (b)
 They went with wife and children, (c)
 in the prairie-schooner days, (b)
 With banjo and with frying pan— (d)
 Susanna, don't you cry! (e)
 For I'm off to California (f)
 to get rich out there or die! (e)

We're going West tomorrow, (a)
 where the promises can't fail. (b)
 O'er the hills in legions, boys, (c)
 and crowd the dusty trail! (b)
 We shall starve and freeze and suffer. (d)
 We shall die, and tame the lands, (e)
 But we're going West tomorrow, (f)
 with our fortune in our hands. (e)



Reread the poem aloud, pausing to explain confusing language or obscure references, such as *trails to blaze*, *prairie-schooner*, and *legions*. Then have partners take turns identifying and explaining the structure of the poem to each other.

Check & Reteach

OBJECTIVE: Explain the Structure of a Poem ✓

As partners discuss the poem, note whether they can explain the structure of the poem. If students have difficulty explaining the structure, provide sentence frames:

- *Each stanza in this poem has _____ lines.* (eight)
- *The last words in every other line _____.* (rhyme)
- *The words of the poem create a pattern of beats called its _____.* (rhythm)
- *The rhyme scheme of each stanza is _____.* (abcbdefe)

Writing

5 Write About Poetry

Explain that students will choose a stanza from the poem and write to explain its structure. Model the process:

Think Aloud	Write
<i>First, I'll write about rhyming words in the first stanza.</i>	The first stanza has eight lines. The last words of every other line rhyme. For example: <i>blaze</i> and <i>days</i> rhyme.
<i>Next, I'll write about the rhythm of the stanza.</i>	These words and syllables are accented in the first line of this stanza: <i>went</i> , <i>axe</i> , first syllable of <i>rifle</i> .
<i>Last, I'll write about the rhyme scheme.</i>	The rhyme scheme of the first stanza is abcbdefe.

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

Remind students to support their ideas with examples from the poem. Have students share their writing with partners and then add their compositions to their Weekly Writing folders.

WRAP-UP Form students into small groups. Have them discuss three things they learned about narrative poetry from reading "Western Wagons."



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T439k

Daily Grammar ✓

Point to the pronouns *they*, *you*, and *I* in the first stanza. Remind students that there are different kinds of pronouns and that these are examples of personal pronouns. Then use page T439m to teach about indefinite pronouns.

Daily Writing Skills ✓

Point to the phrase "tame the lands" in the third line of the last stanza of the **Read Aloud**. Then use page T439o to teach figurative language.

Differentiate

SN Special Needs

ISSUE Students lack the vocabulary to express their ideas:

STRATEGY Provide Spanish-speaking students with cognates:

<i>line/linea</i>	<i>meter/metro</i>
<i>poem/poema</i>	<i>rhyme/rima</i>
<i>rhythm/ritmo</i>	<i>verse/verso</i>

SN Special Needs

ISSUE Students have trouble discerning the rhythm in the poem.

STRATEGY Help students visualize the rhythm scheme by displaying the poem marked with slash marks to indicate stressed syllables/words and dashes to represent unstressed syllables/words. Then clap the meter with them, using the pattern as a guide.

OBJECTIVES

Thematic Connection: Life on the Frontier

- Determine Word Meanings and Understand Word Relationships
- Visualize to Comprehend Texts
- Explain the Structure of a Poem

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 6.30

MATERIALS

dictionary

Power Writing

Have students write as much as they can as well as they can for one minute about poetry.

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

COMMON CORE STANDARDS

Reading

Explain the Structure of a Poem	CC.5.Rlit.5
Read and Comprehend Literature	CC.5.Rlit.10
Apply Word Analysis Skills	CC.5.Rfou.3
Read Orally with Expression on Successive Readings	CC.5.Rfou.4.b

Writing

Write Informative/Explanatory Text to Convey Ideas	CC.5.W.2
Write Over Shorter Time for Specific Tasks	CC.5.W.10

Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1
------------------------------	-----------

Language and Vocabulary

Determine Meanings of Words and Phrases	CC.5.L.4
Understand Word Relationships	CC.5.L.5

WARM-UP

Display the compound words *notebook*, *flagpole*, *earthquake*, *homemade*, and *airport*. Have partners break the words into two smaller words to define them.

Vocabulary Strategy

1 More Compound Words

Review what students have learned about compound words and their meanings. Explain: *When the meanings of the two smaller words do not help you determine the meaning, you can use context and your experiences to determine meaning.*

Display **eVisual 6.30**. Model using context and experience to determine the meaning of *brainstorm*: *I know that brainstorm is a verb because it tells about an action. The words list of ideas tell me what the action produces. I know that students often work together, so brainstorm means "to work together to produce something."*



Compound Words

1. The students will brainstorm a list of ideas for the school play.
2. My aunt sent us a box of sweet, juicy grapefruits from Florida.
3. I don't like to drive on the highway because of its heavy traffic.
4. You can buy used books at the secondhand store.

NGReach.com Compound Words: eVisual 6.30



INTERACTIVE WHITEBOARD TIP: Underline context clues that help determine word meaning.

Have students use context clues and their experience to determine the meanings of the remaining compound words.

Check & Reteach

OBJECTIVE: Determine Word Meanings and Understand Word Relationships

Observe students as they use context clues and experience to determine meaning. If students have trouble determining meanings, reteach the thinking with *grapefruits*.

Academic Talk

2 Preview and Predict

Review: *Before reading, you can predict what a text will be about by looking at its title and images.* Project **Student eEdition** pages 441–447. Have students silently read the title of the narrative poem, study the illustrations, and predict what the poem will be about. Then have partners discuss their predictions.

Connect Across Texts You read the play *The Road to Rhyolite*. Now read the poem that inspired it.

Genre A **narrative poem** is a poem that tells a story. Like other poems, narrative poems use words to create sounds that add to their meaning. These sound effects include rhymes, or words that have the same ending sound.

RHYOLITE
The True Story of a Ghost Town
by Diane Siebert
illustrated by Hugh D'Andrade

In the desert, out of sight, **1**
Rests the town of Rhyolite,
Where, back in nineteen hundred four,
Two prospectors in search of ore
2 Unloaded from their burros' backs
Their shovels, picks, supply-filled packs,
And digging, watched their dreams unfold:
Eureka! They'd discovered gold!

In Other Words
Eureka! They found it!

Before You Move On

- Poetry** How does the poet use rhyme in the last two lines on this page? What is its effect?
- Make Inferences** Why do you think the prospectors were travelling with burros?

441

STUDENT
TECHNOLOGY

e
Student
eEdition

Resources

NGReach.com

Anthology page 441

Reading

3 Read a Narrative Poem Anthology page 441

CONNECT ACROSS TEXTS Project **Student eEdition** page 441. Ask students to recall how the town in *The Road to Rhyolite* became a **boomtown** and then a **ghost town**. Then read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *Narrative poems have been written for centuries. Before movies, television, and radio, reciting narrative poems was a popular way to entertain listeners.*

SOCIAL STUDIES BACKGROUND Explain that before gold was discovered in Rhyolite, there was just one family in the area who lived on a ranch. With the **discovery** of gold three years later, the town grew so quickly that a mill was built that could handle up to 300 tons of ore a day, a stock exchange was formed, and hotels, stores, a hospital, an ice plant, and a schoolhouse were built.

Read and Build Comprehension

- Visualize** ✓ *How does the phrase out of sight help you visualize the desert town of Rhyolite?* (Possible response: The words help me picture a place far away from other people and places. I feel lonely.)
- Explain the Structure of a Poem** ✓ *What do you notice about the structure of this poem?* (Possible responses: The words at the end of each pair of lines rhyme. The words create a rhythm. There is a pattern of stressed and unstressed syllables that repeats across the lines.)

Fluency

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

Answers Before You Move On

- Poetry** The last two lines of the poem end in rhyming words. This draws attention to the last word of the stanza, *gold*, which is the most important idea on this page.
- Make Inferences** The prospectors traveled with burros because there were no roads in the desert. The burros carried the supplies.



Anthology
pages 442–443

Best Practices

Link to Experience Prompt students to make their own connections with the characters.

Say: *The prospectors in this poem have finally found what they have been searching for. How do you feel when you finally find something you have been looking for?*

Answers Before You Move On

- Analyze** This part of the poem reminds me of Act 1 from the play because both parts describe the **discovery** of gold and how quickly the town grew.
- Poetry** The poet chose to rhyme *Rhyolite* with *bright* because *Rhyolite* is a brightly colored rock and the future of the town looked bright, or promising.

Read and Build Comprehension

- Visualize** ✓ *How do the words in the first stanza help you visualize how the prospectors feel?* (Possible response: I read the words *danced for joy, laughed and yelled*, and *amazed*. I picture how happy and excited the miners are to find gold. I feel excited for them.)
- Explain the Structure of a Poem** ✓ *Some stanzas of the poem are shorter than others. Why do you think the poet used this structure?* (Possible response: The poet uses short stanzas to draw attention to specific actions or feelings of the people in *Rhyolite*.)
- Make Inferences** *What do you think life was like for the early **population** of *Rhyolite*?* (Possible response: Life was probably hard. The desert was hot and dry. The **population** probably had difficulty getting food and water.)

Differentiate

EL English Learners

ISSUE Students lack sufficient vocabulary to express their visualizations.

STRATEGY Have students point to words that help them visualize. Then have them draw pictures to show their mental images.

BL Below Level

ISSUE Students have difficulty making inferences.

STRATEGY Remind students that when the first people came to *Rhyolite*, there was no town. Guide students' thinking with questions such as: *What do you know about a desert? What hardships do people face in a desert?*



They watched the town expand each day,
A transformation under way
As tracks were laid and trains rolled through;

1 As engines groaned and whistles blew;
As wheels and hooves and human feet

2 All made their way down Golden Street;
As people opened shops and stores,
A fancy bank with marble floors,
And pooled their skills and funds to build
A schoolhouse that was quickly filled. . . .

Prosperity was all around;

The people heard it in the sound

3 Of booming blasts of dynamite
That rocked the town of Rhyolite. . . .

In Other Words
A transformation under way
A change happening
pooled put together
Prosperity Wealth

444

Yes, times were as good as they could get.
The town was full of life, and yet
Financial woes that plagued the West
Soon put the boomtown to the test.
Investors, far away, backed out,
Their actions based on fear and doubt;
And, one by one, the mines shut down—
A costly blow that stunned the town.
The news was carried by the wind;
The ever clever coyotes grinned.
The streetlights dimmed in nineteen ten
To never come back on again. . . .

In Other Words
Financial woes that plagued Money problems
that affected many towns in
backed out took their money away

► Before You Move On

- 1. Cause/Effect** What caused Rhyolite's mines to shut down?
- 2. Compare/Contrast** Compare how the townspeople are portrayed here with how they are portrayed in Act 2 of the play.

445

Anthology
pages 444–445

Read and Build Comprehension

- 1 Visualize** ✓ *How does the poem create mental images that also appeal to your hearing?* (Possible response: I read the words *trains rolled through, engines groaned, whistles blew, and wheels and hooves and human feet*. I hear a busy, bustling town. I feel the town's energy in the air.)
- 2 Clarify Meaning** *Why is Golden Street a good name for a street in a boomtown like Rhyolite?* (Rhyolite became a boomtown because of the discovery of gold.)
- 3 Explain the Structure of a Poem** ✓ *In the last two lines on page 444, why do you think the poet links the words dynamite and Rhyolite by rhyming them?* (Possible response: The miners used dynamite to get the gold. The sound of dynamite meant more gold and more money for the people of Rhyolite.)

Differentiate

AL Above Level

ISSUE Students read so quickly they miss many of the details required for visualizing.

STRATEGY Have students read aloud to focus attention on the descriptive language.

EL English Learners

ISSUE Students find much of the vocabulary in the text challenging.

STRATEGY Have students write the In Other Words explanations on self-stick notes and place the notes beside the appropriate lines in the poem.

Answers Before You Move On

- 1. Cause and Effect** The mines shut down because the town's investors backed out. There was no longer enough money to operate the mines.
- 2. Compare and Contrast** The townspeople in the poem are similar to the townspeople in Act 2 of the play. They are surprised by what has happened to their town.


Daily Language Arts
Daily Spelling and Word Work ✓

Practice page T439k.

Daily Grammar ✓

Point out the word *few* on **Anthology** page 446. Then use page T439m to teach indefinite pronouns.

Daily Writing Skills ✓

Point out the phrase *As engines groaned* on **Anthology** page 444 as an example of figurative language. Then use page T439o to teach figurative language.

Read and Build Comprehension

- 1 Visualize** ✓ *How do the lines at the top of page 446 help you visualize Rhyolite after the boom?* (Possible response: The words *undone*, *lifeblood drained*, and *hanging by a thread* help me picture a dying town.)
- 2 Make Inferences** *Why do you think the speaker says that the coyotes laugh at human times gone by?* (Possible response: The coyotes were there before the people came and are still there now that the people are gone. The coyotes laugh because they have outlived the town and enjoy having the desert to themselves.)
- 3 Explain the Structure of a Poem** ✓ *How would you describe the rhyme scheme of the last stanza of the poem?* (Since every two lines rhyme, I would describe the rhyme scheme as *aabb*.)

Check & Reteach**OBJECTIVE: Explain the Structure of a Poem** ✓

Listen to students' responses to all of the comprehension questions about explaining the structure of a poem.

If students have difficulty explaining the poem's structure, have students begin a poetry dictionary. Have students list and define key terms, such as *stanza*, *rhyme*, *rhythm*, and *rhyme scheme*. Then guide them to choose examples from the poem for each entry.

OBJECTIVE: Visualize to Comprehend ✓

Listen to students' responses to all of the comprehension questions about visualizing.

If students have trouble visualizing, have them create a chart with these column headings: *look*, *sound*, *smell*, *taste*, and *feel*. Then have them reread the poem to find details that tell how people or places look, sound, smell, taste, and feel. Have students choose details from their charts and use the language frames on **Anthology** page 419 to tell what they picture and how it makes them feel.

Differentiate**AL Above Level**

ISSUE Students raise questions about the "incorrect" grammar they see in the poem.

STRATEGY Remind students that in rhyming poems poets often use poetic devices, such as unusual word order, to make lines rhyme and keep the rhythm and rhyme of the poem consistent.


SN Special Needs

ISSUE Students have forgotten how to make inferences.

STRATEGY Direct students' attention to the How To box on **Anthology** page 228 and have them use the language frames there to express inferences.

Answers Before You Move On

- 1. Visualize** ✓ Possible response: When I read the poem's ending, I feel sad about Rhyolite because it is described as being dark, lonely, and filled with ghosts.
- 2. Figurative Language** The poet describes the buildings crumbling in the hot sun during the day. Animals roam the streets instead of people. The nights are cold and dark with voices of ghosts and laughing coyotes. I think the author includes these images to show how the town is slowly returning to the desert and the animals that live there.



A town undone, its lifeblood drained,
For years a stubborn few remained,
Tenacious, hanging by a thread,
Their dreams, by nineteen nineteen, dead. **1**

And when the air had finally cleared
And every soul had disappeared,
This mining town of boom and bust
Lay lifeless in the desert dust. **2**

And where it stood, sunbaked and blown
Its walls of wood and brick and stone
Now crumble as the wind and sun
Keep doing what they've always done. . . .

In Other Words
Tenacious, hanging by a thread, They stayed even though they were barely able to support themselves.

446

But sometimes when the night is still
And shrouded in a desert chill . . .
The voices from long years ago
Begin to whisper, soft and low.
The shadows move, the music plays
While in their midst the coyotes raise
Sly, smiling faces to the sky
And laugh at human times gone by.

3

For in the darkness of the night,
They claim the town of Rhyolite—
A man-forsaken place that boasts
Of little more than graying ghosts.

In Other Words
shrouded covered
Sly Clever
man-forsaken place place that people have left

Before You Move On

- 1. Visualize** How do you feel about Rhyolite as you read the poem's ending?
- 2. Figurative Language** What details related to sight, touch, and hearing does the poet use in this part of the poem? Why?

447



Anthology
pages 446–447

Writing

4 Write a Response

Remind students that sensory details are details that tell how something looks, sounds, smells, feels, and tastes. Tell students that they will write paragraphs that explain how the poet uses sensory details in “Rhyolite: The True Story of a Ghost Town”.

Think Aloud

I will write about certain words that help me feel, hear, and see what the poet means.

Then I will explain how the words express sensory details.

Write

The poet uses sensory details like *danced, laughed, and yelled* to express how people acted when gold was discovered.

I can see the dancing, hear the laughter, and feel the yelling.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students lack the vocabulary to express their ideas.

STRATEGY Have students find details in the poem that appeal to their senses. Provide sentence frames to help them write about the details:

- *The poet uses sensory details, such as _____.*
- *I can see/feel/hear _____.*

SN Special Needs

ISSUE Students have difficulty forming mental pictures from the sensory language.

STRATEGY Prompt students with questions such as: *What does a busy town sound like? How does hot sun feel on your skin?*

WRAP-UP

Have partners imagine that they are residents of Rhyolite after the boom, and discuss ways to save the town from becoming a ghost town. Pairs can share their strategies with the class.

OBJECTIVES

Thematic Connection: Life on the Frontier

Compare Poem and Drama to Comprehend Literature

✔ Grammar: Use Different Kinds of Pronouns

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM 6.28

Grammar Practice: Practice Master PM 6.29

TECHNOLOGY ONLY

Grammar Passage: eVisual 6.31

MATERIALS

index cards

Power Writing

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

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

Fluency

Practice Expression As partners reread the play aloud, circulate and listen for correct expression.

COMMON CORE STANDARDS

Reading

Explain the Structure of a Drama and a Poem CC.5.Rlit.5

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

Speaking and Listening

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

Writing

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

Language and Vocabulary

Demonstrate Command of Grammar and Usage CC.5.L.1

Use Knowledge of Language and Conventions CC.5.L.3

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

WARM-UP

Have partners talk about whether or not they would have liked to live in Rhyolite when it was a boomtown. Encourage them to explain their reasoning.

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 448 and point out the Key Words. Also display the words **effect** and **response**. Chorally read all the words as a class. Pause after each word and have volunteers give the definition.

With students working as partners, have one student in each pair choose two Key Words. Then have the partner compose a sentence using those words. Have students take turns until all the Key Words are used.

Review and Integrate Ideas

2 Compare Genres *Anthology* page 448

Read aloud the introduction on **Student eEdition** page 448. Call on volunteers to read the column and row headings in the chart to see how they will compare the two texts about Rhyolite. Have students recall what they have learned about settings and structures of dramas and poems.

Have partners reread “Rhyolite: The True Story of a Ghost Town” aloud, review *The Road to Rhyolite*, and complete **Practice Master PM6.28**. Lead a discussion by asking: *How are the settings alike or different? What structural features are the same? Which are different? Why does each author use the structures you identified?*

Check & Reteach

OBJECTIVE: Compare Poem and Drama to Comprehend Literature

As partners discuss their examples, determine whether they can accurately compare structures of a drama and a narrative poem.

If students have trouble identifying the differences and similarities between the two text structures, help them create a Venn diagram and complete it by answering these questions:

- *Which selection is about the town of Rhyolite?* (both. Have students write this topic in the center of the Venn diagram)
- *Which selection has dialogue and stage directions?* (*The Road to Rhyolite*. Have students write this under the title in the Venn diagram.)
- *Which selection has rhyming words and a rhyme scheme?* (“Rhyolite: The True Story of a Ghost Town.” Have students write this under the title in the Venn diagram.)



Key Words	
boomtown	investor
claim	limited
development	resources
discovery	mining
economy	population
ghost town	speculate

Compare Genres

The *Road to Rhyolite* is a **play**. It was based on the **narrative poem** "Rhyolite: The True Story of a Ghost Town." How is the play like the poem?

How is it different? Work with a partner to compare them. Use the comparison chart below.

Comparison Chart

	Narrative Poem	Play
Setting		
Structure and Organization Use these words to tell about the organization and structure of the selections: • acts and scenes • dialogue • plot • rhyme • verses		

Talk Together

Would it be exciting to settle a new land? Compare how the play and the poem tell the story of Rhyolite. Which one told a more powerful story about how a **boomtown** turned into a **ghost town**? Use the chart you completed above and **Key Words** to discuss your ideas.

448

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 448

Academic Talk

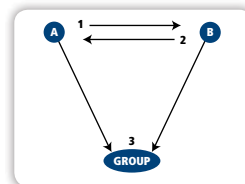
3 Talk Together Anthology page 448

Remind students that although the play and the narrative poem both tell the story of Rhyolite, each one tells it in a unique way. Read aloud **Talk Together**. Guide students to expand on their ideas: *In a play, you experience the action through the dialogue and stage directions. In a poem, you interpret the action through the poetic structures. Which genre tells the story in the more powerful way?*

Have students use their comparison charts and a **Three-Step Interview** to discuss which text gave them the more powerful experience of the story of Rhyolite and why.

- Have students form pairs.
- Have Student A interview Student B about which text was more powerful and why.
- Have students reverse roles.
- Then have Student A share Student B's ideas with the class, and have Student B share Student A's ideas with the class.

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



Three-Step Interview

Name _____ Date _____

Comparison Chart

Compare Genres

	Narrative Poem	Play
Setting	The narrative poem takes place in Rhyolite, Nevada in the early 1900's.	The play takes place in Rhyolite, Nevada in the early 1900's.
Structure and Organization Use these words to tell about the organization and structure of the selections: • acts and scenes • dialogue • plot • rhyme • verses	The poem has verses. The poem uses rhyme. The poem has a plot. Students should include examples from the selections.	The play has acts and scenes. The play uses dialogue. The play has a plot. Students should include examples from the selections.

In your opinion, which selection told the more powerful story about Rhyolite? Use your chart to help you explain your opinion.

© Houghton Mifflin Harcourt Publishing Company
For use with TE p. T448

PM6.28

Unit 6 | The Wild West

Differentiate

EL English Learners

ISSUE In Vietnamese a possessive pronoun is formed by placing a separate word or character before the pronoun, as in “The car is of him.”, instead of “The car is his.”

STRATEGY Review the possessive pronouns *mine*, *yours*, *his*, *hers*, *its*, *ours*, and *theirs*. Repeat the correct sentence, emphasizing the possessive pronouns. When possible, demonstrate ownership by using pointing gestures.

SN Special Needs

ISSUE Students get confused when trying to find different kinds of pronouns in the selection.

STRATEGY Have students compile separate lists of the different kinds of pronouns. Then have them find only one kind of pronoun at a time, using their lists as a guide.

Grammar Focus

4 Different Kinds of Pronouns Anthology page 449

Project **Student eEdition** page 449. Have volunteers read aloud the introduction. Then read aloud and explain the chart.

Display **eVisual 6.31** and read aloud the passage. Then reread the second sentence and identify the indefinite pronoun *most*. Remind students that indefinite pronouns do not have antecedents and that some, such as *most*, can be singular or plural. Explain how to determine agreement: *To decide which verb to use with most, I look at the phrase that follows it. The noun in the phrase is townspeople. Townspeople is plural, so I know that the verb should be plural.*

Remind students that demonstrative and possessive pronouns must agree with their antecedents in number and gender. Have students identify the demonstrative pronoun in the third sentence (*that*) and the possessive pronoun in the fourth (*mine*). Guide them to find the antecedents and explain how they know the pronouns and antecedents agree.



Grammar Passage

I am ten years old, so it is amazing to think that the life of the town of Rhyolite lasted only six years. The original prospectors arrived in 1904, but by 1910 most of the townspeople had left. That is just a blink of an eye in the history of Earth. And the town’s six-year-life is certainly shorter than mine!

NGReach.com

Grammar Passage: eVisual 6.31



INTERACTIVE WHITEBOARD TIP: Use different colors to underline and label three kinds of pronouns.

5 Read Different Kinds of Pronouns Anthology page 449

Read aloud the directions and the excerpt from “Rhyolite: The True Story of a Ghost Town.” Have students identify in the excerpt one of the kinds of pronouns shown in the chart. (*their* = possessive)

See **Differentiate**

6 Write Different Kinds of Pronouns Anthology page 449

Read aloud the directions, and have students work independently. Provide support as necessary. Assign **Practice Master PM6.29**.

Check & Reteach

OBJECTIVE: Grammar: Use Different Kinds of Pronouns 

Observe students to see that they can correctly use different kinds of pronouns in writing. If students have trouble, model the process, using each of the kinds of pronouns shown in the chart.

Name _____ Date _____

Grammar: Different Kinds of Pronouns

All Aboard!

Grammar Rules Different Kinds of Pronouns

- Possessive pronouns *mine*, *yours*, *his*, *hers*, *its*, *ours*, and *theirs* show who owns something and what is owned.
We found some pickaxes. Are they *yours*?
- Demonstrative pronouns *this*, *that*, *these*, and *those* tell about specific people, places, animals, or things without naming them.
These belong to Shortie and *those* belong to Gish.
- Indefinite pronouns *everyone*, *somebody*, *all*, *anybody*, and *anything* do not tell about specific people or things.
Anybody can dig for gold in Rhyolite.

Complete each sentence with a possessive, an indefinite, or a demonstrative pronoun.

The train captain shouted, “All aboard everyone! This is the last train out of Rhyolite. We don’t want to leave anybody behind.”
(indefinite) (demonstrative) (indefinite)

Mr. Young anxiously asked his wife, “Do you have your ticket? Mine is in my pocket. Do the children have theirs? We must hurry to catch this!”
(possessive) (possessive) (demonstrative)

Write three new sentences, each using a different kind of pronoun. Share your sentences with a partner.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T448a **PM6.29** Unit 6 | The Wild West

Different Kinds of Pronouns

Possessive pronouns, demonstrative pronouns, and indefinite pronouns are three different kinds of pronouns.

Grammar Rules Different Kinds of Pronouns

<ul style="list-style-type: none"> Use a possessive pronoun to tell who owns something: mine, yours, his, hers, ours, theirs 	It is my hotel. It is mine . It is their gold. It is theirs .
<ul style="list-style-type: none"> Use a demonstrative pronoun to point to a specific noun without naming it. 	“ This is a gold nugget.” “ That is a coyote.”
<ul style="list-style-type: none"> Use an indefinite pronoun when you’re not naming a specific person or thing. Examples: all, both, many, nothing, anything, someone, somebody	Many moved away. Somebody asked for more time.

Read Different Kinds of Pronouns

Read the poem. Work with a partner to find different kinds of pronouns. Are they possessive, demonstrative, or indefinite pronouns?

Where, back in nineteen hundred four, / Two prospectors
 in search of ore / Unloaded from their burros’ backs / Their
 shovels, picks, supply-filled packs, / And digging, watched
 their dreams unfold: /Eureka! They’d discovered gold!

Write Different Kinds of Pronouns

Look at the illustration on pages 424–425. Write three sentences about it. Try to use different kinds of pronouns. Compare your sentences with the sentences of a partner.

449

Anthology page 449

Writing

7 Write to Reinforce Grammar

Have students reread **Anthology** page 441 and imagine being one of the two prospectors who found gold. Have students write about the experience of finding gold, using each of the kinds of pronouns on **Anthology** page 449: possessive, demonstrative, and indefinite pronouns.

After students write their paragraphs, have them underline each possessive pronoun, circle each demonstrative pronoun, and draw a box around each indefinite pronoun. Have partners use the grammar rules on **Anthology** page 449 to check each other’s work. Then have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T439l

Daily Grammar ✓

Point out the three different kinds of pronouns in the passage on page 449. Then use page T439n to reinforce understanding of different kinds of pronouns.

Daily Writing Skills ✓

Point out figurative language in the phrase “watched their dreams unfold” on **Anthology** page 449. Then use page T439p to practice using figurative language.

WRAP-UP Have students think about *The Road to Rhyolite*, “Rhyolite: The True Story of a Ghost Town,” and their Small Group Reading books. Have students discuss how each selection helps them answer the Big Question *What does it take to settle a new land?* Have students add ideas to their unit concept maps.

Day 4 Read and Comprehend

Plays

OBJECTIVES

Thematic Connection: Life on the Frontier

- Determine Theme
- Determine Word Meanings and Understand Word Relationships

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM6.30–PM6.33

TECHNOLOGY ONLY

Mark-Up Model 6.2 or Model 6.2 PDF

Vocabulary Strategy Practice: eVisual 6.32

Name _____ Date _____

Mark-Up Reading

The False Glitter of Gold by Helene Mercury

[SETTING] a dark, narrow canyon in the Superstition Mountains, 1868

JACOB WALTZ: Superstition sure is a fine name for these foothills—how easily people believe any ole rumor, overstatement, or lie! [to FRITZ] Bark once, buddy, if you agree that's the doggone truth.

FRITZ [looking up at WALTZ and wagging his tail]: Woof!

JACOB WALTZ [bending over to open a chest and pull out a scroll]: Truth is, rumors of riches brought me nothing but headaches and heartbreak—now, Fritz, if you agree, just yipyap your yes.

FRITZ [looking up at WALTZ and pricking up his ears]: Yipyap!

JACOB WALTZ: So listen to the message I'm leaving for the world. [opens scroll and recites in a singsong voice] Never believe all you're told: all that glitters sure isn't gold; a legend of gold makes a terrific story, but most find neither riches nor glory. [pauses; then with a satisfied look] Fritz, how about howling if that isn't the most commonsense, logical, and levelheaded message I ever wrote?

[FRITZ looks up at WALTZ and lets out a long howl.]

JACOB WALTZ [drops the scroll in the chest, then pulls a small gold nugget from his pocket]: I guess I'll just add this, too. It is the only one I ever found. Maybe now I'll be rid of this terrible gold fever!

[WALTZ puts the nugget in the chest and then buries the chest.]

PM6.30 Unit 6 | The Wild West

NGReach.com Practice Masters PM6.30–PM6.33

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Determine Theme | CC.5.Rlit.2 |
| Apply Word Analysis Skills | CC.5.Rfou.3 |
| Read Orally with Expression on Successive Readings | CC.5.Rfou.4.b |

Writing

- | | |
|--|------------|
| Use Dialogue | CC.5.W.3.b |
| Write Over Shorter Time for Specific Tasks | CC.5.W.10 |

Speaking and Listening

- | | |
|--------------|-----------|
| Adapt Speech | CC.5.SL.6 |
|--------------|-----------|

Language and Vocabulary

- | | |
|---|----------|
| Determine Meanings of Words and Phrases | CC.5.L.4 |
| Understand Word Relationships | CC.5.L.5 |

WARM-UP

Ask: *What would you do if you discovered gold in your town? Would you tell somebody or keep it a secret? Why?*

Comprehension

1 Determine Theme

Explain that students will determine the theme of a play. Remind them that they have learned how to use title, setting, characters, and plot to determine theme.

SCREEN 1

- 1 Display **Mark-Up Model 6.2** and have students follow along and mark up **Practice Masters PM6.28** and **PM6.31** as you read aloud the passage. Model: *The title seems to say that gold's shine can fool you.* Ask: *Besides the setting description, what other setting detail might give a clue to the theme?* ("Superstition sure is a fine name for these foothills.") Have volunteers highlight clues and click the Setting button to confirm. *What can you guess about the theme based on these clues?* (Possible response: It may be about luck or being fooled.)

- 2 Click the Organizer button to go to Screen 4 and have a volunteer drag the title and setting clues into the organizer. Click the back arrow until you reach Screen 2.

SCREEN 2

- 3 Remind students that dialogue and stage directions show characters' feelings and actions. Read aloud the passage and model: *Waltz's words tell me that he never found gold. He believed stories that weren't true.* Have volunteers highlight character-based clues to theme and click the Character button to confirm.
- 4 Click the Organizer button, drag the character clues, then return to Screen 2.

SCREEN 3

- 5 Tell students that stage directions and dialogue also reveal plot. Read aloud the passage and have a volunteer highlight plot-based clues to the theme. Click the Plot button to confirm.
- 6 Click the Organizer button and have a volunteer drag the plot clues.

SCREEN 4

- 7 Conclude: *Now put all the clues together. What is a possible theme?* (You can waste your time following rumors.) Have a volunteer erase the center of the organizer to confirm.

Have small groups read *Discovering Treasure* on **Practice Masters PM6.29–PM6.30**, highlight clues to the theme, and complete the second organizer on **Practice Master PM6.31**. Groups can then compare and contrast how they determined the theme.



SCREEN 1

SCREEN 2

1 The False Glitter of Gold

by Helene Mercury

[SETTING: a dark, narrow canyon in the Superstition Mountains, 1868]

JACOB WALTZ: Superstition sure is a fine name for these foothills—how easily people believe any ole rumor, overstatement, or lie! [to FRITZ] Bark once, buddy, if you agree that's the doggone truth.

FRITZ [looking up at WALTZ and wagging his tail]: Woof!



Highlight in yellow setting details that are clues to the theme.

1 < > Setting Organizer 2

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

NGReach.com Mark-Up Model 6.2

3 JACOB WALTZ [bending over to open a chest and pull out a scroll]: Truth is, rumors of riches brought me nothing but headaches and heartbreak—now, Fritz, if you agree, just yipyap your yes.

FRITZ [looking up at WALTZ and pricking up his ears]: Yipyap!

JACOB WALTZ: So listen to the message I'm leaving for the world. [opens scroll and and recites in singsong voice] Never believe all you're told: all that glitters sure isn't gold; a legend of gold makes a terrific story, but most find neither riches nor glory. [pauses; then with a satisfied look] Fritz, how about howling if that isn't the most commonsense, logical, and levelheaded message I ever wrote?



Highlight in green character details that are clues to the theme.

3 < > Character Organizer 4

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

SCREEN 3

SCREEN 4

5 [FRITZ looks up at WALTZ and lets out a long howl.]

JACOB WALTZ [drops the scroll in the chest, then pulls a small gold nugget from his pocket]: I guess I'll just add this, too. It is the only one I ever found. Maybe now I'll be rid of this terrible gold fever!

[WALTZ puts the nugget in the chest and then buries the chest.]



Highlight in pink plot details that are clues to the theme.

5 < > Plot Organizer 6

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

Drag the labels to reveal clues to theme.

Clues from the Title Gold's shine can be misleading.	Clues from the Characters Rumors of gold brought Waltz only sadness. Waltz's poem is a warning to others.
Clues from the Setting "Superstition Mountains" suggests luck or foolishness. Many gold rushes took place in the 1800s.	Clues from the Plot Waltz is satisfied with his poem. Waltz buries the chest. Waltz puts his only nugget in the chest. Waltz puts his poem in the chest.

7 Theme
You can waste your time following rumors.

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

Check & Reteach

OBJECTIVE: Determine Theme ✓

Check to see that students have determined a reasonable theme for *Discovering Treasure*.

If students have difficulty determining the theme, support them with questions:

- *What clues suggest that Kasper and Eleanora believe they will be rich?* (Possible responses: Eleanora imagines a newspaper headline. Jasper pretends to interview Eleanora.)
- *What clues suggest they will be rich in a different way?* (Possible response: Jasper says they have discovered history.)

Fluency ✓

Model and Practice Expression Explain: *When you read a play, change your voice to convey the emotions of each character. You can do that by saying important words loudly or softly, or by speeding up or slowing down your speech.* Model reading the first few lines on **Practice Master PM6.31** with expression. Have students read the remainder of the scene aloud. Then have them read the whole selection again, focusing on improving their expression.

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice pages T439k–T439l

Daily Grammar ✓Ask: *Is there someone in particular for whom Jacob Waltz has written his poem?*

(No, it's for everyone who searches for gold.)

Point out the use of the words *someone* and *everyone*. Then use pages T439m–T439n to review indefinite pronouns and different kinds of pronouns.**Daily Writing Skills** ✓Have students find the simile “like a fast train” on **eVisual 6.32**. Use page T439p to review how to use figurative language in writing.**Power Writing**Have students write as much as they can as well as they can in one minute about the word *discovery*.For **Writing Routine 1**, see page BP47.**Vocabulary Practice****2 Compound Words** ✓Review: *Compound words are made up of two smaller words. You can put together the meanings of the two smaller words and then use your experience and context clues to determine the meaning of the compound word.* Display **eVisual 6.32**.**Vocabulary Strategy Practice**

- The news of gold was only hearsay, but many people believed it.
Meaning: something heard from another person; a rumor
- Rumors of riches brought him nothing but heartbreak.
Meaning: a broken heart; great disappointment
- “Is there any possible downside to finally getting rid of it?”
Meaning: negative effect, bad result
- A new thought suddenly overtakes him like a fast train.
Meaning: comes over or catches up with
- Isn't that the most logical, commonsense message I ever wrote?
Meaning: sensible
- People will be downcast when they read that depressing message.
Meaning: feeling down or sad, feeling low in spirit



Vocabulary Strategy: eVisual 6.32

**INTERACTIVE WHITEBOARD TIP:** Have students write the meaning of each compound word.

Model identifying and defining the compound word in the first sentence:

The compound word hearsay means “hearing what someone says,” which could be a rumor. In this sentence, the meaning makes sense because it explains that the news of gold is only what people have said and not necessarily something that has been proven. Write the meaning of the word. Then have students use context to write the meanings of each new underlined word.**Check & Reteach****OBJECTIVE:** Determine Word Meanings and Understand Word Relationships ✓

Check to see that students have correctly defined the compound word in each sentence.

If students have difficulty determining meanings, reteach using the second sentence.

The sentence states that heartbreak is the result of listening to rumors of riches. That word must mean “great disappointment,” such as what people feel when their hearts are broken.

Writing

3 Write About Theme

Introduce the activity: *Now you will write about the theme of Discovering Treasure. When you write about a theme, you state the theme and then explain how elements of the play, such as dialogue and plot, helped you determine it.* Model the process.

Think Aloud	Write
<i>I'll start by stating the theme of The False Glitter of Gold.</i>	The theme of <i>The False Glitter of Gold</i> is that you can waste your time following rumors.
<i>Next, I'll explain how the dialogue gave character clues about the theme.</i>	Jacob Waltz says the rumors of gold caused him nothing but headaches and heartbreak. This tells me that Jacob feels he wasted his life seeking gold.
<i>Plot events also help show the theme. I'll describe one such event.</i>	Waltz gets rid of his gold nugget at the end. He also leaves a message to warn others about the dangers of following rumors.

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


Give students time to review the play *Discovering Treasure* and then have students write about the theme on their own. Invite students to share and compare their writing and then add their writing to their Weekly Writing folders.

See **Differentiate**

Academic Talk

4 Compare Scenes

Have students act out a scene from *Discovering Treasure*. Review: *Say your lines as the characters might really say them. Think about how excited they are about finding the chest and the gold nugget. Remember that stage directions can explain how a character speaks and acts.* Then have students discuss and compare how they brought the dialogue and stage directions to life.



WRAP-UP Challenge students to think of a modern-day treasure that people hear rumors about or want to believe in, such as finding an old shipwreck with buried gold. Then brainstorm ideas for a play with a similar theme. Discuss how the characters, setting, and plot could show the theme of the play.

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to write about theme.

STRATEGY Offer students sentence frames to help them write their paragraphs:

- *The theme of Discovering Treasure is _____.*
- *The dialogue shows me this is the theme because _____.*
- *The plot shows me this is the theme by _____.*

AL Above Level

ISSUE Students satisfy the minimum requirements of the assignment.

STRATEGY Encourage students to identify and discuss the dramatic element that they found most helpful in determining the theme. They should explain why it was the most helpful.

OBJECTIVES

Thematic Connection: Life on the Frontier

- Determine Word Meanings and Understand Word Relationships
- Compare Themes

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM6.1

Mark-Up Reading: Practice Masters PM6.30–PM6.33

TECHNOLOGY ONLY


Vocabulary Strategy Practice: eVisual 6.33

Compare Themes: eVisual 6.34

Power Writing

Have students write as much as they can as well as they can in one minute about the phrase *strike it rich*.

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



WARM-UP

Challenge students to invent their own compound words to name things that are not already in the dictionary. For example, *sunrain* might be rain that falls while the sun is shining!

Vocabulary Practice

1 Compound Words

Remind students that the context in which a compound word is used can provide information about its meaning. Display **eVisual 6.33**.



Vocabulary Strategy Practice

During the gold rush, miners often told (1) campfire tales. Nighttime stories of gold strikes were especially (2) widespread. Everyone listened eagerly to descriptions of riches found in the (3) foothills of distant mountains or in a nearby (4) riverbed. It took a (5) levelheaded miner to ask questions and evaluate such stories critically. More often, miners believed the stories (6) wholeheartedly. Some even abandoned their (8) campsites and, with little knowledge and few (7) guideposts, went off in search of a gold strike they had heard about in a tale. These men had gold fever. They pictured rich (9) goldfields as splendid as their dreams.

Word Bank

riverbed	goldfields	wholeheartedly
guideposts	campfire	foothills
levelheaded	campsites	widespread

NGReach.com

Vocabulary Strategy: eVisual 6.33



INTERACTIVE WHITEBOARD TIP: Students write the compound words on the appropriate lines.

COMMON CORE STANDARDS

Reading

- Determine Theme CC.5.Rlit.2
- Read and Comprehend Literature CC.5.Rlit.10
- Apply Word Analysis Skills CC.5.Rfou.3

Writing

- Use Dialogue CC.5.W.3.b
- Write Over Shorter Time for Specific Audiences 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
- Understand Word Relationships CC.5.L.5

Model selecting the correct word: *I'll read the entire first sentence and think about where the tales would have been told. The word campfire makes the most sense.* Have partners use a similar process to identify each missing compound word.

Check & Reteach

OBJECTIVE: Determine Word Meanings and Understand Word Relationships

Check to see that students correctly identified the missing compound words.

If students have difficulty identifying the words, encourage them to look at surrounding sentences. Ask: *If you didn't know the answer to number 1, what clue in the second sentence could help?* (nighttime) *What word in the Word Bank is associated with nighttime?* (campfire)

Name _____ Date _____

Mark-Up Reading

The False Glitter of Gold

by Helene Mercury

[SETTING a dark, narrow canyon in the Superstition Mountains, 1868]

JACOB WALTZ: Superstition sure is a fine name for these foothills—how easily people believe any ole rumor, overstatement, or lie! [to FRITZ] Bark once, buddy, if you agree that's the doggone truth.



FRITZ: [looking up at WALTZ and wagging his tail]: Woof!

JACOB WALTZ: [bending over to open a chest and pull out a scroll]: Truth is, rumors of riches brought me nothing but headaches and heartbreak—now, Fritz, if you agree, just yipyap your yes.

FRITZ: [looking up at WALTZ and pricking up his ears]: Yipyap!

JACOB WALTZ: So listen to the message I'm leaving for the world. [opens scroll and recites in a singsong voice] Never believe all you're told: all that glitters sure isn't gold; a legend of gold makes a terrific story, but most find neither riches nor glory. [pauses; then with a satisfied look] Fritz, how about howling if that isn't the most commonsense, logical, and levelheaded message I ever wrote?

[FRITZ looks up at WALTZ and lets out a long howl.]

JACOB WALTZ: [drops the scroll in the chest, then pulls a small gold nugget from his pocket]: I guess I'll just add this, too. It is the only one I ever found. Maybe now I'll be rid of this terrible gold fever!

[WALTZ puts the nugget in the chest and then buries the chest.]

© Pearson Education, Inc. All rights reserved. A part of Pearson Learning, Inc. For use with TE pp. T449a–T449b.

PM6.30 Unit 6 | The Wild West

Name _____ Date _____


Mark-Up Reading

Discovering Treasure

by Laura Jenkins

SCENE 1

[SETTING It is the year 2012. Jasper (12 years old) and Eleanora (Jasper's younger sister) are staring at a chest they just uncovered near the Superstition Mountains in Goldfield, Arizona.]



JASPER [excitedly]: Wow, here we are in the middle of nowhere and we find this! Could this really be the chest Jacob Waltz left behind?

ELEANORA [inspecting the chest]: Well if it is, then it probably contains the map to the Lost Dutchman Mine, and you know what that means. . . .

JASPER [rubbing his hands together]: We could soon be filthy rich!

ELEANORA: And famous! I can see the headline now: "Brother and Sister Find Waltz's Lost Loot, Buy Everything Their Hearts Desire!"

JASPER: And we'll be on the news! [holding an imaginary microphone to ELEANORA]: Miss Eleanora, what will you do with all that gold?

ELEANORA: I'll give the first zillion to charity. With the next zillion, I'll buy a pony farm. I'll use the next zillion to fly to the moon—

JASPER [interrupting]: Let's go get some tools and get this thing open. I have a feeling that superstition finally just turned into reality!

[ELEANORA and JASPER exit.]

© Pearson Education, Inc. All rights reserved. A part of Pearson Learning, Inc. For use with TE pp. T449a–T449b.

PM6.31 Unit 6 | The Wild West

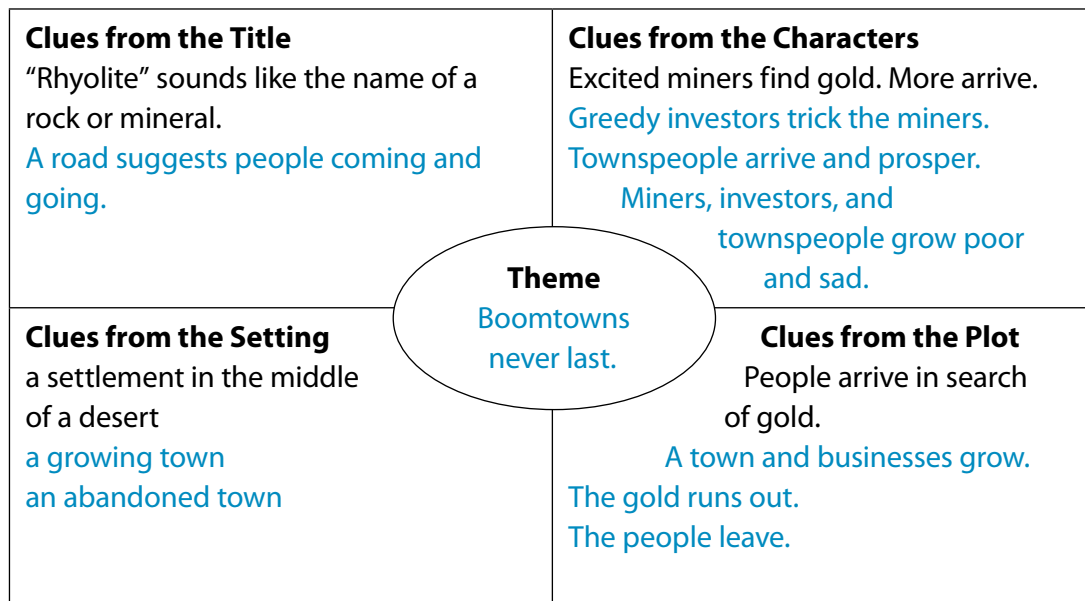
NGReach.com Practice Masters PM6.30–PM6.33

Review and Integrate Ideas

2 Determine Theme

Have students review *The Road to Rhyolite* on **Anthology** pages 421–436. Then remind students: *The theme is the main message of a story or play. Use clues from the title, setting, characters, and plot to help you identify the theme.*

Have partners create a theme chart and add details from the play that provide clues to the theme. Then have each pair write a theme statement.





Daily Language Arts

Daily Spelling and Word Work ✓

Test page T439k

Daily Grammar ✓

Ask: *Besides Waltz, Fritz, Jasper, and Eleanora, who else knows about the chest?* (nobody else) Then use pages T439m–T439n to review different kinds of pronouns.

Daily Writing Skills ✓

Have students find the simile on **eVisual 6.33** (“as splendid as their dreams”). Use page T439p to review and assess students’ understanding of how to use figurative language in writing.

3 Compare Themes ✓

Review *The Road to Rhyolite*, *The False Glitter of Gold*, and *Discovering Treasure*.

Display **eVisual 6.34**.



Compare Themes

Title	Setting	Characters	Plot	Theme
<i>The Road to Rhyolite</i>	a 1900s boomtown	narrator and residents of Rhyolite	A boomtown gets started, grows quickly, then dies.	Boomtowns never last.
<i>The False Glitter of Gold</i>	a dark canyon in the Superstition Mountains in the 1800s	Jacob Waltz and Fritz, his dog	Jacob Waltz leaves a message about believing rumors and buries his gold nugget.	You can waste your life following rumors.
<i>Discovering Treasure</i>	in the Superstition Mountains, 2012	Jasper and Eleanora	A brother and sister find Jacob Waltz’s chest and realize they have found a treasure.	Gold isn’t the only kind of treasure.

NGReach.com Compare Themes: eVisual 6.34



INTERACTIVE WHITEBOARD TIP: Students can write their answers on the chart.

Have volunteers complete the chart and share the themes. Ask: *What do all the themes tell you about the desire for wealth?* Have students compare how the characters’ goals and actions influence the themes.

Check & Reteach

OBJECTIVE: Compare Themes ✓

Check students ability to compare and discuss themes.

If students have difficulty, ask: *All three themes have a similar topic, a desire for wealth. How does each theme present this topic?*

Differentiate

SN Special Needs

ISSUE Students have difficulty finding similarities between poetry and drama.

STRATEGY Ask guiding questions: *Why do people write things for others to read? What purpose do all authors share?* (to express ideas, to communicate)

BL Below Level

ISSUE Students find poetic language confusing and so cannot compare it to drama.

STRATEGY Paraphrase lines or whole poems in ordinary language to clarify the ideas and emotions expressed. Then discuss how each line of poetry might be turning into a line of drama.

Writing

4 Compare Drama and Poetry

Introduce the activity: *Now you will write a paragraph that compares drama and poetry.* Elaborate: *Think about the plays and poems you have read. While their structures are different, both genres may have similar purposes and use similar kinds of figurative and sensory language.* Have volunteers share their paragraphs. Then have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

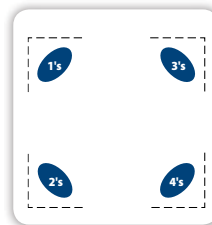
Have students recall the unit’s Big Question: What does it take to settle a new land? Explain: *Think about The Road to Rhyolite, “Rhyolite,” The False Glitter of Gold, Discovering Treasure, and a Small Group Reading book you have read.* Remind students that the readings for this week all relate to the effect of the gold rush on the birth and death of towns. Ask: *How do the texts explain what turns a boomtown into a ghost town?*



Model a response to the question for *The Road to Rhyolite*: *When the gold ran out, people had no way to make a living, so they moved away to find another boomtown.* Add the idea to the unit concept map.

Remind students to review materials ahead of time so they can contribute ideas and opinions to a discussion.

Use **Corners** to have students continue discussion about how the readings relate to the Big Question.




Corners

- Designate corners of the room to focus on each of the week’s selections.
- Have students individually think and write about responses to the questions “What does it take to settle a new land?” and “What turns a boomtown into a ghost town?” using examples from their readings to support their answers.
- Students form groups in a corner of their choice. Assign students specific roles and then have the groups discuss how their text relates to the Big Question.
- Then regroup as a class so students can relate their ideas to the Big Question. Have students from each corner share ideas from the corner discussion.

For **Corners**, see page BP45.

Have students add their ideas to their unit concept maps.



WRAP-UP Have students think about the different jobs that people held in the old West, such as vaquero or gold miner. Ask: *Which job would you most like to have? Why?* Encourage students to share their answers.

Best Practices

Encourage Participation To help stimulate small group discussions, assign students specific roles:

- Discussion Connector
- Discussion Director
- Idea Illustrator

Week 4 Writing Project

OBJECTIVE

Thematic Connection: Life on the Frontier

 **Write a Narrative Poem: Voice**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A6.41

TECHNOLOGY ONLY

Writing Trait: Voice: eVisual 6.28

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Use Sensory Details CC.5.W.3.d

Use Appropriate Development CC.5.W.4

and Organization

Plan, Revise, and Edit CC.5.W.5

Writing

Use Technology CC.5.W.6

Write Over Extended Time CC.5.W.10

for Specific Purposes

Language and Vocabulary

Demonstrate Understanding CC.5.L.5

of Figurative Language

Demonstrate Command of CC.5.L.1

Grammar and Usage

Speaking and Listening

Speak Clearly and at an CC.5.SL.4

Understandable Pace

Study a Model

Read the Poem *Anthology* page 450

Read aloud the prompt on **Student eEdition** page 450. Have students read the model silently. Then have volunteers read aloud the notes next to the student model and identify the events in the narrative, the stanzas, the rhyme pattern, and examples that show the poet's voice and style.

Review the Trait: Voice

Display and read aloud **eVisual 6.28**. Then have students find examples of effective voice in the model: *What is an example of a clear personality in the writing? (said our daddy) What is an example of words that are interesting and create pictures? (Over mountains that reached to the sky)*



Writing Trait: Voice

Poetry with an effective voice

- sounds genuine and unique
- uses many words that create sounds and images in the reader's mind

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

Writing Trait: Voice: eVisual 6.28



INTERACTIVE WHITEBOARD TIP: Make a check next to each point you discuss.

Prewrite

Choose a Topic *Anthology* page 451

Have students reread the prompt. Then ask questions such as: *What is your role?* to unpack the prompt and begin completing a RAFT.

Role: Poet

Audience: Student listeners at a poetry reading

Form: Narrative poem

Have students read step 1 on page 451. Then have them use the Language Frames as they talk with partners. Have each student choose a topic and complete a RAFT.

Create Story Elements *Anthology* page 451

Ask a volunteer to read step 2. Remind students: *A narrative poem tells a story.*

Have each student research details about the Old West and use the details to create characters, a setting, and a plot.

Get Organized *Anthology* page 451

Have a volunteer read step 3 and the sample cause-and-effect chain for the model narrative poem. Ask: *What would you write for the third effect?* (Sample answer: traveled across the country) Then tell students to create a cause-and-effect chain to help them plan their narrative poems.

Writing Project

Write Like a Poet

Write a Narrative Poem

Write a poem that tells a story about the people or events in the Old West. You will share your writing during a poetry reading.



Study a Model

A narrative poem is a poem that tells a story. Read what Eric wrote about a family making the journey to California.

A New Life

by Eric Goode

We were heading out West to a new land
In a wagon with eight oxen strong.
Our new home would be California.
Our journey would last a year long.

"We'll have a good life," **said our daddy.**
"We can get us some land of our own.
We'll claim it and clear it and tame it.
We'll eat food that our family
has grown."

So we traveled across plains
and prairies,

Over mountains that **reached to the sky.**
Native people who lived there before us
Watched us quietly as we went by.

Now we have our own place in this
new land
And we work it from morning 'til **night.**
It's hard and it's strange and it's lonely,
But somehow, it feels just **right.**

Like any good story, the poem **describes** events and **why** events are happening.

The poem is broken into stanzas.

The poet has a **clear voice** and style. A reader can hear a personality.

The poem has a regular pattern of **rhyme**.

Prewrite

1. **Choose a Topic** What story will you tell in your poem? Talk with a partner to find a good idea.

Language Frames

Tell Your Ideas

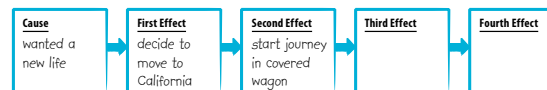
- I really liked _____. That might make a good poem.
- I wonder what it was like to be a _____.
- How did people feel about _____?

Respond to Ideas

- That sounds like a great idea. You could tell about _____.
- Maybe you could include details about _____ in your poem.
- What do you mean by _____?

2. **Gather Information** What event or problem will your story focus on? What details can you use to create characters and a realistic setting?
3. **Get Organized** Use a cause-and-effect chain to help you organize your details.

Cause-and-Effect Chain



Draft

Use your cause-and-effect chain and details to write your draft.

- Break your poem into stanzas.
- Make sure that both rhyme and rhythm follow a pattern.
- Think about your voice and writing style. Choose words that show your personality or the personality of your characters.

Anthology
pages 450–451

Draft

Write Ideas Anthology page 451

Ask a volunteer to read the instructions aloud. Explain how to turn a cause-and-effect chain into a narrative poem.

- *Try to sketch out your story first. Begin the narrative poem by telling the characters and the setting. Think about who the people in your story are and where and when the action happens.*
- *Use the cause in the first box to write about why the action is happening. The cause is the problem that the story characters have to solve.*
- *The effects in your chain tell the steps that the characters take to solve their problem. Write about the effects in the order listed on the chain.*
- *After you have drafted your basic story, think about how to add your own voice, as well as poetic elements, such as sensory words and figurative language.*

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students have difficulty turning the cause-and-effect chain into a narrative.

STRATEGY Suggest that students draw pictures to show events associated with the cause and effects in the chain. Then they can use the pictures to help them write story events in their drafts.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T439k–T439l

Daily Grammar ✓

Have students find the demonstrative pronoun in the play on **Anthology** page 423. (*that* in *that's*) Then use pages T439m–T439n to practice using different kinds of pronouns.

Daily Writing Skills ✓

Point out how alliteration is used in the student model on page 450. Explain that these are examples of figurative language. Then use pages T439o–T439p to practice using figurative language.

Revise

Read, Retell, Respond **Anthology** page 452

Read aloud step 1 on **Anthology** page 452. Have partners take turns reading their poems to each other and then retelling what they have heard. Then have them hold peer conferences to aid in revising. Model how to offer feedback: *You had some interesting details and figurative language in the beginning. Can you add some details and figurative language when you tell about where you traveled?*

Make Changes **Anthology** page 452

Guide students through the instructions and sample changes on page 452. Ask volunteers to explain why each change improves the poem. For example: *How does changing “We’ll buy some land . . .” to “We’ll buy us some land” improve the poem?* (Possible response: It makes the words better fit with the character of the father.)

Discuss how adding details and figurative language make the poem more fun to read. Ask: *How do the words Over mountains that reached to the sky paint a picture?* (Possible response: The words help the readers picture in their minds about what the mountains looked like to the boy traveling.)

Have students use Revising Marks to improve their drafts. Remind them to focus on choosing words that show their personality or the personality of the character and on using figurative language to create sound effects and word pictures.

See **Differentiate**

Edit and Proofread

Check the Poem **Anthology** page 453

Read aloud the instructions on page 453. Have students check their grammar, focusing on using indefinite pronouns correctly. Point out the Grammar Tip about making sure that pronouns agree in gender. Have students edit and proofread their poems, with special attention to indefinite pronouns and any Week 4 spelling words they may have used.

Differentiate

EL English Learners

ISSUE Students need extra language support in holding peer conferences.

STRATEGY Have partners ask and answer these questions:

- *Did I include the setting, characters, and plot with a clear cause and effect?*
- *Does the writing have a clear voice and style?*

BL Below Level

ISSUE Students do not know how to add figurative language to their poems.

STRATEGY Help students find examples of alliteration in the poem. (*We’ll claim it and clear it . . . across plains and prairies) Then have them find a verb in their poem to which they could add another verb that begins with the same sound. Repeat with a noun.*

Writing Project, continued

Revise

1. **Read, Retell, Respond** Read your poem to a partner. Your partner listens and then summarizes the story. Next, discuss ways to improve your writing.

Language Frames	
<p>Retell</p> <ul style="list-style-type: none"> Your poem was about _____. The main events you described were _____. Some good details you used were _____. 	<p>Make Suggestions</p> <ul style="list-style-type: none"> I had a little trouble following the story when _____. Could you add details about _____? The voice and style didn't seem natural. One line where I noticed this was _____.

2. **Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 629 to mark your changes.

- Does your writing have a clear voice and style? Replace words that don't fit you or your characters.

"We'll have a good life," said our ~~father~~ ^{daddy}.

"We'll ~~buy some land~~ ^{buy us some land} of our own."

- Add details that tell about characters and setting.

Do you want to waste water?
~~It's important to conserve water and not waste it.~~

Edit and Proofread

Work with a partner to edit and proofread your narrative poem. Make sure you use adjectives and adverbs correctly. Use the marks on page 629 to show your changes.

Grammar Tip

- Be sure that your pronouns agree in gender.
 - For a **boy or man**, use **he or him**.
 - For a **girl or woman**, use **she or her**.

Publish

1. **On Your Own** Make a final copy of your narrative poem. Try to memorize it. Then present it as though you were telling a story.

Presentation Tips	
If you are the speaker...	If you are the listener...
Look at your listeners as you read or say your poem.	Listen for word choice, rhyme, and rhythm.
Make sure the rhythm of your poem is clear, but be careful not to fall into a sing-song pattern.	Think about the best parts of the reader's presentation. Use them when you read your own poem.

2. **In a Group** Collect all of the narrative poems from your class. Bind them into a book, and work together to think of a good title. Donate the poems to your school library. You may also want to post your poems on a Web site that features student writing.



Anthology pages 452–453

Publish

On Your Own Anthology page 453

Have students write final drafts. Suggest that they use a word processing program.

Review the Presentation Tips before students read or recite their poems aloud. Explain: *Making eye contact and speaking clearly at an understandable pace while reciting the poem will make your reading more engaging and meaningful for the listeners.*

Read the second paragraph on page 450. Model reading individual lines of a poem, such as "Rhyolite: The True Story of a Ghost Town," to demonstrate rhythm and speaking clearly at an understandable pace. Ask students to repeat each line you read.

Review the listening tips. Explain: *Poems are meant to be read aloud. You should listen and enjoy the poet's word choice, rhyme, and rhythm.* Also explain that students can learn from others and use what they learn when they recite their poems.

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

With a Group Anthology page 453

Help students collect all the poems and combine them into a book. Have them think of a title and design a cover for the collection.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and purpose. 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 presented in a logical and smooth way.	Most of the writing has a unique voice. The writer's tone is mostly appropriate for the genre and audience.	Most of the words used are appropriate for the genre and audience. The language is clear and easy to understand.	All sentences are used and connected. The writer's ideas are presented in a logical and smooth way.	The writing has only a few minor errors in punctuation, grammar, usage, and spelling. Most of the sentences are complete.	The text is presented in an orderly way. The writer's ideas are easy to follow. The writing is easy to read and understand.
3	Most of the writing has a clear focus and purpose. 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 presented in a logical and smooth way.	Most of the writing has a unique voice. The writer's tone is mostly appropriate for the genre and audience.	Most of the words used are appropriate for the genre and audience. The language is clear and easy to understand.	All sentences are used and connected. The writer's ideas are presented in a logical and smooth way.	The writing has only a few minor errors in punctuation, grammar, usage, and spelling. Most of the sentences are complete.	The text is presented in an orderly way. The writer's ideas are easy to follow. The writing is easy to read and understand.
2	The writing has a clear focus and purpose. 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 presented in a logical and smooth way.	Most of the writing has a unique voice. The writer's tone is mostly appropriate for the genre and audience.	Most of the words used are appropriate for the genre and audience. The language is clear and easy to understand.	All sentences are used and connected. The writer's ideas are presented in a logical and smooth way.	The writing has only a few minor errors in punctuation, grammar, usage, and spelling. Most of the sentences are complete.	The text is presented in an orderly way. The writer's ideas are easy to follow. The writing is easy to read and understand.
1	The writing does not have a clear focus and purpose. The writer's ideas are not relevant and interesting. Details are inaccurate and do not show in-depth knowledge of the topic.	The writing does not have a clear structure and purpose. The writer's ideas are not presented in a logical and smooth way.	The writing does not have a unique voice. The writer's tone is not appropriate for the genre and audience.	The words used are not appropriate for the genre and audience. The language is not clear and easy to understand.	Sentences are not used and connected. The writer's ideas are not presented in a logical and smooth way.	The writing has many errors in punctuation, grammar, usage, and spelling. Most of the sentences are not complete.	The text is not presented in an orderly way. The writer's ideas are not easy to follow. The writing is not easy to read and understand.

Week 4 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Explain Text Structure: Cause and Effect
- ✓ Visualize to Comprehend Text
- ✓ Identify and Compare Authors' Purposes to Comprehend Text
- ✓ Explain Event Relationships
- ✓ Explain the Structure of a Poem
- ✓ Determine/Compare Themes

ASSESSMENTS

Reading Comprehension

FRONTIER WOMEN

The men who pioneered alone found life was difficult on their own. Women settlers who finally came were rare as gold—and worth the same.

New opportunities filled the land. Home-cooked meals were in demand. A woman who served or ran a diner could earn more gold than many a miner!

Back East, hard work was done by men. Out there, skills had to think again! With so much work, and so few hands, all were needed in western lands.

Baking, washing, sewing, mending—a pioneer's work was never ending! Women plowed and hunted with pride, built homes, dug wells, babies at their side.

Renowned a man that glowed like gold, women pioneers grew brave and bold. Hard work and freedom on the western frontier made women's strength and courage clear.

Reading Comprehension

Read the first two lines of the poem.

What rhyme scheme is used in the poem?

What is one of the themes in the poem?

Reading Strategy Assessment

Part and Number	4 3 2 1	4 3 2 1	Determine Importance	4 3 2 1
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4

Reading Comprehension Unit Test
A6.23–A6.30

Reading Strategy Assessment
SG6.30–SG6.31

Fluency

- ✓ Expression
- ✓ Accuracy and Rate

Oral Reading Assessment

Back was quick, lithe, and always looking for a challenge. For a while, he worked on a cattle ranch in Montana, but he really wanted to travel, and he finally figured out a way to do it using the skills he had learned as a cowboy.

Back rode his horse from town to town and introduced himself as "the Hope Master." He showed how quickly he could tie a lasso rope into a loop, or lasso, and how he could throw his lasso. He would throw the lasso out and over any object the crowd chose. The lasso always landed where he wanted it to. Back said he could lasso anything! Everyone would laugh and say it was impossible, but they would stand in the dusty streets to watch him. If the audience liked the show, they'd cheer him on and give him a hat.

One day Back was in Dodge City, writing a handful of dusty coins after a show, when a young cowboy walked up and challenged Back to a lassoing contest. The cowboy smiled confidently as he led a knot in his lasso. Back nodded, accepting the challenge. A group of townspeople gathered around as Back pointed to a horse-drawn wagon passing by.

"Lasso that!" Back said. The young man threw his lasso carefully, and the loop of rope landed around the end of the wagon. The crowd cheered.

Back just smiled. He asked the wagon driver to drive past one more time. Then Back turned his back to the wagon. People gasped as he took out a handful and tied it around his eyes. He twined the lasso over his head and there it behind his back. "Hurry!" Back's lasso landed perfectly, right around the wagon driver!

Oral Reading Assessment

Grade	4	3	2	1
Accuracy	100%	95%	90%	85%
Fluency	100%	95%	90%	85%
Expression	100%	95%	90%	85%

Oral Reading Assessment

Grade	4	3	2	1
Accuracy	100%	95%	90%	85%
Fluency	100%	95%	90%	85%
Expression	100%	95%	90%	85%

Oral Reading Assessment
A6.1–A6.3

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

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Relate Words: Homographs
- ✓ Determine Word Meanings
- ✓ Spell Words with oo, ew; au, aw, ai, all
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the question. Choose the best answer.

1. What does **cautious** mean in this sentence?
The woman lived in a **cautious** area.

2. What does **cautious** mean in this sentence?
She had a **cautious** attitude with her.

3. What does **cautious** mean in this sentence?
The person bought a **cautious** of supplies.

4. What does **cautious** mean in this sentence?
A **cautious** lit up the front of the house.

Vocabulary Test

Directions: Read the question. Choose the best answer.

1. The _____ of the team grew fast.

2. The country's _____ was based on trade.

3. Let's use _____ carefully to make sure there is enough for everyone.

4. Early settlers had to _____ a new set of rules for themselves.

Spelling Words

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

Words with oo, ew, au, ai, all:

- alternate Their mood **alternates** between joy and sorrow.
- applaud Everyone **applauded** the miner's great success.
- ousture Most settlers lived in **ousture** cabins or dugouts with simple furnishings.
- booth The information **booth** offers a map and history of the ghost town.
- cautious To avoid many travelers had to be very **cautious** when crossing rivers in wagons or on horseback.
- downfall When the gold ran out, it was our town's **downfall**.
- flawless My **flawless** plan for digging a well cannot possibly fail.
- glomy The miner was sad and **glomy** because he didn't find any gold.
- halter Put the **halter** on the pack mule and lead it this way.
- haunches If you tap your heels on a horse's **haunches**, it will move forward.
- noose I made a **noose** with the rope and looped it around the horse's neck.
- pretext Sheets of rain fell from **pretext** colored clouds.
- skewed The sheriff **skewed** the data so it looked like he'd caught more outlaws than he really had.
- sprawling The tiny railroad town grew into a **sprawling** city.
- squall When the **squall** hit, rain soaked everything.

Watch-Out Words:

- hoard Pioneers would often **hoard** summer crops so they had enough to eat in the winter.
- hands Sometimes a **hand** of men would destroy saved food.
- sole I was the **sole** person left in town after everyone left.
- soul The inspiring poem spoke of the essential **soul** or spirit of the typical pioneer.

Vocabulary Unit Test
A6.31–A6.32

Spelling Pretest/ Spelling Test
T439k

Grammar and Writing

- ✓ Use Indefinite Pronouns
- ✓ Use Different Kinds of Pronouns
- ✓ Use Figurative Language

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Out here on the prairie, _____ has a horse. Most of the people _____ two or three. This brown horse here is _____ and she is the best horse I've ever had. Her name is Queen. My friend Michael has a horse, too, but my horse is faster than _____ all of my friends. Her name is _____ Queen in a race. _____ knows that! That's why I call her Queen.

1. Choose the answer that goes in Blank 1.

2. Choose the answer that goes in Blank 2.

3. Choose the answer that goes in Blank 3.

4. Choose the answer that goes in Blank 4.

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Let New York City be new to me, but I wouldn't want to live there. (2) She is way too big! (3) People just like different things, I guess. (4) Many like to live in big cities and ride in cars everywhere. (5) That kind of life is not for me. (6) I like to ride horses, cook meals over an fire, and sleep under the stars. (7) I had the biggest when I'm in the great outdoors.

1. What is the correct way to write sentence 2?

2. What is the correct way to write sentence 3?

3. What is the correct way to write sentence 4?

4. What is the correct way to write sentence 5?

5. What is the correct way to write sentence 6?

6. What is the correct way to write sentence 7?

Writing Rubric

Grade	4	3	2	1
Content	100%	95%	90%	85%
Organization	100%	95%	90%	85%
Style	100%	95%	90%	85%
Conventions	100%	95%	90%	85%

Unit Writing, Revising, and Editing Test
A6.33–A6.36

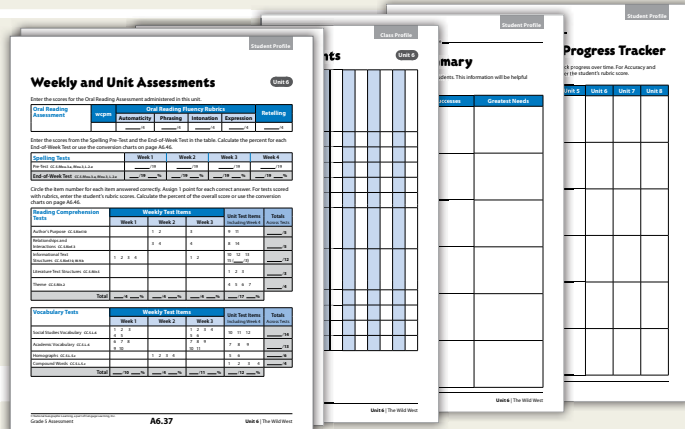
Writing Rubric
A6.41



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A6.37–A6.38
- Class Profile: Weekly and Unit Assessments** A6.39
- Student Profile: Strengths and Needs Summary** A6.40
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Explain Narrative Poetry: Reteaching Master RT6.10**
- Compare Authors' Purposes: Reteaching Master RT6.11**
- Visualize: Reteaching Master RT6.12**

ADDITIONAL PRACTICE

Comprehension Coach

Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach

Vocabulary and Spelling

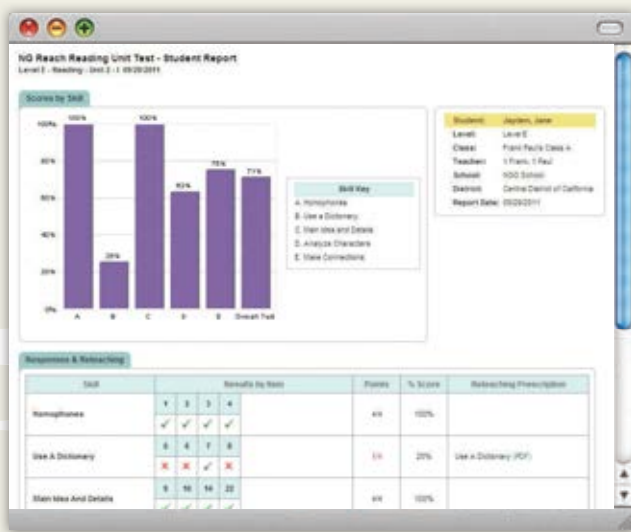
RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games

Daily Spelling Practice, pages T439k–T439l



eAssessment™

ONLINE ONLY Automated Reports

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

Grammar and Writing

RETEACH

Different Kinds of Pronouns: Anthology Handbook, pages 644–645

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Voice: Reteaching Master RT6.13

ADDITIONAL PRACTICE

More Grammar Practice PM6.35

Daily Writing Skills Practice, pages T439o–T439p

See Weeks 1–3 for additional reteaching resources.

?
BIG Question

What does it take to settle a new land?



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.















Write a Description

Imagine that you visited Rhyolite or another boomtown when it was booming. Write a description of what you might have seen there. Use your concept map to help you.


454

Unit 6 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!




On the Road

Write a list of the things you would definitely take with you if you had to move to a new place. Explain why you would take each thing.




Talk About It!




Conduct an Interview

Choose people to represent characters from the play *The Road to Rhyolite*. Then prepare questions to ask these characters about their lives in the west.



Do It!




Put on a Comedy Show

Write three jokes about living in a new place. Then put on a comedy show to share them with the class. Use some props, too.




Do It!



Create a Photo-Essay

Find pictures that show what life was like for the settlers who went West. Then arrange the photos to make a photo-essay. Write one or two sentences to describe each photograph. Then share your essay with the class.



455

Anthology
pages 454–455

OBJECTIVES

Thematic Connection: The American West
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM6.1

Academic Talk

1 Talk Together Anthology page 454

Display the Big Question. Read aloud the first paragraph on page 454. Have students revisit **Practice Master PM6.1** to remind them of their answers to the Big Question. Encourage them to think about their class discussions, the selections in the unit, and the books they read during **Small Group Reading**. Remind students to elaborate on the ideas of others by sharing their own thoughts and adding additional details that they think of while listening. Prompt them with questions such as: *Do you agree that settling new land requires hard work? Why or why not?*

Writing

2 Write a Description Anthology page 454

Read aloud the instructions. Have students revisit “At South Pass” on **Anthology** page 378. Remind students that when they write a description about an experience, they should tell what they saw and heard and how they felt. Prompt students with questions such as: *What do the people look like? What do you see and hear? What sounds and smells do you experience? How does living in or visiting the boomtown make you feel?*

COMMON CORE STANDARDS

Writing

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

Speaking and Listening

Discuss Topics Expressing Ideas Clearly CC.5.SL.1

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

Unit Projects

3 Share Your Ideas Anthology page 455

Read aloud the project options. Have students who have chosen the Talk About It group project form small groups and gather in designated areas. Have the other students work independently at their desks.

Write It!



Plan

Have students imagine that they are moving to an unsettled area. Tell them that like the early settlers, they have little space for packing. Guide students in thinking about basic needs.

Ask: *What would you need to make meals? To keep clean? To build and fix things? To protect yourself from the weather?* Point out that knowing the climate and conditions of the area is important in deciding what is needed.

On the Road

After students make their lists, have them:

- write an explanation about why they chose the items
- explain why they chose to leave some items behind

Students may choose to read their lists to the class. If so, they should be prepared to describe where they imagine moving.

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

Talk About It!



Plan

Have students decide who will conduct the interviews and who will take the part of each character from *The Road to Rhyolite*. Have students who will portray story characters make character webs for their characters while the interviewers prepare their questions. Students can use the webs to answer the questions when they are in character.

Conduct an Interview

Remind students who are interviewing the characters to ask questions that require more than a yes or no answer.

Have group members switch roles so everyone gets an opportunity to interview and be interviewed.

Pose and Respond to Questions CC.5.SL.1.c

Do It!



Plan

Before writing their own jokes about living in a new place, ask students to share some jokes and explain what makes the jokes funny. *Do they use word plays? Do they have multiple meaning words or use puns?* Students may use what they learned from the discussion to write their own jokes.

Put On a Comedy Show

Allow students time to write their jokes and share them with partners for feedback. Remind students that they are writing jokes about a new place and that their jokes should be respectful of others and appropriate for school.

Students may want to share their jokes with you before presenting them to the class.

Adapt Speech CC.5.SL.5

Do It!



MATERIALS

Access to online resources, printer, scissors, glue, poster board

Plan

Bookmark for student use a list of Web sites with images in the public domain, such as: <http://www.archives.gov/research/american-west/#interpret>.

Create a Photo-Essay

As students write their captions, have them include as much information about the photos as they can. Explain that while we cannot copy other people's photographs without their permission, the photos you have bookmarked are okay to use.

As students share their photo-essays with the class, remind them to make eye contact with the audience.

Write Informative/Explanatory Text to Convey Ideas CC.5.W.2
Conduct Research CC.5.W.2

Unit 6 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



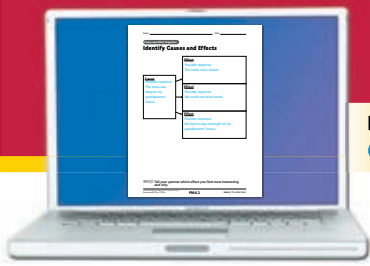
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages
	Family Newsletter 6: English and Spanish	
Week 1	Day 1: Unit Concept Map	PM6.1
	Cause-and-Effect Organizer	PM6.2
	Day 3: Grammar Game	PM6.3
	Day 4: Grammar and Writing	PM6.4
	Day 5: Test-Taking Strategy Practice	PM6.5
	Cause-and-Effect Organizer	PM6.6
	Fluency Practice	PM6.7
	Reteach: Grammar Practice	PM6.8
Week 2	Day 1: Grammar Game	PM6.9
	Day 2: Grammar Game	PM6.10
	Day 3: Authors' Purposes Chart	PM6.11
	Grammar Practice	PM6.12
	Day 4: Mark-Up Reading	PM6.13
	Grammar and Writing	PM6.17
	Reteach: Grammar Practice	PM6.18
Week 3	Day 1: Cause-and-Effect Chain	PM6.19
	Day 3: Grammar Game	PM6.20
	Day 4: Grammar and Writing	PM6.21
	Day 5: Test-Taking Strategy Practice	PM6.22
	Cause-and-Effect Chain	PM6.23
	Fluency Practice	PM6.24
	Reteach: Grammar Practice	PM6.25
Week 4	Day 1: Grammar Game	PM6.26
	Day 2: Grammar Game	PM6.27
	Day 3: Comparison Chart	PM6.28
	Grammar Practice	PM6.29
	Day 4: Mark-Up Reading	PM6.30
	Grammar and Writing	PM6.34
	Reteach: Grammar Practice	PM6.35



NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level F | Unit 6

Dear Family Member,

“What does it take to settle a new land?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the history of the western United States. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about the history of your town or state. Share what you know about how and when it was settled. Try to use some of the New Words in your discussion.
2. At the top of the note card below, write the name of your town or state. In the middle of the note card, write something interesting you know about its history.
3. Remind your student to bring the completed note card to class.

What We're Reading

“Westward Bound!”

by Michael J. Noble

This article explains how the western United States was settled.

“A Day in the Life of a Vaquero”

by Phyllis Edwards

In this essay, the life and work of a young vaquero is illustrated with photos by Explorer William Allard.

“The Road to Rhyolite”

by Shirleyann Costigan

In this play, a clever coyote narrates the story of Rhyolite, an old western boomtown.

“Rhyolite: The True Story of a Ghost Town”

by Diane Siebert

This poem describes the rise and fall of Rhyolite, Nevada.

And more!

COPY READY



New Words

Weeks 1 and 2

construction

frontier

reservation

establish

gold rush

settler

expansion

individual

explore

ranching

Weeks 3 and 4

boomtown

economy

mining

claim

ghost town

population

development

investor

speculate

discovery

limited
resources

Learn and play with words. [NGReach.com](https://www.ngreach.com)



Estimado miembro de la familia,

“¿Qué se necesita para establecerse en un nuevo territorio?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de la historia del oeste de Estados Unidos. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Comenten acerca de la historia de su ciudad o estado. Compartan lo que saben acerca de cómo y cuándo se estableció. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. En la parte superior de la tarjeta de notas que aparece más abajo, escriban el nombre de su ciudad o estado. En el centro de la tarjeta, escriban algo interesante que sepan acerca de la historia de ese lugar.
3. Recuerde a su estudiante traer la tarjeta completa a clase.

Qué estamos leyendo

“Westward Bound!”

por Michael J. Noble

Este artículo explica cómo fue colonizado el oeste de Estados Unidos.

“A Day in the Life of a Vaquero”

por Phyllis Edwards

En este ensayo, se ilustran la vida y obra de un joven vaquero a través de fotos del explorador William Allard.

“The Road to Rhyolite”

por Shirleyann Costigan

En esta obra, un astuto coyote narra la historia de Rhyolite, una ciudad en auge en el viejo oeste.

“Rhyolite: The True Story of a Ghost Town”

por Diane Siebert

Este poema describe el ascenso y la caída de Rhyolite, Nevada.

¡Y más!



Nuevas Palabras

Semanas 1 y 2

construction
construcción

establish
establecer

expansion
expansión

explore
explorar

frontier
frontera

gold rush
fiebre del oro

individual
individuo

ranching
ganadería

reservation
reservación

settler
poblador

Semanas 3 y 4

boomtown
ciudad en auge

claim
reclamo

development
desarrollo

discovery
descubrimiento

economy
economía

ghost town
pueblo fantasma

investor
inversionista

limited
resources
recursos limitados

mining
minería

population
población

speculate
especular

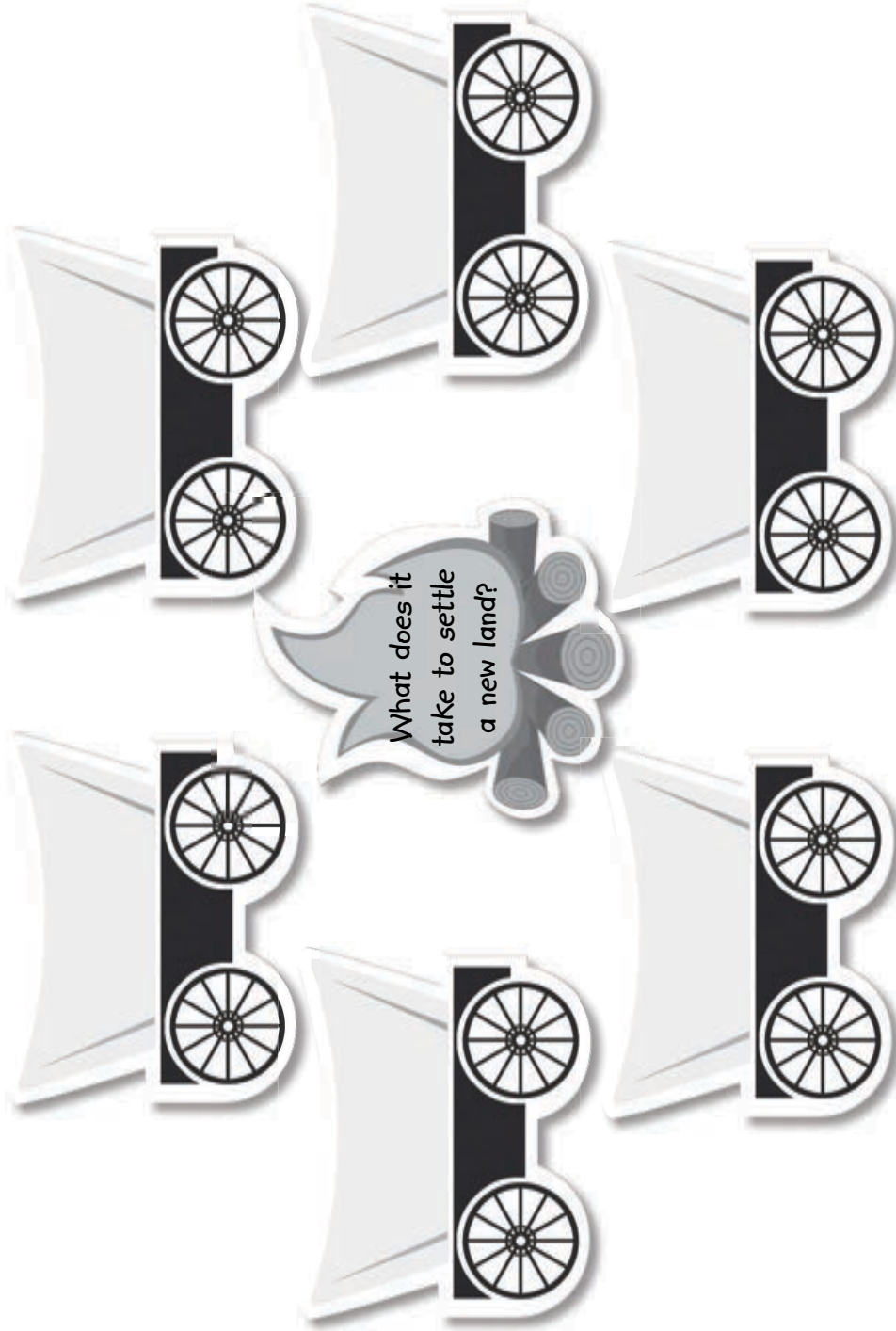
COPY READY

Aprenda y juegue con palabras. [NGReach.com](https://www.NGReach.com)

Unit Concept Map

The Wild West

Make a concept map with the answers to the Big Question:
What does it take to settle a new land?

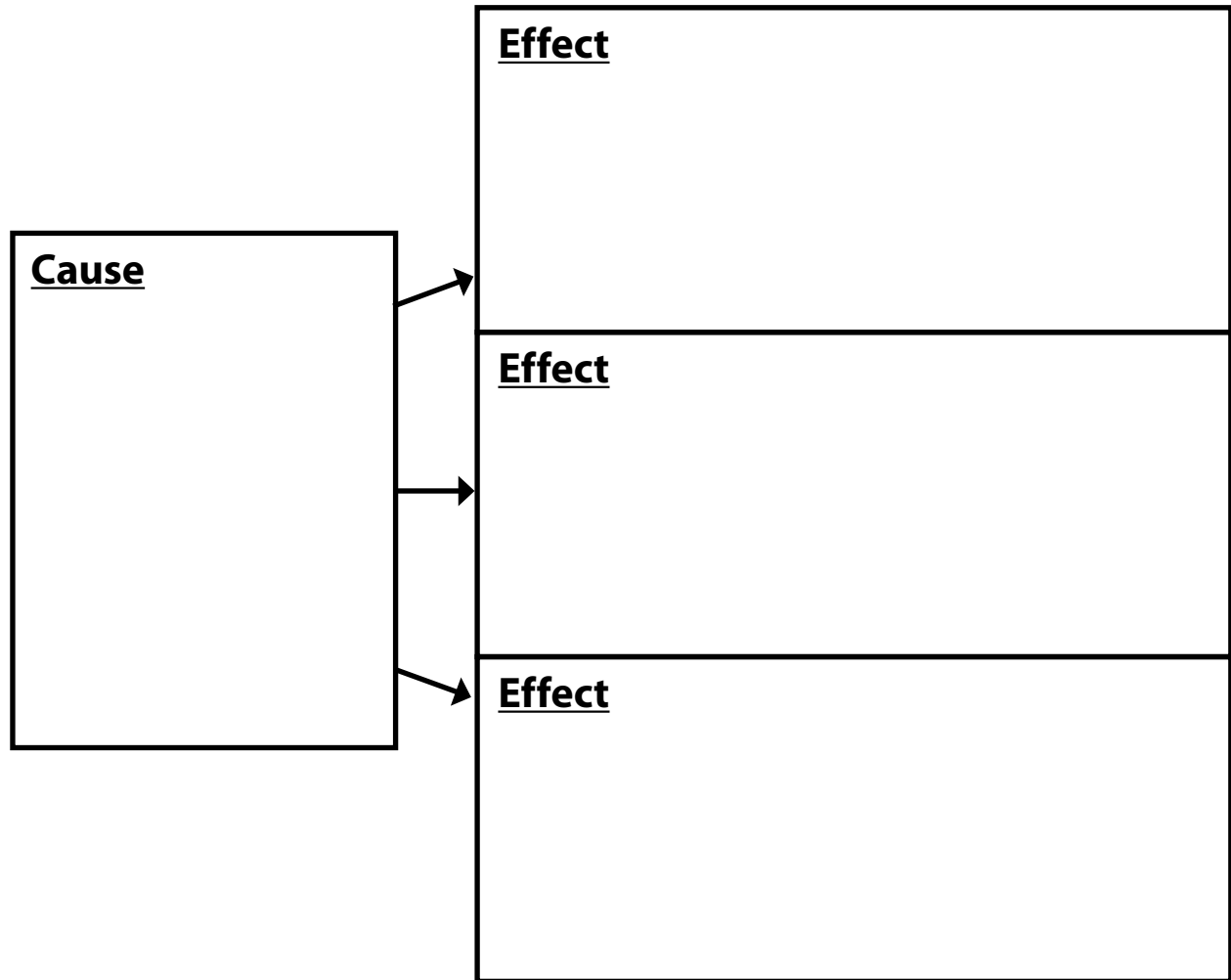


COPY READY

Cause-and-Effect Organizer

Identify Causes and Effects

COPY READY



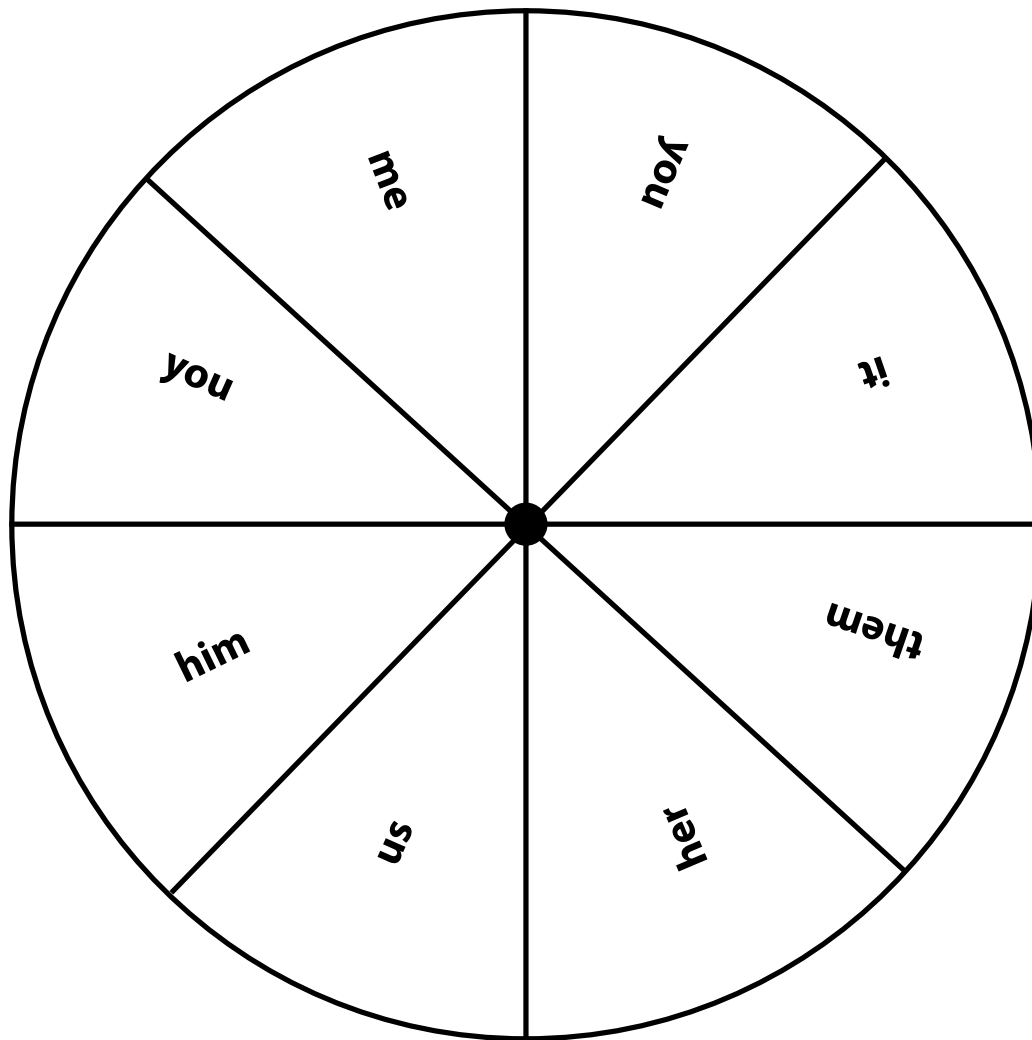
 **Tell your partner which effect you find most interesting and why.**

Grammar: Game

Spin and Speak

Directions:

1. Make up a sentence for the object pronoun selected.
2. If the other players agree that you used the pronoun correctly, give yourself one point.
3. The first player to get 5 points is the winner.



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.

COPY READY

Grammar: Grammar and Writing

Edit and Proofread

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

- correct use of subject and object pronouns
- use of the pronoun *it* without an antecedent

Editing and Proofreading Marks

^	Add.
~	Take out.

I
me wanted to know what being a cowboy was like. My sister
^
Nikki and me got the chance last summer. Mom took Nikki and I to a working cattle ranch that lets tourists stay and work for a week. They is the only place where you pay to work. Us stayed in bunkhouses. Was hot there. The bunkhouses had no air conditioning.

The best part was having my own horse. His name was Jacks. She was brown with a white streak on his nose. Different cowboys taught us different things. Them were really patient with us. Mitch taught we how to wrangle cattle. Nikki was much better at it than I was. Her could make her horse do anything. Mary taught us how to lasso. Now I can lasso Nikki anytime her annoys me.

Test-Taking Strategy Practice

Predict the Answer


Directions: Read each question about “Westward Bound!” Choose the best answer.

Sample

- 1** Sod houses built around rooms carved out of a hillside were called _____ .
- Ⓐ settlements
 - Ⓑ explorations
 - Ⓒ territories
 - dugouts

- 2** Around what year did people start moving to the West in large numbers?
- Ⓐ 1705
 - Ⓑ 1790
 - Ⓒ 1988
 - Ⓓ 1803

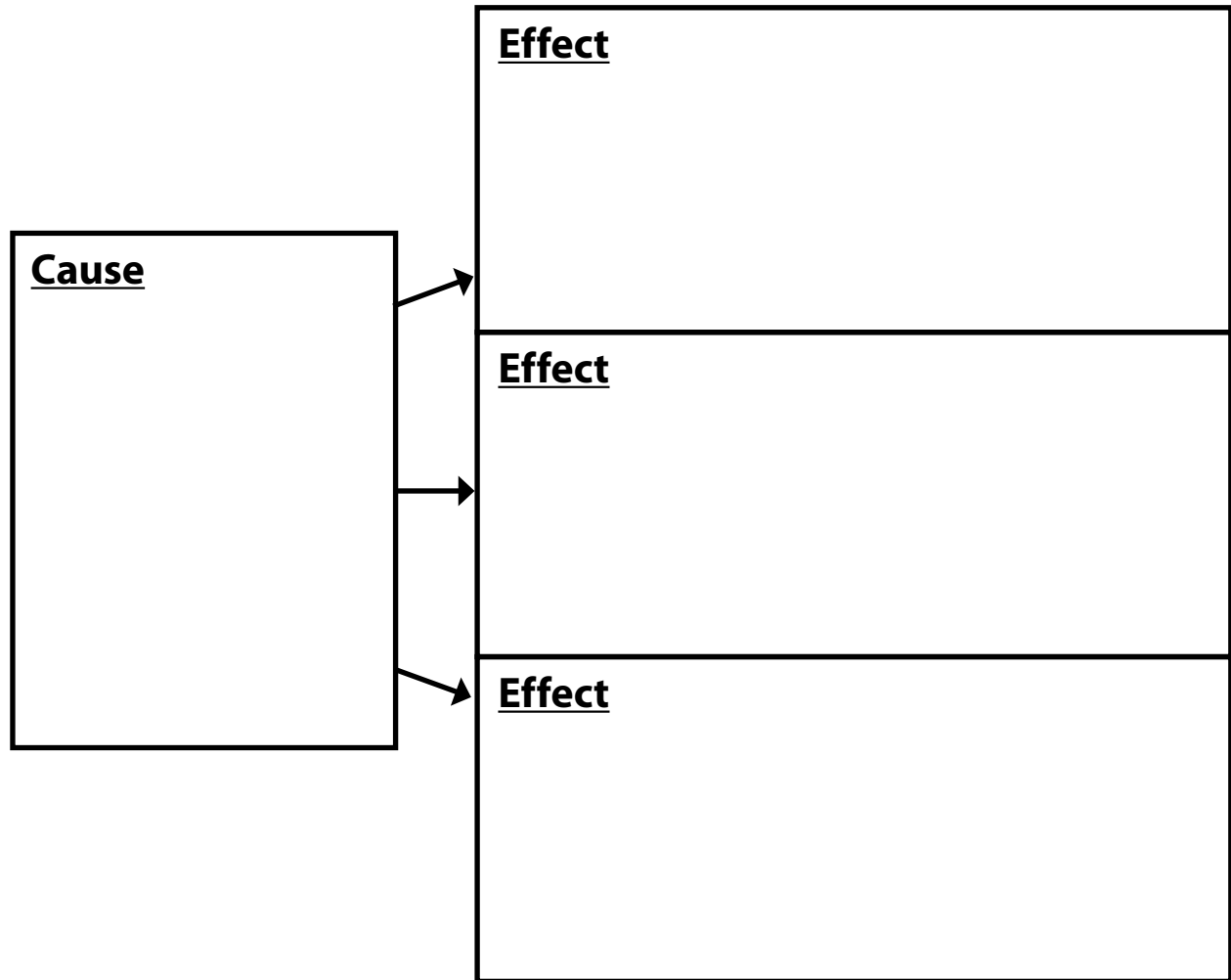
- 3** Why did settlers mostly go west?
- Ⓐ to meet English, Scottish, and French fur traders
 - Ⓑ to start plantations
 - Ⓒ to find land
 - Ⓓ to find big cities

 **How did you use the test-taking strategy to answer the question?**

Cause-and-Effect Organizer

"Westward Bound!"

COPY READY



 Use your organizer to retell the selection to a partner.

Fluency Practice

“Westward Bound!”

Use this passage to practice reading with proper intonation.

If you ask anyone about the history of the West, they may tell you about a wild, 17
 lawless time, when brave cowboys rode their horses across wide, dusty plains. 29
 This is a popular vision of the Old West. It is often shown on TV and in the 47
 movies. But it is not the whole story. 55
 The real history of the West is much more interesting. It is the story of millions 71
 of different kinds of people, all with different ideas about the land and their 85
 future on it. They came from many different backgrounds, but they had one 98
 thing in common. They lived in a time of great changes. It was the time of the 115
 westward expansion. 117

From “Westward Bound!”, page 386.

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

Around the Neighborhood

Grammar Rules Pronouns

Subject pronouns must agree in number and gender with their **antecedents**.

- The **pronoun *it*** can be a subject with or without an **antecedent**.

Liz likes to shop. She shops for fruit.

The market is busy. It is noisy.

It is time to shop.

Object pronouns agree in number and gender with their **antecedents**.

- **Object pronouns** come after **verbs** or small words such as **to**, **for**, or **of**.

The baker bakes muffins. He **bakes them** for us.

I go to the market. I go **to it** every week.

Read each sentence. Circle the correct subject or object pronoun.

1. Liz smiles as we walk by. We wave to (she, her).
2. My sister and I missed the bus! (We, Us) walk to school.
3. Mrs. Potter loves her flower garden. (She, Her) is a great gardener.
4. Mr. Hernandez helps his students. He helps (us, we) to understand.
5. The students are quiet. (It, Them) is time to study!

 **With your partner, talk about what goes on in your neighborhood on Saturdays. Use subject and object pronouns.**

Grammar: Game

Pronoun Concentration

Directions:

1. Cut out the cards. Place them face down on the playing area.
2. Take turns turning over two cards.
3. If your cards have a subject pronoun that matches its reflexive form, use the words in a sentence. If the other players agree that your sentence is correct, keep the cards.
4. If your cards do not match, return them to the playing area.
5. Play until all the pronouns have been matched. The player with the most matches wins.

he	we	I	you
she	it	you	they
themselves	itself	ourselves	yourself
myself	himself	yourselves	herself

COPY READY

Grammar: Game

Reflexive Pronoun Challenge

Directions:

1. Set a timer for one minute.
 2. Circle the reflexive pronoun in each sentence, and draw an arrow to its antecedent.
 3. Stop your work after one minute.
 4. Trade papers with a partner and check each other's work.
 5. The one with more correct answers is the winner.
-

1. Cowboys often wore bandanas to protect themselves from dust.
2. The bandana itself could also be used as a washcloth or a bandage.
3. One cowboy said, "I don't know how I'd safeguard myself without my bandana.
4. Another cowboy said, "We also need broad-brimmed hats to protect ourselves from the sun."
5. A cowgirl also needed a hat to protect herself from the sun, but hers was usually more fashionable.
6. The sign outside the general store read, "Cowboys! Prepare yourselves for the cattle drive ahead. Get your supplies here!"
7. A cowboy also needed to wear chaps to protect himself from horns and sagebrush.
8. A wise old cowboy advised, "You should always have a song in your heart to keep yourself from getting lonely."

Authors' Purposes Chart

Compare Authors' Purposes

	"A Day in the Life of a Vaquero"	"Westward Bound!"
<p>What was the author's main purpose?</p> <ul style="list-style-type: none"> • give information or explain • persuade readers • entertain, describe, or express personal feelings • tell how to do something 		
<p>How do you know? Give examples.</p>		

COPY READY

 Take turns with a partner. Share one question you could ask both authors. Share one question you have for only one author.

Grammar: Prounoun Agreement

Lewis and Clark


Circle the nouns. Rewrite the sentence with pronouns in place of the nouns.

Grammar Rules Prounoun Agreement

1. Use **I** or **me** to talk about yourself. Use **we** or **us** to talk about yourself and another person.
2. Use **he** or **him** for a boy or man. Use **she** or **her** for a girl or woman. Use **it** for a thing.
3. Use **they** or **them** for two or more people or things. Use **you** to talk to one person or more than one person.
4. Use pairs of pronouns that match in person and number to talk about a person twice in one sentence. (he, himself)

1. Sacajawea helped Lewis and Clark. _____
2. Lewis and Clark asked questions. _____
3. President Jefferson learned a lot because of Sacajawea, too.

4. Lewis and Clark were great. _____
5. Now President Jefferson, the people, and I know a lot about the American West. _____

 Have a partner choose a noun. Tell the noun's number and gender. Then pick a pronoun that can replace the noun. Together, make a sentence using a pair of pronouns with that number and gender.

Mark-Up Reading

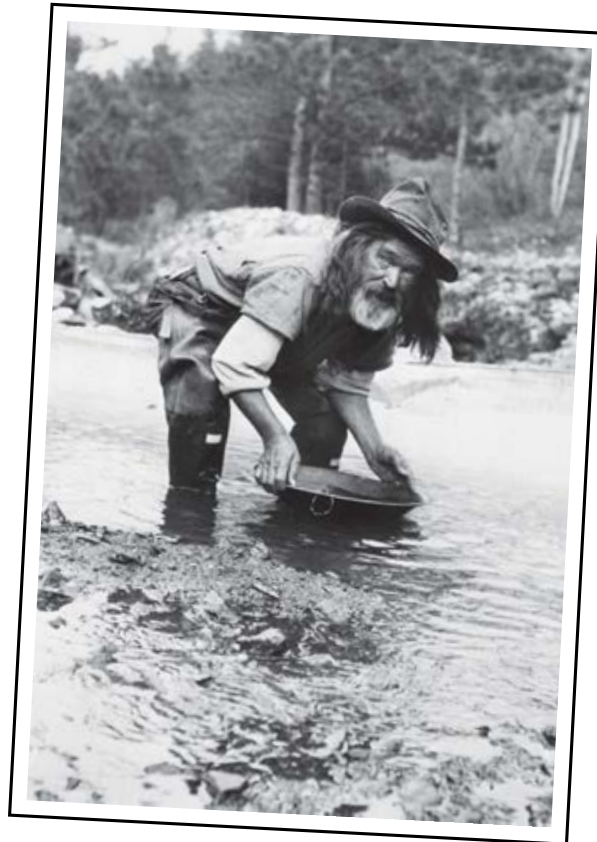
Adapted from

ONE MAN'S GOLD

BY ENOS CHRISTMAN

Friday, May 25, 1851

One who has not been in California can hardly credit the changes that take place here in a very short period of time. Just one short year ago, I was crossing the barren plains on foot. Back then, a gold hunter had to carry everything he required with him. Often I have footed it a distance of fifteen or twenty miles over a burning, dusty plain without being able to get a drop of water unless I carried it with me. Now everything here is different. No canteen is needed. You need not carry your blankets. All along the roads, trading tents and good houses are erected. Travelers can find good meals as well as a good, clean bed.



COPY READY

Explanation: _____

Mark-Up Reading

A LETTER HOME

BY EDMUND BOOTH *Adapted from personal letters*

Nov. 3, 1850

My Dear Wife,

Probably you are thinking that I am now on my way home, and so I expected to be. Alas! I am in California for another winter.

[Several weeks ago] a man offered me a half share in a damming company on condition that I worked until the dam was finished. After two weeks of the most laborious work I ever performed, we had a rain which must have been very heavy in the higher mountains. On the next day, every dam on the river, including our own, was either destroyed or greatly injured.

It was a most bitter disappointment all along. We had all expected to make our thousands and go home this Autumn.

Your affectionate husband,
Edmund

Explanation: _____

Mark-Up Reading

EL DORADO, 1849

BY LUZENA STANLEY WILSON *Adapted from oral history*

From the brow of a steep mountain we [my family and I] caught the first glimpse of a mining camp. Nevada City, a row of canvas tents lining each of the two ravines, lay at our feet.

We were not rich enough for the luxury of a canvas home. So, a few pine boughs and branches of the undergrowth were cut and thrown into a rude shelter for the present. Since our experience with rain [flooding] in Sacramento, we thought that rain was one of the daily or at least weekly occurrences of a California spring. As a result, the first precaution was to secure a water-tight shelter. Our bedding was placed inside the little brush house. My cook stove was set up near it under the shade of a great pine tree. Thus, I was established, without further preparation, in my new home. When I was left alone in the afternoon, I tried to think of ways to increase our low family finances. I thought of taking boarders. There was already a thriving establishment of the kind just down the road. Under the shelter of a canvas roof, its sign read: "Wamac's Hotel. Meals \$1.00."

COPY READY

Explanation: _____

Mark-Up Reading

EL DORADO, 1849 (continued)

I decided to set up a rival hotel, but I needed to build it first. So I bought two boards from a precious pile belonging to a man who was building the second wooden house in town. All by myself I chopped stakes and drove them into the ground. Then I set up my table and bought supplies at a neighboring store. When my husband came back at night he found twenty miners eating at my table. Because they liked what they ate, every man put a dollar in my hand and said I might count him as a permanent customer. Since I believed my hotel would bring me gold, I called it "El Dorado."



COPY READY

Explanation: _____

From the first day, it was well visited. The miners were glad to get something to eat. In six weeks we had saved money enough to pay the man who brought us up from Sacramento. In a little time, the frame of a house grew up around me, and presently my cook stove and brush house were enclosed under a roof.

Explanation: _____

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 subject, object, and reflexive pronouns.

Editing and Proofreading Marks

^	Add.
↷	Take out.

The dry goods store was going out of business. Mrs. Colter looked around. "Are you folks closing the store ^{yourself} ~~himself~~?" she asked Stitch.

Stitch replied, "You can see for yourselves that there are no customers. They have all left to get himself new jobs."

"My husband and me aren't leaving," sniffed Mrs. Colter. "Him and I still have customers."

"People have to eat," said the owner. "Your husband's got herself a good little business with that grocery store."

"We've worked myself to the bone, feeding people in this town," exclaimed Mrs. Colter. "Them can't leave just because the mine has run themselves dry!"

"Me agree," replied Stitch. "But I have a family to feed. I have to move where people have the money to buy my goods."

Grammar: Reteach

Band Practice**Grammar Rules Reflexive Pronouns**

A **reflexive pronoun** acts as an object and refers back to the subject.

- Singular **reflexive pronouns** end with **-self**.
- Plural **reflexive pronouns** end with **-selves**.


Rose taught **herself** the guitar.

Mark chose the songs by **himself**.

Mark, Rose, and I formed the band **ourselves**.

Use reflexive pronouns to complete the sentences.

1. Mark hums the new songs to _____.
2. Rose sings to _____, too, so she can get the tune right.
3. Rose and Brett ask _____ if they're ready for a duet.
4. Brett doesn't like performing by _____.
5. After practice, we treated _____ to pizza!

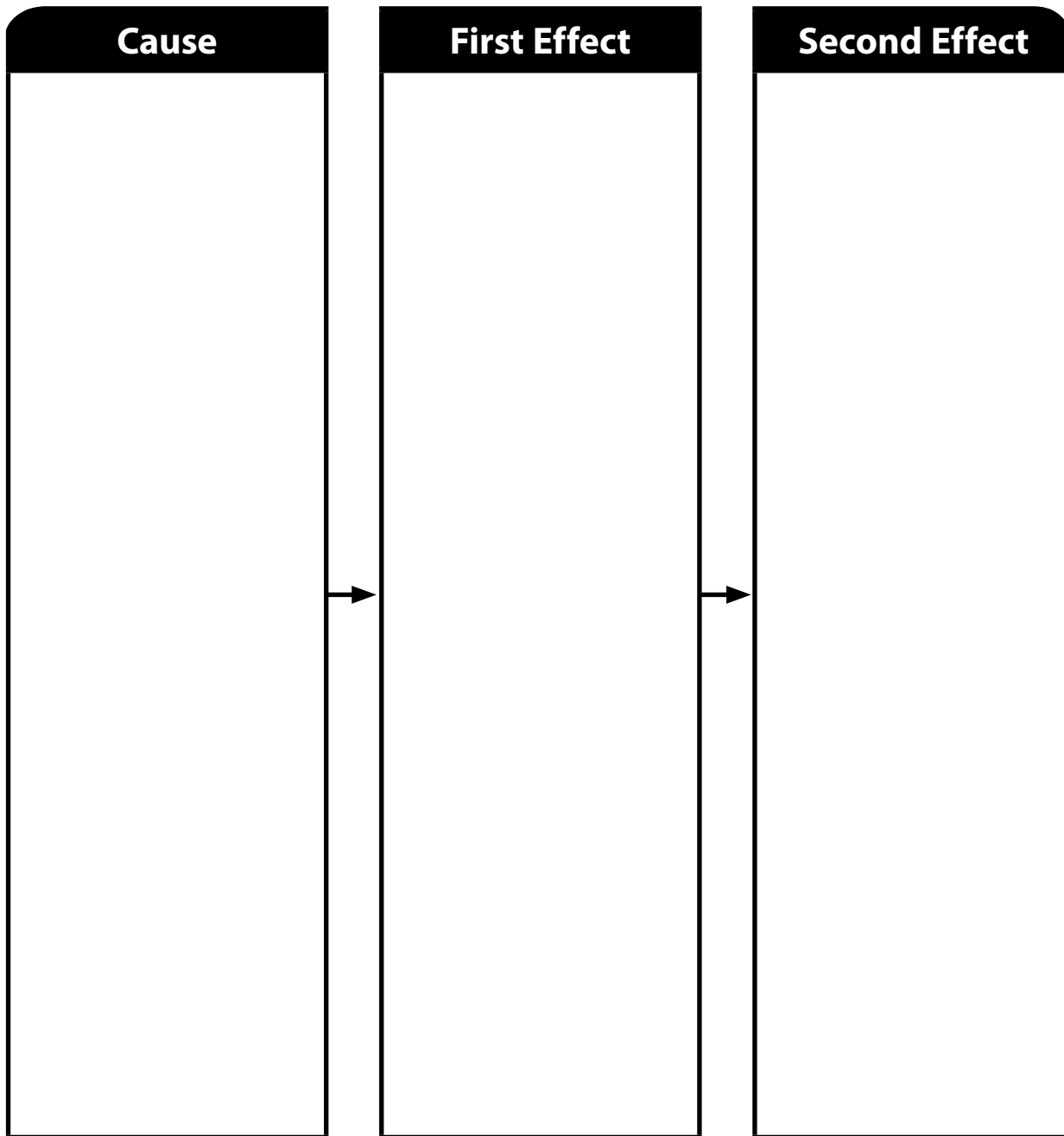
 With your partner, take turns talking about a group activity that you tried. Try to use reflexive pronouns.

Cause-and-Effect Chain

The Effects of Moving

Make notes in your cause-and-effect chain as your partner tells you about a time when a friend or relative moved away.

Cause	First Effect	Second Effect



COPY READY

 With your partner, talk about the move. Use your cause-and-effect chain to show what happened because of the move.

Grammar: Game

Flip and Write**Directions:**

1. Take turns with your partner.
 - Player 1 completes the odd-numbered sentences below.
 - Player 2 completes the even-numbered ones.
2. Players take turns flipping a coin.
 - If the coin is heads, the player completes the sentence so that it tells about things that are nearby.
 - If the coin is tails, the player completes the sentence so that it tells about things that are farther away.
3. Players check each other's sentences to see if they are correct.
4. Look at the box if you need help.

More Demonstrative Adjectives and Pronouns	
things nearby	These hammers are on sale. These are a good deal.
things farther away	Those bags are light. You can carry those .

1. _____ needles are sharp. Be careful with _____.
2. _____ wheels are strong. _____ will last a long time.
3. Do you see _____ buckets? _____ will hold a lot of water.
4. _____ pans belong to a miner. _____ are very valuable to him.
5. _____ newspapers come out every day. People like to read _____.
6. Don't touch _____ pots! _____ are very hot.
7. Look at _____ gold nuggets! Whose nuggets are _____?
8. _____ boots look comfortable. You should buy _____.

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 possessive pronouns
- correct use of demonstrative pronouns

Editing and Proofreading Marks

^	Add.
~	Take out.

Clem pulled Millie into the store and pointed to far shelves. "See all the things on that shelf?" Clem said. ^{Those} ~~That~~ are all on sale!

"Look," Clem added, showing Millie his supplies, "I have that here.

Pointing to a box of needles in the far corner, Millie said to the owner, "I need some needles. How much are these?"

He said, "This are not for sale. They are my wife's. They are his."

Ollie, a passerby, walked into the store. Holding up two water barrels, he asked, "How much can I get for that?"

"I could use a new one," Millie said. "How much are this?"

"Wait!" said the owner. "I have my own barrels for sale. You should buy one of yours."

"Forget it," snapped Millie. "I changed my mind."

"His is a fickle mind," Clem said, glancing at Millie.


Test-Taking Strategy Practice

Predict the Answer

Directions: Read each question about “The Road to Rhyolite.” Choose the best answer.

Sample

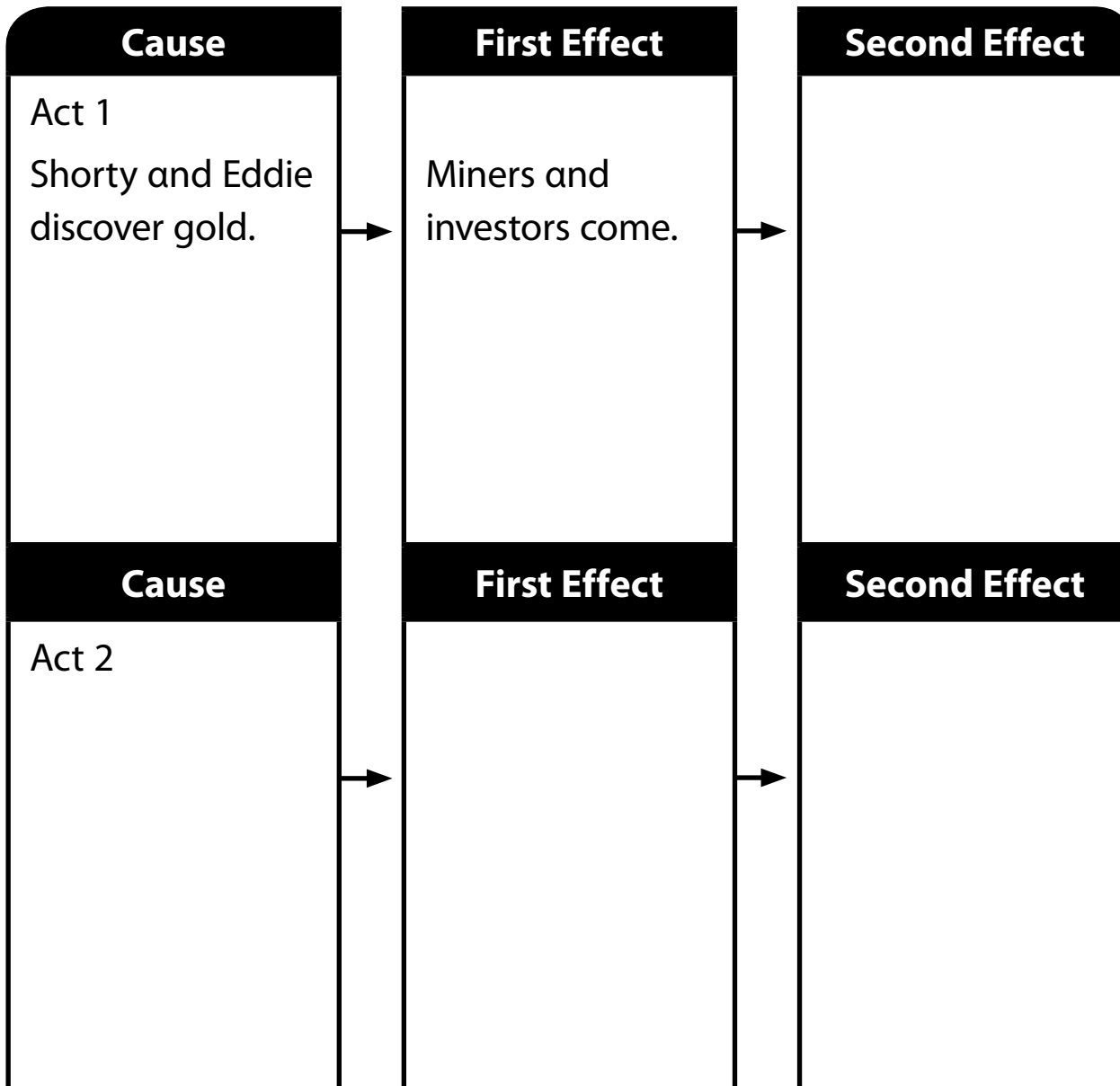
- 1** What is a theme of “The Road to Rhyolite”?
- Ⓐ Anyone can succeed if she works hard.
 - Ⓑ The West is an empty and lonely place.
 - Getting rich quick is a dream that often fails.
 - Ⓓ Ghost towns can be rebuilt.
- 2** Why did so many settlers head to Rhyolite, Nevada?
- Ⓐ Gold had been found near Bullfrog Mountain.
 - Ⓑ Families traveled to Rhyolite to look for work.
 - Ⓒ Two railroad lines had been built in Rhyolite.
 - Ⓓ People stopped there on their way to Las Vegas.
- 3** The economy of Rhyolite changed after _____ .
- Ⓐ the investors left town
 - Ⓑ businesses went bankrupt
 - Ⓒ dynamite destroyed the mines
 - Ⓓ the earthquake in San Francisco

 How did you use the test-taking strategy to answer the question?

Cause-and-Effect Chain

The Road to Rhyolite

Work with a partner. Complete the cause-and-effect chain below to show the major causes and effects in the play *The Road to Rhyolite*.



COPY READY

 Talk with a partner about other effects you may have observed in the play. Then retell the play to each other.

Fluency Practice

The Road to Rhyolite

Use this passage to practice reading with proper expression.

AGNES [*to audience*]: Well, here I am again. I know it doesn't seem 13
 possible, but two years have passed since I saw you last, and things 26
 are changing in Rhyolite. 30

[*Enter miners: DOYLE, MARY, GISH, and YANG. They look glum.*] 40

MARY [*angrily*]: The mines are drying up and so am I! 51

YANG: There is hardly any gold left in the ground. 61

GISH: There's only dirt and rocks and dirty socks. 70

DOYLE [*sadly*]: Looks like the good times are gone. 79

[*Enter NEWSBOY carrying newspapers.*] 83

NEWSBOY: Rhyolite businesses going bankrupt! Read all about it! 92

[*AGNES grabs a newspaper and reads it. Exit NEWSBOY.*] 101

From The Road to Rhyolite, page 386.

Expression

- 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

Party Time

Grammar Rules Pronouns

A **possessive pronoun** tells who or what owns something. A possessive pronoun agrees with its **antecedent**.

My friends and I have an idea. The idea is **ours**.

Matt has decorations. The decorations are **his**.

A **demonstrative pronoun** points out or stands for a noun without naming it.

This is my favorite CD.

These are good chips.

- **This** and **these** stand for things nearby.

That is my game on the shelf.

Those are puzzles over there.

- **That** and **those** stand for things far away.

Read the first sentence. Use the correct pronoun to complete the second sentence.

1. The party was Matt and Cierra’s idea. The idea was _____.
2. The house next door is Sal’s. _____ is where the party is.
3. Here are some games. _____ are the games I want to take.
4. I saw cookies in the kitchen. Are _____ for the party?
5. Bess has bags for everything. The bags are _____.

 **With a partner, describe items in the classroom. Use possessive and demonstrative pronouns.**

COPY READY

Grammar: Game

Indefinite Pronoun Race

Directions:

1. Play with a partner. Put your marker on **START**.
2. Flip a coin. Move one space for heads. Move two spaces for tails.
3. Read the word in the space.
 - If it is an indefinite pronoun, use it in an oral sentence. If your partner agrees that your sentence is correct, take another turn.
 - If the word is not an indefinite pronoun or your sentence was incorrect, your partner takes a turn.
4. The first player to reach the **FINISH** wins.

→ START	something	everybody	his	their
				you
yours	either	ours	everyone	no one
anything				
neither	this	each	nothing	anybody
				its
ours	anyone	someone	those	everything
somebody				
that	one	they	nobody	FINISH

Grammar: Game

Sort It!

Directions:

1. Players take turns writing a pronoun from the word bank into a box in the correct column of the chart until all of the pronouns are in the chart.
2. Player 1 chooses a column entry, reads the pronoun in it, and uses the pronoun in an oral sentence.
3. The other players decide whether the pronoun and the verb in the sentence agree. If they agree, Player 1 writes his or her initials in the box.
4. Player 2 and Player 3 take their turns until initials fill the chart.
5. The player with the most boxes at the end is the winner.

both	few	most
many	all	several
all	none	any

Infinite pronouns that are always plural	Infinite pronouns that can be singular or plural
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

COPY READY

Comparison Chart

Compare Genres

COPY READY

	Narrative Poem	Play
Setting		
Structure and Organization Use these words to tell about the organization and structure of the selections: • acts and scenes • dialogue • plot • rhyme • verses		

 In your opinion, which selection told the more powerful story about Rhyolite? Use your chart to help you explain your opinion.

Grammar: Different Kinds of Pronouns

All Aboard!

Grammar Rules Different Kinds of Pronouns

1. Possessive pronouns **mine, yours, his, hers, its, ours,** and **theirs** show who owns something and what is owned.
We found some pickaxes. Are they yours?
2. Demonstrative pronouns **this, that, these,** and **those** tell about specific people, places, animals, or things without naming them.
These belong to Shortie and those belong to Gish.
3. Indefinite pronouns **everyone, somebody, all, anybody,** and **anything** do not tell about specific people or things.
Anybody can dig for gold in Rhyolite.

Complete each sentence with a possessive, an indefinite, or a demonstrative pronoun.

The train captain shouted, "All aboard _____! _____
(indefinite) (demonstrative)
is the last train out of Rhyolite. We don't want to leave _____
(indefinite)
behind."

Mr. Young anxiously asked his wife, "Do you have your ticket?
_____ is in my pocket. Do the children have _____? We
(possessive) (possessive)
must hurry to catch _____!"
(demonstrative)

 Write three new sentences, each using a different kind of pronoun. Share your sentences with a partner.

Mark-Up Reading

The False Glitter of Gold

by Helene Mercury

[**SETTING** *a dark, narrow canyon in the Superstition Mountains, 1868*]

JACOB WALTZ: Superstition sure is a fine name for these foothills—how easily people believe any ole rumor, overstatement, or lie! [to FRITZ] Bark once, buddy, if you agree that’s the doggone truth.

FRITZ [*looking up at WALTZ and wagging his tail*]: Woof!

JACOB WALTZ [*bending over to open a chest and pull out a scroll*]: Truth is, rumors of riches brought me nothing but headaches and heartbreak—now, Fritz, if you agree, just yipyap your yes.

FRITZ [*looking up at WALTZ and pricking up his ears*]: Yipyap!

JACOB WALTZ: So listen to the message I’m leaving for the world. [*opens scroll and and recites in a singsong voice*] Never believe all you’re told: all that glitters sure isn’t gold; a legend of gold makes a terrific story, but most find neither riches nor glory. [*pauses; then with a satisfied look*] Fritz, how about howling if that isn’t the most commonsense, logical, and levelheaded message I ever wrote?

[FRITZ *looks up at WALTZ and lets out a long howl.*]

JACOB WALTZ [*drops the scroll in the chest, then pulls a small gold nugget from his pocket*]: I guess I’ll just add this, too. It is the only one I ever found. Maybe now I’ll be rid of this terrible gold fever!

[WALTZ *puts the nugget in the chest and then buries the chest.*]



Mark-Up Reading

Discovering Treasure by Laura Jenkins**SCENE 1**

[SETTING *It is the year 2012. Jasper (12 years old) and Eleanora (Jasper's younger sister) are staring at a chest they just uncovered near the Superstition Mountains in Goldfield, Arizona.*]

JASPER [*excitedly*]: Wow, here we are in the middle of nowhere and we find this! Could this really be the chest Jacob Waltz left behind?

ELEANORA [*inspecting the chest*]: Well if it is, then it probably contains the map to the Lost Dutchman Mine, and you know what that means. ...

JASPER [*rubbing his hands together*]: We could soon be filthy rich!

ELEANORA: And famous! I can see the headline now: "Brother and Sister Find Waltz's Lost Loot, Buy Everything Their Hearts Desire!"

JASPER: And we'll be on the news! [*holding an imaginary microphone to ELEANORA*]: Miss Eleanora, what will you do with all that gold?

ELEANORA: I'll give the first zillion to charity. With the next zillion, I'll buy a pony farm. I'll use the next zillion to fly to the moon—

JASPER [*interrupting*]: Let's go get some tools and get this thing open. I have a feeling that superstition finally just turned into reality!

[*ELEANORA and JASPER exit.*]



Mark-Up Reading

Discovering Treasure (continued)**SCENE 2**

JASPER [*pushing a prybar beneath the lid of the chest*]: One, two... three!

[*The chest breaks open. JASPER and ELEANORA both gasp.*]

ELEANORA [*with disbelief as she grabs a lone gold nugget and examines it*]: Well, there *is* gold ... but just one small nugget! [*pauses and looks into the chest again*] Hey, what are those papers there?

JASPER [*removing a few faded pieces of paper and looking at them*]: They must be what's left of the map to the Lost Dutchman Mine. I can't read a word!

ELEANORA [*looking at the papers, then collapsing*]: Oh, Jasper, we've failed! We'll never be able to find the way to the Lost Dutchman Mine now. There'll be no riches, no fame, no zillions of dollars—

JASPER [*interrupting*]: Wait, Eleanora, maybe we haven't failed entirely. I mean, we didn't find the mine, but maybe we've struck a different kind of gold, the gold of discovering a piece of history.

ELEANORA [*rolling her eyes*]: Ugh. You sound like my history teacher.

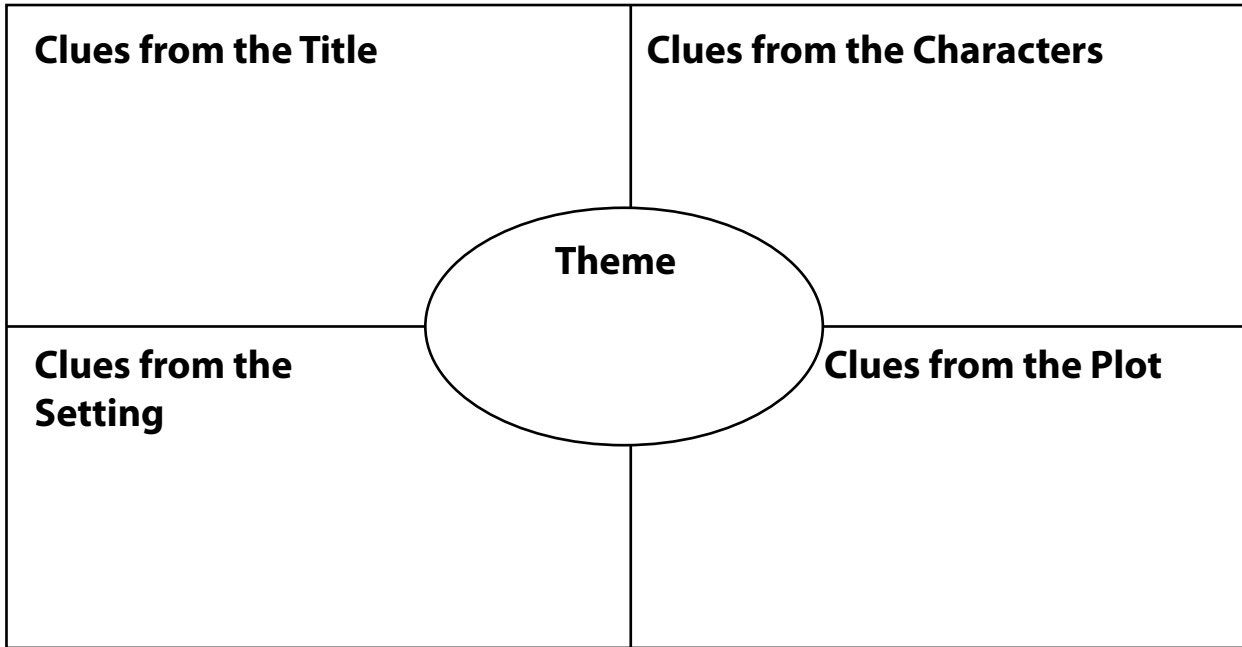
JASPER [*knowingly*]: Seriously! I mean, people have been looking for the Lost Dutchman Mine for decades. Many people don't even think it exists. Now we have found evidence that it may be real, after all. [*pauses*] Hey, we could contact the newspaper about this.

ELEANORA: Really? Do you think? [*brightening*] I can see the headline now: "Brother and Sister Find Clue to History's Great Puzzle"!

[*Light on the scene fades out.*]

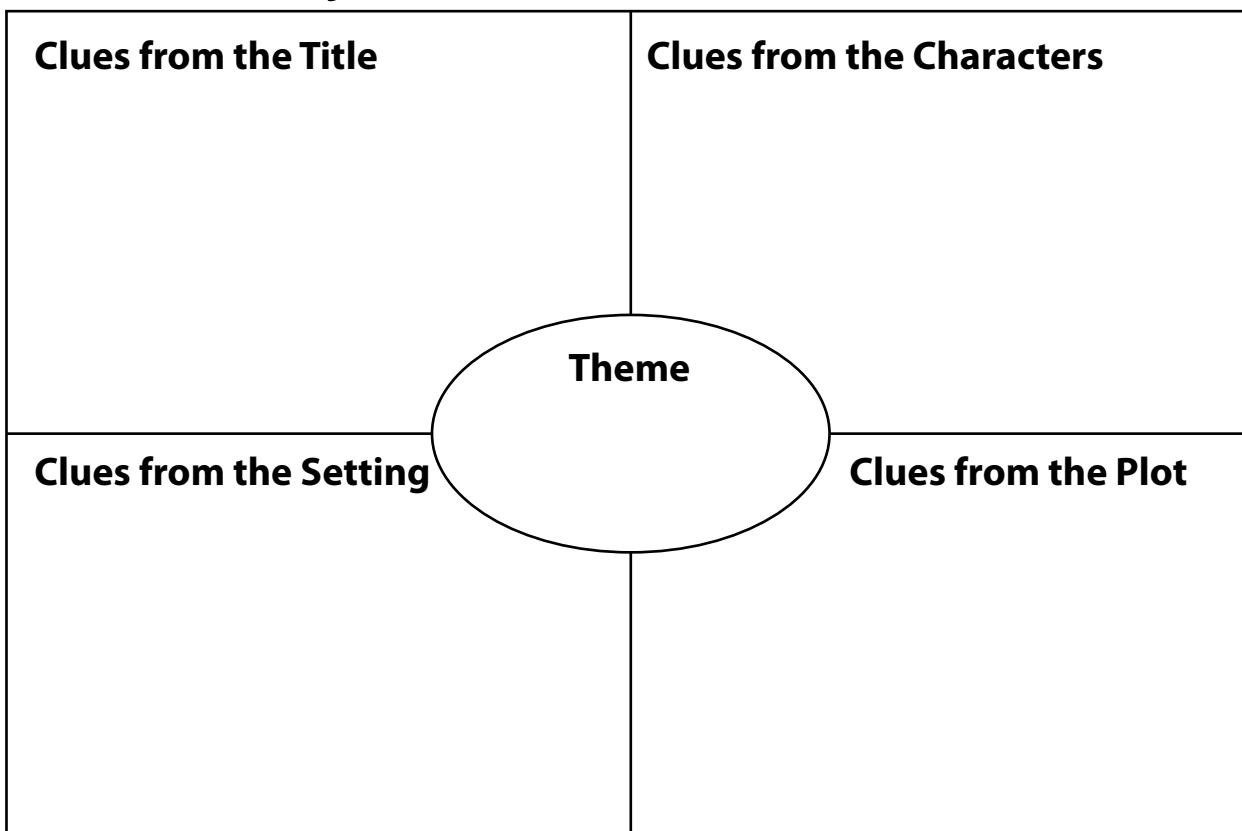
Mark-Up Reading

The False Glitter of Gold Theme Chart



COPY READY

Discovering Treasure Theme Chart



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 possessive, demonstrative, and indefinite pronouns
- the use of the correct verb with indefinite pronouns

Editing and Proofreading Marks

^	Add.
~	Take out.

I am planning a trip to see a ghost town of Bodie, California. ^{That}~~Those~~_^ would be such a cool trip. Visiting Bodie is a dream of ours.

Bodie was a typical gold-rush boom town. Now nobody live there. It is a state historical site.

Many of the travel guides says that Bodie is the country's best-preserved ghost town. It is kept in a state of "arrested decay." Those means that everything are just as it was when the town was abandoned.

Some says that there is a Bodie curse. According to park rules, nothing—not even an old nail—may be removed from the park. The curse says that anyone who take anything have bad luck. No one know if the curse is real, but it stops people from taking things.

Will I get to visit Bodie? I hope to some day!

COPY READY

Grammar: Reteach

Is Everyone Ready?

Grammar Rules Pronouns

Indefinite pronouns are not specific. Some are

- singular, such as **everyone**, **someone**, and **no one**
- plural, such as **both**, **few**, **many**, and **several**
- singular or plural, such as **all**, **many**, **most**, and **some** to match **a noun or pronoun** that follows the indefinite pronoun.

Everyone tries to dress quickly.

Many of my socks are missing.

Some of my uniform is dirty.

Some of us forget our uniforms.

COPY READY

Complete each sentence with the correct pronoun.

1. _____ of us dress in time for the game.
(Several / Everyone)
2. _____ shouts "Let's go!"
(Some / Someone)
3. _____ of us race out the door.
(All / Anybody)
4. _____ lines up on the field.
(Everyone / Few)
5. _____ of the players are sure we'll win!
(No one / Most)

 Use pronouns to tell a partner about different items in the classroom.

Name _____ Date _____

Unit Concept Map

The Wild West

Make a concept map with the answers to the Big Question:
What does it take to settle a new land?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T377

PM6.1 Unit 6 | The Wild West

Name _____ Date _____

Cause-and-Effect Organizer

Identify Causes and Effects

Cause Possible response: The snow was deep at my grandparents' house.	Effect Possible response: The roads were closed.
	Effect Possible response: We could not drive home.
	Effect Possible response: We had to stay overnight at my grandparents' house.

Tell your partner which effect you find most interesting and why.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T379a

PM6.2 Unit 6 | The Wild West

Name _____ Date _____

Grammar: Game

Spin and Speak

Directions:

1. Make up a sentence for the object pronoun selected.
2. If the other players agree that you used the pronoun correctly, give yourself one point.
3. The first player to get 5 points is the winner.

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.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T375n

PM6.3 Unit 6 | The Wild West

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 subject and object pronouns
- use of the pronoun *it* without an antecedent

Editing and Proofreading Marks	
^	Add.
↷	Take out.

I wanted to know what being a cowboy was like. My sister Nikki and me got the chance last summer. Mom took Nikki and I to a working cattle ranch that lets tourists stay and work for a week. They is the only place where you pay to work. Us stayed in bunkhouses. Was hot there. The bunkhouses had no air conditioning.

The best part was having my own horse. His name was Jacks. She was brown with a white streak on his nose. Different cowboys taught us different things. Them were really patient with us. Mitch taught us how to wrangle cattle. Nikki was much better at it than I was. Her could make her horse do anything. Mary taught us how to lasso. Now I can lasso Nikki anytime her annoys me.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T375n

PM6.4 Unit 6 | The Wild West

Name _____ Date _____

Test-Taking Strategy Practice

Predict the Answer

Directions: Read each question about “Westward Bound!” Choose the best answer.

Sample

1 Sod houses built around rooms carved out of a hillside were called _____.

A settlements

B explorations

C territories

D dugouts

2 Around what year did people start moving to the West in large numbers?

A 1705

B 1790

C 1988

D 1803

3 Why did settlers mostly go west?

A to meet English, Scottish, and French fur traders

B to start plantations

C to find land

D to find big cities

How did you use the test-taking strategy to answer the question?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T402 **PM6.5** Unit 6 | The Wild West

Name _____ Date _____

Cause-and-Effect Organizer

“Westward Bound!”

Cause Possible Response: Sacajawea helped Lewis and Clark.	Effect Possible Response: Lewis and Clark reached the Pacific.
	Effect Possible response: They recorded information about the American West.
	Effect Possible response: They brought back information that interested many Americans.

Use your organizer to retell the selection to a partner.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T402a **PM6.6** Unit 6 | The Wild West

Name _____ Date _____

Fluency Practice

“Westward Bound!”

Use this passage to practice reading with proper intonation.

If you ask anyone about the history of the West, they may tell you about a wild, lawless time, when brave cowboys rode their horses across wide, dusty plains. This is a popular vision of the Old West. It is often shown on TV and in the movies. But it is not the whole story.

The real history of the West is much more interesting. It is the story of millions of different kinds of people, all with different ideas about the land and their future on it. They came from many different backgrounds, but they had one thing in common. They lived in a time of great changes. It was the time of the westward expansion.

From “Westward Bound!”, page 386.

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.

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

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T403 **PM6.7** Unit 6 | The Wild West

Name _____ Date _____

Grammar: Reteach

Around the Neighborhood

Grammar Rules Pronouns

Subject pronouns must agree in number and gender with their antecedents .	<u>Liz</u> likes to shop. <u>She</u> shops for fruit.
• The pronoun it can be a subject with or without an antecedent .	<u>The market</u> is busy. <u>It</u> is noisy. <u>It</u> is time to shop.
Object pronouns agree in number and gender with their antecedents .	<u>The baker</u> bakes <u>muffins</u> . He <u>bakes them</u> for us.
• Object pronouns come after verbs or small words such as to, for, or of .	I go to the <u>market</u> . I go <u>to it</u> every week.

Read each sentence. Circle the correct subject or object pronoun.

- Liz smiles as we walk by. We wave to (she, her).
- My sister and I missed the bus! (We, Us) walk to school.
- Mrs. Potter loves her flower garden. (She, Her) is a great gardener.
- Mr. Hernandez helps his students. He helps (us, we) to understand.
- The students are quiet. (It, Them) is time to study!

With your partner, talk about what goes on in your neighborhood on Saturdays. Use subject and object pronouns.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T403d **PM6.8** Unit 6 | The Wild West

Grammar: Game

Pronoun Concentration

Directions:

1. Cut out the cards. Place them face down on the playing area.
2. Take turns turning over two cards.
3. If your cards have a subject pronoun that matches its reflexive form, use the words in a sentence. If the other players agree that your sentence is correct, keep the cards.
4. If your cards do not match, return them to the playing area.
5. Play until all the pronouns have been matched. The player with the most matches wins.

he	we	I	you
she	it	you	they
themselves	itself	ourselves	yourself
myself	himself	yourselves	herself

Grammar: Game

Reflexive Pronoun Challenge

Directions:

1. Set a timer for one minute.
2. Circle the reflexive pronoun in each sentence, and draw an arrow to its antecedent.
3. Stop your work after one minute.
4. Trade papers with a partner and check each other's work.
5. The one with more correct answers is the winner.

1. Cowboys often wore bandanas to protect themselves from dust.
2. The bandana itself could also be used as a washcloth or a bandage.
3. One cowboy said, "I don't know how I'd safeguard myself without my bandana."
4. Another cowboy said, "We also need broad-brimmed hats to protect ourselves from the sun."
5. A cowgirl also needed a hat to protect herself from the sun, but hers was usually more fashionable.
6. The sign outside the general store read, "Cowboys! Prepare yourselves for the cattle drive ahead. Get your supplies here!"
7. A cowboy also needed to wear chaps to protect himself from horns and sagebrush.
8. A wise old cowboy advised, "You should always have a song in your heart to keep yourself from getting lonely."

Authors' Purposes Chart

Compare Authors' Purposes

	"A Day in the Life of a Vaquero"	"Westward Bound!"
What was the author's main purpose? • give information or explain • persuade readers • entertain, describe, or express personal feelings • tell how to do something	The author's main purpose was to give information	The author's main purpose was to give information
How do you know? Give examples.	For example, the author wrote that vaqueros were real cowboys. The author also used photos of real cowboys to support the information.	For example, the author wrote about the historical journey of Lewis and Clark. The author also used photos and illustrations to show life for the settlers.

Take turns with a partner. Share one question you could ask both authors. Share one question you have for only one author.

Grammar: Pronoun Agreement

Lewis and Clark

Circle the nouns. Rewrite the sentence with pronouns in place of the nouns.

Grammar Rules Pronoun Agreement

1. Use **I** or **me** to talk about yourself. Use **we** or **us** to talk about yourself and another person.
2. Use **he** or **him** for a boy or man. Use **she** or **her** for a girl or woman. Use **it** for a thing.
3. Use **they** or **them** for two or more people or things. Use **you** to talk to one person or more than one person.
4. Use pairs of pronouns that match in person and number to talk about a person twice in one sentence. (he, himself)

1. Sacajawea helped Lewis and Clark. She helped them.
2. Lewis and Clark asked questions. They asked them.
3. President Jefferson learned a lot because of Sacajawea, too. He learned a lot because of her, too.
4. Lewis and Clark were great. They were great.
5. Now President Jefferson, the people, and I know a lot about the American West. Now we know a lot about it.

Have a partner choose a noun. Tell the noun's number and gender. Then pick a pronoun that can replace the noun. Together, make a sentence using a pair of pronouns with that number and gender.

Name _____ Date _____

Mark-Up Reading

Adapted from

ONE MAN'S GOLD
BY ENOS CHRISTMAN

Friday, May 25, 1851

One who has not been in California can hardly credit the changes that take place here in a very short period of time. Just one short year ago, I was crossing the barren plains on foot. Back then, a gold hunter had to carry everything he required with him.

Often I have footed it a distance of fifteen or twenty miles over a burning, dusty plain without being able to get a drop of water unless I carried it with me. Now everything here is different. No canteen is needed. You need not carry your blankets. All along the roads, trading tents and good houses are erected. Travelers can find good meals as well as a good, clean bed.



Explanation: The two events contrast the effects of the California Gold Rush. They show the changes that occurred within a year.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T413a–T413h

PM6.13

Unit 6 | The Wild West

Name _____ Date _____

Mark-Up Reading

A LETTER HOME

BY EDMUND BOOTH Adapted from personal letters

Nov. 3, 1850

My Dear Wife,

Probably you are thinking that I am now on my way home, and so I expected to be. Alas! I am in California for another winter.

[Several weeks ago] a man offered me a half share in a damming company on condition that I worked until the dam was finished. After two weeks of the most laborious work I ever performed, we had a rain which must have been very heavy in the higher mountains. On the next day, every dam on the river, including our own, was either destroyed or greatly injured.

It was a most bitter disappointment all along. We had all expected to make our thousands and go home this Autumn.

Your affectionate husband,
Edmund

Explanation: Heavy rains destroy the dam Edmund built. As a result, he does not find gold and must stay another winter.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T413a–T413h

PM6.14

Unit 6 | The Wild West

Name _____ Date _____

Mark-Up Reading

EL DORADO, 1849

BY LUZENA STANLEY WILSON Adapted from oral history

From the brow of a steep mountain we [my family and I] caught the first glimpse of a mining camp. Nevada City, a row of canvas tents lining each of the two ravines, lay at our feet.

We were not rich enough for the luxury of a canvas home. So, a few pine boughs and branches of the undergrowth were cut and thrown into a rude shelter for the present. Since our experience with rain [flooding] in Sacramento, we thought that rain was one of the daily or at least weekly occurrences of a California spring. As a result, the first precaution was to secure a water-tight shelter. Our bedding was placed inside the little brush house. My cook stove was set up near it under the shade of a great pine tree. Thus, I was established, without further preparation, in my new home. When I was left alone in the afternoon, I tried to think of ways to increase our low family finances. I thought of taking boarders. There was already a thriving establishment of the kind just down the road. Under the shelter of a canvas roof, its sign read: "Wamac's Hotel. Meals \$1.00."

Explanation: Events occur in a sequence, starting with their arrival in Nevada City. Then they build a shelter. Events are also related as a chain of causes and effects. They can't afford a tent, so they use branches. Because of flooding in the past, they make sure the shelter is watertight. Then, because their finances are low, Luzena starts to think about ways to make money.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T413a–T413h

PM6.15

Unit 6 | The Wild West

Name _____ Date _____

Mark-Up Reading

EL DORADO, 1849 (continued)

I decided to set up a rival hotel, but I needed to build it first. So I bought two boards from a precious pile belonging to a man who was building the second wooden house in town. All by myself I chopped stakes and drove them into the ground. Then I set up my table and bought supplies at a neighboring store. When my husband came back at night he found twenty miners eating at my table. Because they liked what they ate, every man put a dollar in my hand and said I might count him as a permanent customer. Since I believed my hotel would bring me gold, I called it "El Dorado."



Explanation: A sequence of events occurs when Luzena decides to build a hotel. She buys boards, chops stakes, sets up a table and buys supplies. The result is she has twenty miners for dinner. Because they like the food, they pay her and promise to return.

From the first day, it was well visited. The miners were glad to get something to eat. In six weeks we had saved money enough to pay the man who brought us up from Sacramento. In a little time, the frame of a house grew up around me, and presently my cook stove and brush house were enclosed under a roof.

Explanation: The success of the hotel had the following effects: The family was able to pay the man who brought them to Nevada City, and they were able to build a house.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T413a–T413h

PM6.16

Unit 6 | The Wild West

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 subject, object, and reflexive pronouns.

Editing and Proofreading Marks

^	Add.
↵	Take out.

The dry goods store was going out of business. Mrs. Colter looked around. "Are you folks closing the store ^{yourself} ~~himself~~?" she asked Stitch.

Stitch replied, "You can see for ~~yourself~~ ^{themselves} that there are no customers. They have all left to get ~~himself~~ ^{themselves} new jobs."

"My husband and ~~me~~ ^{he} aren't leaving," sniffed Mrs. Colter. "Him and I still have customers."

"People have to eat," said the owner. "Your husband's got ~~himself~~ ^{himself} a good little business with that grocery store."

"We've worked ~~myself~~ ^{ourselves} to the bone, feeding people in this town," exclaimed Mrs. Colter. "They can't leave just because the mine has run ~~itself~~ ^{themselves} dry!"

"Me agree," replied Stitch. "But I have a family to feed. I have to move where people have the money to buy my goods."

Grammar: Reteach

Band Practice

Grammar Rules Reflexive Pronouns

A reflexive pronoun acts as an object and refers back to the subject.

Rose taught herself the guitar.

- Singular reflexive pronouns end with **-self**.

Mark chose the songs by himself.

- Plural reflexive pronouns end with **-selves**.

Mark, Rose, and I formed the band ourselves.

Use reflexive pronouns to complete the sentences.

1. Mark hums the new songs to himself.
2. Rose sings to herself, too, so she can get the tune right.
3. Rose and Brett ask themselves if they're ready for a duet.
4. Brett doesn't like performing by himself.
5. After practice, we treated ourselves to pizza!

With your partner, take turns talking about a group activity that you tried. Try to use reflexive pronouns.

Cause-and-Effect Chain

The Effects of Moving

Make notes in your cause-and-effect chain as your partner tells you about a time when a friend or relative moved away.

Cause	First Effect	Second Effect
Possible response: My cousin moved to another state.	Possible response: I miss talking and having fun with my cousin.	Possible response: I call my cousin on the phone every weekend.

With your partner, talk about the move. Use your cause-and-effect chain to show what happened because of the move.

Grammar: Game

Flip and Write

Directions:

1. Take turns with your partner.
 - Player 1 completes the odd-numbered sentences below.
 - Player 2 completes the even-numbered ones.
2. Players take turns flipping a coin.
 - If the coin is heads, the player completes the sentence so that it tells about things that are nearby.
 - If the coin is tails, the player completes the sentence so that it tells about things that are farther away.
3. Players check each other's sentences to see if they are correct.
4. Look at the box if you need help.

More Demonstrative Adjectives and Pronouns	
things nearby	These hammers are on sale. These are a good deal.
things farther away	Those bags are light. You can carry those .

1. _____ needles are sharp. Be careful with _____.
2. _____ wheels are strong. _____ will last a long time.
3. Do you see _____ buckets? _____ will hold a lot of water.
4. _____ pans belong to a miner. _____ are very valuable to him.
5. _____ newspapers come out every day. People like to read _____.
6. Don't touch _____ pots! _____ are very hot.
7. Look at _____ gold nuggets! Whose nuggets are _____?
8. _____ boots look comfortable. You should buy _____.

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 possessive pronouns
- correct use of demonstrative pronouns

Editing and Proofreading Marks	
^	Add.
↷	Take out.

Clem pulled Millie into the store and pointed to far shelves. "See all the things on that shelf?" Clem said. "That are all on sale!"

"Look," Clem added, showing Millie his supplies, "I have that here."

Pointing to a box of needles in the far corner, Millie said to the owner, "I need some needles. How much are these?"

He said, "This are not for sale. They are my wife's. They are his."

Ollie, a passerby, walked into the store. Holding up two water barrels, he asked, "How much can I get for that?"

"I could use a new one," Millie said. "How much are this?"

"Wait!" said the owner. "I have my own barrels for sale. You should buy one of yours."

"Forget it," snapped Millie. "I changed my mind."

"His is a fickle mind," Clem said, glancing at Millie.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T413v

PM6.21 Unit 6 | The Wild West

Name _____ Date _____

Test-Taking Strategy Practice

Predict the Answer

Directions: Read each question about "The Road to Rhyolite." Choose the best answer.

Sample

- What is a theme of "The Road to Rhyolite"?
 - A Anyone can succeed if she works hard.
 - B The West is an empty and lonely place.
 - C Getting rich quick is a dream that often fails.
 - D Ghost towns can be rebuilt.
- Why did so many settlers head to Rhyolite, Nevada?
 - A Gold had been found near Bullfrog Mountain.
 - B Families traveled to Rhyolite to look for work.
 - C Two railroad lines had been built in Rhyolite.
 - D People stopped there on their way to Las Vegas.
- The economy of Rhyolite changed after _____.
 - A the investors left town
 - B businesses went bankrupt
 - C dynamite destroyed the mines
 - D the earthquake in San Francisco

How did you use the test-taking strategy to answer the question?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T438

PM6.22 Unit 6 | The Wild West

Name _____ Date _____

Cause-and-Effect Chain

The Road to Rhyolite

Work with a partner. Complete the cause-and-effect chain below to show the major causes and effects in the play *The Road to Rhyolite*.

Cause	First Effect	Second Effect
Act 1 Shorty and Eddie discover gold.	Miners and investors come.	Rhyolite becomes a boomtown.
Act 2 Gold mines are drying up.	Businesses in Rhyolite are going bankrupt.	Rhyolite becomes a ghost town.

Talk with a partner about other effects you may have observed in the play. Then retell the play to each other.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T438a

PM6.23 Unit 6 | The Wild West

Name _____ Date _____

Fluency Practice

The Road to Rhyolite

Use this passage to practice reading with proper expression.

AGNES [to audience]: Well, here I am again. I know it doesn't seem possible, but two years have passed since I saw you last, and things are changing in Rhyolite.

[Enter miners: DOYLE, MARY, GISH, and YANG. They look glum.]

MARY [angrily]: The mines are drying up and so am I!

YANG: There is hardly any gold left in the ground.

GISH: There's only dirt and rocks and dirty socks.

DOYLE [sadly]: Looks like the good times are gone.

[Enter NEWSBOY carrying newspapers.]

NEWSBOY: Rhyolite businesses going bankrupt! Read all about it!

[AGNES grabs a newspaper and reads it. Exit NEWSBOY.]

From The Road to Rhyolite, page 386.

Expression

1 Does not read with feeling. 3 Reads with appropriate feeling for most content.

2 Reads with some feeling, but does not match 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.

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

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T439

PM6.24 Unit 6 | The Wild West

Grammar: Reteach

Party Time

Grammar Rules Pronouns

A **possessive pronoun** tells who or what owns something. A possessive pronoun agrees with its **antecedent**.

My friends and I have an idea. The idea is ours.

Matt has decorations. The decorations are his.

A **demonstrative pronoun** points out or stands for a noun without naming it.

This is my favorite CD. These are good chips.

• **This** and **these** stand for things nearby.

That is my game on the shelf. Those are puzzles over there.

• **That** and **those** stand for things far away.

Read the first sentence. Use the correct pronoun to complete the second sentence.

- The party was Matt and Cierra's idea. The idea was theirs.
- The house next door is Sal's. That is where the party is.
- Here are some games. These are the games I want to take.
- I saw cookies in the kitchen. Are those for the party?
- Bess has bags for everything. The bags are hers.

With a partner, describe items in the classroom. Use possessive and demonstrative pronouns.

Grammar: Game

Indefinite Pronoun Race

Directions:

- Play with a partner. Put your marker on START.
- Flip a coin. Move one space for heads. Move two spaces for tails.
- Read the word in the space.
 - If it is an indefinite pronoun, use it in an oral sentence. If your partner agrees that your sentence is correct, take another turn.
 - If the word is not an indefinite pronoun or your sentence was incorrect, your partner takes a turn.
- The first player to reach the FINISH wins.

START	something	everybody	his	their not indefinite
				you not indefinite
yours not indefinite	either	ours	everyone	no one
anything				
neither	this	each	nothing	anybody
				its
ours not indefinite	anyone	someone	those not indefinite	everything
somebody				
that not indefinite	one	they not indefinite	nobody	FINISH

Grammar: Game

Sort It!

Directions:

- Players take turns writing a pronoun from the word bank into a box in the correct column of the chart until all of the pronouns are in the chart.
- Player 1 chooses a column entry, reads the pronoun in it, and uses the pronoun in an oral sentence.
- The other players decide whether the pronoun and the verb in the sentence agree. If they agree, Player 1 writes his or her initials in the box.
- Player 2 and Player 3 take their turns until initials fill the chart.
- The player with the most boxes at the end is the winner.

both	few	most
many	all	several
all	none	any

Infinite pronouns that are always plural	Infinite pronouns that can be singular or plural
<u>both</u>	<u>all</u>
<u>few</u>	<u>any</u>
<u>many</u>	<u>most</u>
<u>several</u>	<u>none</u>
	<u>some</u>

Comparison Chart

Compare Genres

	Narrative Poem	Play
Setting	The narrative poem takes place in Rhyolite, Nevada in the early 1900's.	The play takes place in Rhyolite, Nevada in the early 1900's.
Structure and Organization Use these words to tell about the organization and structure of the selections: • acts and scenes • dialogue • plot • rhyme • verses	The poem has verses. The poem uses rhyme. The poem has a plot. Students should include examples from the selections.	The play has acts and scenes. The play uses dialogue. The play has a plot. Students should include examples from the selections.

In your opinion, which selection told the more powerful story about Rhyolite? Use your chart to help you explain your opinion.

Name _____ Date _____

Grammar: Different Kinds of Pronouns

All Aboard!

Grammar Rules Different Kinds of Pronouns

1. Possessive pronouns **mine, yours, his, hers, its, ours,** and **theirs** show who owns something and what is owned.
We found some pickaxes. Are they yours?
2. Demonstrative pronouns **this, that, these,** and **those** tell about specific people, places, animals, or things without naming them.
These belong to Shortie and those belong to Gish.
3. Indefinite pronouns **everyone, somebody, all, anybody,** and **anything** do not tell about specific people or things.
Anybody can dig for gold in Rhyolite.

Complete each sentence with a possessive, an indefinite, or a demonstrative pronoun.

The train captain shouted, "All aboard everyone! This (indefinite) (demonstrative) is the last train out of Rhyolite. We don't want to leave anybody (indefinite) behind."

Mr. Young anxiously asked his wife, "Do you have your ticket? Mine (possessive) is in my pocket. Do the children have theirs (possessive)? We must hurry to catch this (demonstrative)!"

Write three new sentences, each using a different kind of pronoun. Share your sentences with a partner.

Name _____ Date _____

Mark-Up Reading

The False Glitter of Gold

by Helene Mercury

[SETTING a dark, narrow canyon in the Superstition Mountains, 1868]

JACOB WALTZ: Superstition sure is a fine name for these foothills—how easily people believe any ole rumor, overstatement, or lie! [to FRITZ] Bark once, buddy, if you agree that's the doggone truth.

FRITZ [looking up at WALTZ and wagging his tail]: Woof!

JACOB WALTZ [bending over to open a chest and pull out a scroll]: Truth is, rumors of riches brought me nothing but headaches and heartbreak—now, Fritz, if you agree, just yipyap your yes.

FRITZ [looking up at WALTZ and pricking up his ears]: Yipyap!

JACOB WALTZ: So listen to the message I'm leaving for the world. [opens scroll and recites in a singsong voice] Never believe all you're told: all that glitters sure isn't gold; a legend of gold makes a terrific story, but most find neither riches nor glory. [pauses; then with a satisfied look] Fritz, how about howling if that isn't the most commonsense, logical, and levelheaded message I ever wrote?

[FRITZ looks up at WALTZ and lets out a long howl.]

JACOB WALTZ [drops the scroll in the chest, then pulls a small gold nugget from his pocket]: I guess I'll just add this, too. It is the only one I ever found. Maybe now I'll be rid of this terrible gold fever!

[WALTZ puts the nugget in the chest and then buries the chest.]



Name _____ Date _____

Mark-Up Reading

Discovering Treasure

by Laura Jenkins

SCENE 1

[SETTING It is the year 2012. Jasper (12 years old) and Eleanora (Jasper's younger sister) are staring at a chest they just uncovered near the Superstition Mountains in Goldfield, Arizona.]

JASPER [excitedly]: Wow, here we are in the middle of nowhere and we find this! Could this really be the chest Jacob Waltz left behind?

ELEANORA [inspecting the chest]: Well if it is, then it probably contains the map to the Lost Dutchman Mine, and you know what that means. ...

JASPER [rubbing his hands together]: We could soon be filthy rich!

ELEANORA: And famous! I can see the headline now: "Brother and Sister Find Waltz's Lost Loot, Buy Everything Their Hearts Desire!"

JASPER: And we'll be on the news! [holding an imaginary microphone to ELEANORA]: Miss Eleanora, what will you do with all that gold?

ELEANORA: I'll give the first zillion to charity. With the next zillion, I'll buy a pony farm. I'll use the next zillion to fly to the moon—

JASPER [interrupting]: Let's go get some tools and get this thing open. I have a feeling that superstition finally just turned into reality!

[ELEANORA and JASPER exit.]



Name _____ Date _____

Mark-Up Reading

Discovering Treasure

(continued)

SCENE 2

JASPER [pushing a prybar beneath the lid of the chest]: One, two... three!

[The chest breaks open. JASPER and ELEANORA both gasp.]

ELEANORA [with disbelief as she grabs a lone gold nugget and examines it]: Well, there is gold ... but just one small nugget! [pauses and looks into the chest again] Hey, what are those papers there?

JASPER [removing a few faded pieces of paper and looking at them]: They must be what's left of the map to the Lost Dutchman Mine. I can't read a word!

ELEANORA [looking at the papers, then collapsing]: Oh, Jasper, we've failed! We'll never be able to find the way to the Lost Dutchman Mine now. There'll be no riches, no fame, no zillions of dollars—

JASPER [interrupting]: Wait, Eleanora, maybe we haven't failed entirely. I mean, we didn't find the mine, but maybe we've struck a different kind of gold, the gold of discovering a piece of history.

ELEANORA [rolling her eyes]: Ugh. You sound like my history teacher.

JASPER [knowingly]: Seriously! I mean, people have been looking for the Lost Dutchman Mine for decades. Many people don't even think it exists. Now we have found evidence that it may be real, after all. [pauses] Hey, we could contact the newspaper about this.

ELEANORA: Really? Do you think? [brightening] I can see the headline now: "Brother and Sister Find Clue to History's Great Puzzle!"

[Light on the scene fades out.]

Mark-Up Reading

The False Glitter of Gold Theme Chart

Clues from the Title Gold's shine can be misleading.	Clues from the Characters Rumors of gold brought Waltz only sadness. Waltz's poem is a warning to others. Waltz is satisfied with his poem.
Theme You can waste your time seeking riches.	
Clues from the Setting Many gold rushes took place in the 1800s. "Superstition Mountains" suggests luck or foolishness.	Clues from the Plot Waltz puts his only nugget in the chest. Waltz puts his poem in the chest. Waltz buries the chest.

Discovering Treasure Theme Chart

Clues from the Title The title suggests a treasure will be discovered.	Clues from the Characters Jasper and Eleanora expect to find treasure and be rich and famous. Jasper is happy to discover a piece of history. Eleanora thinks they've failed. Eleanora is excited to be famous.
Theme Gold isn't the only kind of treasure.	
Clues from the Setting "Superstition Mountains" suggests luck or foolishness. The mountains are "in the middle of nowhere." The year 2012 is after the gold rush era.	Clues from the Plot Jasper and Eleanora find and open a chest. Eleanora collapses when there is no map. They find only one gold nugget and faded papers.

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 possessive, demonstrative, and indefinite pronouns
- the use of the correct verb with indefinite pronouns

Editing and Proofreading Marks

^	Add.
↵	Take out.

I am planning a trip to see a ghost town of Bodie, California. ^{That} ~~These~~ would be such a cool trip. Visiting Bodie is a dream of ^{mine} ~~ours~~.

Bodie was a typical gold-rush boom town. Now nobody ^s ~~live~~ there. It is a state historical site.

Many of the travel guides ^s ~~says~~ that Bodie is the country's best-preserved ghost town. It is kept in a state of "arrested decay." ^{That} ~~Those~~ means that everything ^{is} ~~are~~ just as it was when the town was abandoned.

Some ^s ~~says~~ that there is a Bodie curse. According to park rules, nothing—not even an old nail—may be removed from the park. The curse ^s ~~says~~ that anyone who ^{has} ~~take~~ anything ^s ~~have~~ bad luck. No one ^s ~~know~~ if the curse is real, but it stops people from taking things.

Will I get to visit Bodie? I hope to some day!

Grammar: Reteach

Is Everyone Ready?

Grammar Rules Pronouns

Indefinite pronouns are not specific. Some are

- singular, such as **everyone**, **someone**, and **no one**
- plural, such as **both**, **few**, **many**, and **several**
- singular or plural, such as **all**, **many**, **most**, and **some** to match **a noun or pronoun** that follows the indefinite pronoun.

Everyone tries to dress quickly.
 Many of my socks are missing.
 Some of my uniform is dirty.
 Some of us forget our uniforms.

Complete each sentence with the correct pronoun.

1. Several of us dress in time for the game.
(Several / Everyone)
2. Someone shouts "Let's go!"
(Some / Someone)
3. All of us race out the door.
(All / Anybody)
4. Everyone lines up on the field.
(Everyone / Few)
5. Most of the players are sure we'll win!
(No one / Most)

Use pronouns to tell a partner about different items in the classroom.

Small Group Reading



Small Group Reading Time

TEACHER

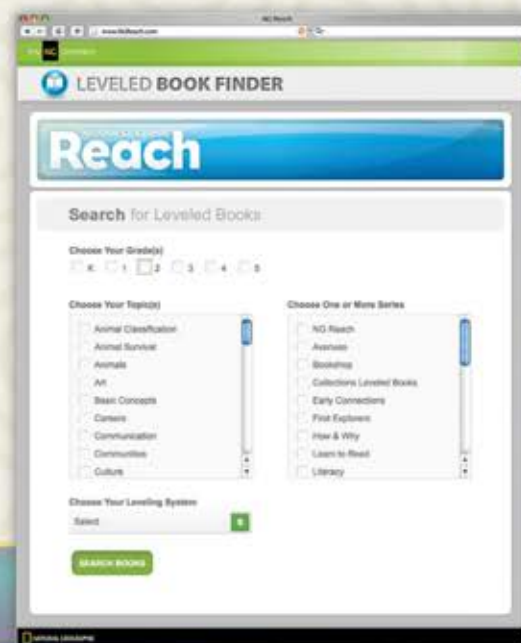
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

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 Westward Expansion	DAY 1	Explorer Books, Blazing New Trails BL Pioneer Edition OL Pathfinder Edition	Dana Jensen and Peter Winkler	Lewis and Clark Expedition	SG4–SG5
	DAYS 2–5	BL Go West!	Reyna Eisenstark	The American West	SG6, SG8
		BL Children of the Trail West	Holly Littlefield	Children of the Old West	SG6, SG8
		OL The California Gold Rush	Mel Friedman	The California Gold Rush	SG7, SG9
		AL Children of the Wild West	Russell Freedman	Children of the Old West	SG7, SG9
Week 2 The Old West	DAY 1	Explorer Books, Explore the Wild West BL Pioneer Edition OL Pathfinder Edition	Brian LaFleur and Shirleyann Costigan	Westward Expansion	SG10–SG11
	DAYS 2–5	BL The Story of the Pony Express	Gare Thompson	The Pony Express	SG12, SG14
		BL The Railroad	Cameron McRae	The Transcontinental Railroad	SG12, SG14
		OL Bull's-Eye: A Photobiography of Annie Oakley	Sue Macy	Women of the Old West	SG13, SG15
		AL Wild West Women	Katherine Krohn	Women of the Old West	SG13, SG15
Week 3 The Gold Rush	DAY 1	Explorer Books, Rock Tour BL Pioneer Edition OL Pathfinder Edition	Beth Geiger	Mineral Resources	SG16–SG17
	DAYS 2–5	BL Sarah, Plain and Tall	Patricia MacLachlan	Settlers on the Prairie	SG18, SG20
		PART 1 BL Jim Ugly	Sid Fleischman	California's Old West	SG18, SG20
		PART 1 OL Bound for Oregon	Jean Van Leeuwen	The Oregon Trail	SG19, SG21
		PART 1 AL Letters from the Corrugated Castle	Joan W. Blos	California's Old West	SG19, SG21
Week 4 The Gold Rush	DAY 1	Explorer Books, Go for the Gold BL Pioneer Edition OL Pathfinder Edition	Ruth Kassinger and Shirleyann Costigan	Economic Expansion	SG22–SG23
	DAYS 2–5	BL The Bite of the Gold Bug	Barthe DeClements	The Alaskan Gold Rush	SG24, SG26
		PART 2 BL Jim Ugly	Sid Fleischman	California's Old West	SG24, SG26
		PART 2 OL Bound for Oregon	Jean Van Leeuwen	The Oregon Trail	SG25, SG27
		PART 2 AL Letters from the Corrugated Castle	Joan W. Blos	California's Old West	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 6 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 5 Assessment Masters:
SG5.29–SG5.32

Unit 6 Practice Masters: SG6.1–SG6.28

Unit 6 Assessment Masters:
SG6.29–SG6.32

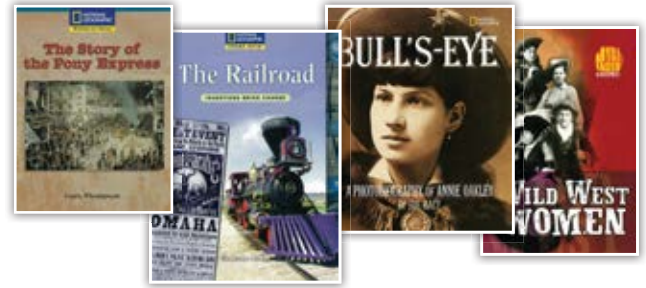
TECHNOLOGY

My Vocabulary Notebook

WEEK 1 Nonfiction



WEEK 2 Nonfiction



WEEK 3 Fiction



WEEK 4 Fiction



Introduce /

Assign books. Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the Unit 5 **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.

Introduce books. Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question: *What does it take to settle a new land?*

Introduce vocabulary. Use **Vocabulary Routine 1** to teach the story words for each book.

1. **Display** the words for each book.
2. **Pronounce** each word.
3. Have students **rate** each word, holding up their fingers to show how well they know the word (1 = very well; 2 = a little; 3 = not at all). Ask: *What do you know about this word?*
4. Have students **define** each word, using the Story Words **Practice Masters**, for example: *When you make a purchase, you buy something.*
5. Relate each word to students' knowledge and experience. *When I get home from the mall, I want to show my friend all the purchases I made.* 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: Westward Expansion

Read and Comprehend Informational Text

Explain Relationships Between Individuals

Blazing New Trails

by Dana Jensen and Peter Winkler

Summary *Blazing New Trails* explores how Sacagawea contributed to the success of Lewis and Clark's 1804–1806 expedition to the Pacific Northwest. It also presents biographical data of the three figures, and includes a play about their meeting with the Shoshone people. "Who Was Sacagawea?" by Dana Jensen describes how Lewis and Clark hired Sacagawea in 1805 to act as their interpreter. This courageous young Shoshone woman helped them trade with Native Americans and find their way across the mountains. The play "Tale from the Trail" by Peter Winkler focuses on Lewis's attempt to trade with Native Americans for horses. By an amazing coincidence, Lewis meets a Shoshone chief who is Sacagawea's long-lost brother. "Lewis, Clark, and Sacagawea" presents highlights from the lives of these three important historical figures.



Activate Prior Knowledge Display the front cover. Explain that the picture shows Sacagawea and Clark. Ask: *What do you see in the background?* (mountains, river, trees) *What do you think this land is like?* (wild, empty)

Build Background Explain that in 1804, Meriwether Lewis and William Clark set out with Lewis's dog, Seaman, to explore the American West. In 1805, they asked Sacagawea, a Shoshone woman, to join their team. Use the maps on page 4 to trace their route. Ask volunteers to identify St. Louis, the Rocky Mountains, and the Pacific Ocean.

PROGRAM RESOURCES

PRINT ONLY

Blazing New Trails, Pioneer Edition

Blazing New Trails, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain Relationships Between Individuals

CC.5.Rinf.3

Read and Comprehend Informational Text

CC.5.Rinf.10

Language

Acquire and Use Domain-Specific Words

CC.5.L.6

Mini Lesson

Explain Relationships Between Individuals

Explain: *Historical texts contain descriptions of important individuals. The author shows the relationships, or connections, between these important people to explain why things happen.* Point out that good readers find and use the connections between individuals to understand historical information.

Read aloud the following text from page 6 of the Pioneer Edition of *Blazing New Trails* as students listen.

[President Thomas Jefferson] had wanted to know about the lands west of the Mississippi River, so he asked Meriwether Lewis to lead a special trip to explore the area. Lewis teamed up with a friend named William Clark.

Together they led a group of explorers from St. Louis to the Pacific Ocean.

Text from Pioneer Edition

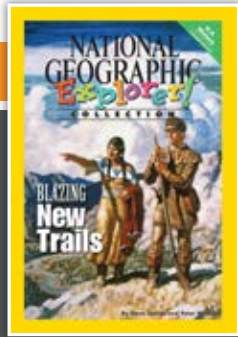
Then, think aloud to model how to find the relationships between individuals in the text: *The author gives the following information to show how Meriwether Lewis and William Clark were connected:*

- *Lewis was chosen to lead a special trip to explore the West.*
- *Lewis asked his friend William Clark to join him.*
- *Together they led the explorers to the Pacific Ocean.*

This information shows that Lewis and Clark were friends. This relationship helps explain why they led the trip together.

Have students use the information identified above to explain how the relationship between Lewis and Clark affected the trip. (Possible response: Lewis and Clark were friends. Because of this, Lewis asked Clark to join the team, and the two men led the famous trip together.)

BL BELOW LEVEL



PIONEER EDITION
GR: P

Content Connection:
Lewis and Clark Expedition

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

explorer history interpreter

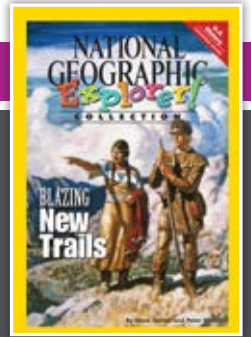
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What were the goals of Lewis and Clark’s trip? (President Thomas Jefferson hired them to explore and map new land in the West.)
- Summarize** Who was Sacagawea? (Sacagawea was a Shoshone woman. When she was seventeen, Lewis and Clark asked her and her husband to join their trip. She became an interpreter for the team.)
- Explain** At the beginning of the play, why does Lewis want to find Native Americans? (Lewis wants to find Native Americans in order to trade with them. He wants to trade for horses to carry their gear across mountains.)
- Explain Relationships Between Individuals** Why did the Shoshone chief help Lewis and Clark’s team? (Cameahwait was Sacagawea’s brother. He was grateful to Lewis and Clark because their trip reunited him with his sister Sacagawea.)
- Describe** What did Sacagawea do as part of the team? (She made peace with people the team met along the way. She traded with them and found food.) What did Lewis and Clark do? (They led the expedition, made peace with the Shoshone, and gathered information about the West.)

OL ON LEVEL



PATHFINDER EDITION
GR: R

Content Connection:
Lewis and Clark Expedition

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

corps expedition interpreter

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What was the purpose of Lewis and Clark’s expedition? (President Thomas Jefferson hired them to explore and map the West.)
- Summarize** Who was Sacagawea? (She was a Shoshone woman. When she was 17, Lewis and Clark asked her and her husband to join their expedition as interpreters.)
- Explain** At the beginning of the play, why does Lewis want to find Native Americans? (He wants to find them to trade for horses. The team needs horses to carry gear across mountains.)
- Explain Relationships Between Individuals** How did Sacagawea’s relationship with the Shoshone chief Cameahwait help the expedition? (Cameahwait was Sacagawea’s brother. Because of the expedition, he and Sacagawea were reunited. He was happy to trade with the team for the horses they needed to cross the mountains.)
- Compare** What skills did Sacagawea bring to the Corps of Discover? (She talked with and traded with Native Americans. She helped find food and easier routes.) How were Lewis and Clark’s skills different? (They led the corps, made peace with the Shoshone, and gathered information about the West.)

Check & Reteach

OBJECTIVE: Explain Relationships Between Individuals

Have partners use the relationship described in the last paragraph of “Home, Sweet Home” on page 5 to explain how this connection affected Sacagawea’s son. (Clark was fond Sacagawea’s son; after Sacagawea’s death, Clark took care of her children.)
For students who cannot use relationships between individuals to understand text, reteach with the dialogue page 8. Have students review the text. Say: *Shields says Charbonneau is worthless. Lewis tells Shields to watch what he is saying.* Ask: *What is the connection between Shields and Lewis?* (Shields is a soldier; Lewis is his captain.) List the information. Then have students explain how this relationship affects the soldier’s behavior. (Possible response: Because Lewis is in command, when he tells Shields to “watch his tongue,” Shields behaves properly and apologizes.)

BL BELOW LEVEL 510L



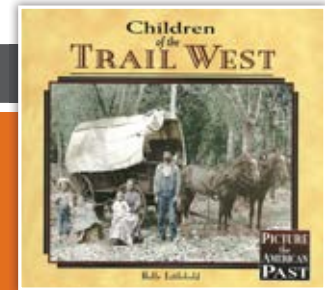
Go West!

by Reyna Eisenstark

Content Connection:
The American West

Expository Nonfiction | Pages: 36 | Lexile: 510L | GR: N

BL BELOW LEVEL 800L



Children of the Trail West

by Holly Littlefield

Content Connection:
Children of the Old West

Photo Essay | Pages: 48 | Lexile: 800L | GR: S

OBJECTIVES

Thematic Connection: Westward Expansion

Read and Comprehend Literature

- Determine Cause and Effect
- Visualize to Comprehend

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.1, page SG28
- Practice Master SG6.2, page SG29
- Practice Master SG6.3, page SG30
- Practice Master SG6.7, page SG34

TECHNOLOGY ONLY

- Digital Library: U.S. Map, 1800s Map

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–36 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary In the early 1800s, all of the states were east of the Mississippi River. Native Americans, who had lived on the land for hundreds of years, occupied the land west of the Mississippi. The Louisiana Purchase of 1803, as well as the discovery of gold in California in 1848, changed the face of the country. Thousands headed west in search of gold and land. *Go West!* follows this migration through text, photos, and journal entries.

Activate Prior Knowledge Encourage students to share stories they have of long trips they have taken. Ask: *Have you ever gone on a long trip? How did you travel? What problems did you have?*

Build Background Display the U.S. map of 1800 from the **Digital Library**. Point out the Mississippi River. Tell students that at one time, all of the states of the United States were east of the Mississippi River. Point out the general location of your state to show students how far east or west of the river they are.

Story Words Use **Practice Master SG6.1** to extend vocabulary.

- | | | |
|---------------------------|----------------------------|-----------------------|
| <i>hardship</i> , page 15 | <i>purchase</i> , page 8 | <i>risk</i> , page 15 |
| <i>sturdy</i> , page 26 | <i>territory</i> , page 24 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.1, page SG28
- Practice Master SG6.2, page SG29
- Practice Master SG6.4, page SG31
- Practice Master SG6.7, page SG34

TECHNOLOGY ONLY

- Digital Library: Trail West, Oregon Trail, California Trail

SUGGESTED PACING

- DAY 2 Introduce and read pages 6–23
- DAY 3 Read pages 24–48 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Historical photos bring to life the tale of early settlers who risked everything to make new homes in the West. Whole families made the perilous 2,000-mile, six-month journey from Missouri to California and Oregon. Children walked the 2,000 miles with their families beside the wagons. They learned to herd animals, hunt for food, and behave as responsible adults.

Activate Prior Knowledge Ask: *What is the longest distance you have ever walked? How long did it take? What was interesting or difficult about it?*

Build Background Display the U.S. map of 1800 from the **Digital Library**. Point out the Mississippi River. Tell students that at one time, all of the states were east of the Mississippi River. When people began to settle the West, the Oregon Trail was the only practical way for travelers to move west over the mountains. Without it, some people believe the western U.S. may have become part of Mexico or Canada, instead.

Story Words Use **Practice Master SG6.1** to extend vocabulary.

- | | | |
|---------------------------|---------------------------|-------------------------|
| <i>conflict</i> , page 28 | <i>elect</i> , page 10 | <i>ordeal</i> , page 32 |
| <i>stranded</i> , page 31 | <i>territory</i> , page 7 | |

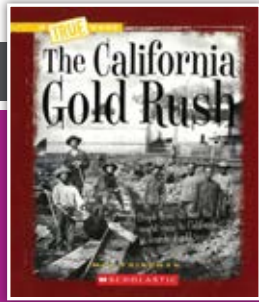
OL ON LEVEL 900L

The California Gold Rush

by Mel Friedman

Content Connection:
The California Gold Rush

Expository Nonfiction | Pages: 48 | Lexile: 900L | GR: U



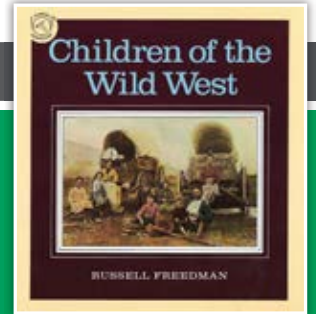
AL ABOVE LEVEL 1010L

Children of the Wild West

by Russell Freedman

Content Connection:
Children of the Old West

History | Pages: 104 | Lexile: 1010L | GR: W



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.5.Rlit.10
Quote When Drawing Inferences from 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 SG6.1, page SG28
- Practice Master SG6.2, page SG29
- Practice Master SG6.5, page SG32
- Practice Master SG6.7, page SG34

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–17
- DAY 3 Read pages 18–32 and discuss
- DAY 4 Read pages 33–48 and discuss
- DAY 5 Connect across texts

Summary On January 24, 1848, gold was discovered at Sutter’s Mill in Sacramento Valley, California. Within a few months, word spread across the country, and the California Gold Rush was on. Friedman chronicles California history and the daily lives of those who came in search of gold. Although the California gold rush only lasted a few years, it was primarily responsible for the rapid growth of California, as most of the gold seekers stayed to become farmers, ranchers, and business owners.

Activate Prior Knowledge Have students talk about what they have heard about the California Gold Rush and the Old West.

Build Background Tell students that in 1848, California was not a state, and very few Americans lived there. Then, in 1848, gold was discovered there, and people rushed to California to get rich.

Story Words Use **Practice Master SG6.1** to extend vocabulary.

- | | | |
|------------------------|-----------------------------|----------------------|
| <i>boom</i> , page 18 | <i>contribute</i> , page 26 | <i>gain</i> , page 6 |
| <i>grant</i> , page 10 | <i>territory</i> , page 15 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.1, page SG28
- Practice Master SG6.2, page SG29
- Practice Master SG6.6, page SG33
- Practice Master SG6.7, page SG34

TECHNOLOGY ONLY

Digital Library: Trail West

SUGGESTED PACING

- DAY 2 Introduce and read pages 9–37
- DAY 3 Read pages 38–69
- DAY 4 Read pages 70–104 and discuss
- DAY 5 Connect across texts

Summary Between the years 1841 and 1869, over 350,000 pioneers crossed the country in search of a new life in the West. Among them were thousands of children of all ages. Using some of the first photographs taken, Freedman chronicles the journey and the life these children lived once they arrived in the West. From the mud dugouts of the Plains to the early towns of the West, the pioneer children learn to live in this new and unfamiliar land while going to school, playing familiar games, and working as hard as their parents to build a new society.

Activate Prior Knowledge Ask: *Have you ever moved to a new place? How was it similar to and different from where you left?*

Build Background Display the Trail West map from the **Digital Library**. Point out that the distance from Missouri to California and Oregon was over 2,000 miles and that most pioneers walked the entire way.

Story Words Use **Practice Master SG6.1** to extend vocabulary.

- | | | |
|-------------------------------|----------------------------|------------------------------|
| <i>civilization</i> , page 52 | <i>hardship</i> , page 21 | <i>manufacture</i> , page 36 |
| <i>primitive</i> , page 48 | <i>territory</i> , page 17 | |

BL BELOW LEVEL 510L

Go West!

by Reyna Eisenstark

Build Comprehension

- **Explain** *Why did people go west?* (Possible responses: Some went to find gold. Many went for land and to be free.)
- **Form Opinions** *Do you think it was a good idea to risk everything to go west? Explain why you think the way you do.* (Student responses should include support from the text.)

Writing Options

- **List** Have students write a list of things they would want to bring with them on a wagon train for six months and tell why. Remind them that they have only a little space on the trip.
- **Friendly Letter** Have students write a letter to their friends back home from their covered wagon. Have them tell their friends what their journey has been like so far. Encourage them to include things they found exciting or scary and what they expect when they arrive at their new homes.
- **Journal Entry** Have students write about a time when life changed for them in a big way. Encourage them to write about the pros and cons of change and what they did to adjust.

BL BELOW LEVEL 800L

Children of the Trail West

by Holly Littlefield

Build Comprehension

- **Explain** *What was life like for the children in wagon trains? What kinds of things did they do every day?* (Possible responses: Life was hard for the children. They had to walk all day in all kinds of weather. They had to find food along the trail to help their families. They had to work with the animals, and they didn't go to school.)
- **Make Inferences** *What do you think the children learned from experiences on the trail?* (Possible responses: They learned to be responsible, brave, and patient, and they learned to work hard.)

Writing Options

- **News Report** Have students write a short news report for a newspaper in the East in the 1800s that tells about life on the trail west, using information from the text to make it realistic.
- **Interview** Have students write five interview questions to ask the children who traveled west by wagon train. Encourage them to use information from the book to help them think of questions. Have students take turns interviewing each other.
- **Journal Entry** Have students write about a time when they had to assume an adult responsibility. Encourage them to include what was difficult and what was rewarding.

Check & Reteach

Ask students to state important events from their books and what happened as a result of them.

If students have difficulty identifying important events and the effects of those events, ask: *What was the effect of land purchase west of the Mississippi River? What effects did the rough trail west have on settlers? What effect did the discovery of gold have on the West? What effect did the lack of space in the wagons have on the settlers?*

DURING READING

Name _____ Date _____

Cause and Effect Organizer

Cause and Effect

Use the cause-and-effect organizer to take notes about your book as you read.

Cause:	Effect 1:
	Effect 2:
	Effect 3:

Use your cause-and-effect organizer to tell a partner about the book.

For use with TE pp. 546-549 **SG6.2** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Go West!

Review the story words with your group. Then discuss these questions together.

Story Words
hardship
purchase
risk
sturdy
territory

1. **Make Inferences** Reread page 12. Why do you think the people who came looking for gold were called "forty-niners?"
2. **Determine Cause and Effect** What caused settlers to move west? What were the effects? Include ideas from your cause-and-effect organizer and the questions below.
 - **Cause** Why did people move west?
 - **Effect** What happened to some of the people on the trail?
 - **Effect** What happened to some of the Native Americans when people moved onto their land?
 - **Effect** How did people moving west change that part of the country?
3. **Visualize** Describe life on the trail west in a covered wagon. How does imagining life in a covered wagon help you better understand what the pioneers went through?
4. **Question Generalize** What made settling the West hard for the pioneers?

For use with TE pp. 546-549 **SG6.3** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Children of the Trail West

Review the story words with your group. Then discuss these questions together.

Story Words
conflict
elect
ordeal
stranded
territory

1. **Make Inferences** Name one thing you think the emigrants valued or felt was important. Use examples from the book to explain why you think the way you do.
2. **Determine Cause and Effect** What caused emigrants to move west? What were the effects? Include ideas from your cause-and-effect organizer and the questions below.
 - **Cause** What were some of the reasons people moved west?
 - **Effect** What were some of the dangers children faced on the trail?
 - **Effect** What happened to some of the Native Americans when people moved onto their land?
 - **Effect** How did people moving west change that part of the country?
3. **Visualize** Describe a day in the life of a child on the trail west. How does imagining life in a covered wagon help you better understand what these children went through?
4. **Question Generalize** What was difficult for the children who helped to settle the West?

For use with TE pp. 546-549 **SG6.4** Unit 6 | The Wild West

OL ON LEVEL 900L

The California Gold Rush
by Mel Friedman

Build Comprehension

- **Draw Conclusions** *Why was going west in search of gold dangerous?* (Possible responses: The journey was dangerous because of bad weather and difficult land to travel. Some people would steal from others. Not everyone found gold.)
- **Form Opinions** *Do you think it was a good idea to go west in search of gold? Use examples from the book to explain why you think the way you do.* (Student responses should cite evidence from the book in support of their opinions.)

Writing Options

- **Friendly Letter** Have students write a letter home from a gold prospector. Have them use information from the book to tell what life is like in the California mine fields.
- **Character Sketch** Have students write about the kind of character traits a person would need to go across the country in search of gold. Students should tell why each trait is important.
- **Journal Entry** Have students imagine they are a forty-niner and write a journal entry about a single day in their lives. Encourage students to use details from the book to make their journal entries more believable.

AL ABOVE LEVEL 1010L

Children of the Wild West
by Russell Freedman

Build Comprehension

- **Form Generalizations** *What was life like for the children of the Old West? Use examples from the book to support your explanation.* (Possible responses: Life was hard. The children had to work hard and sometimes did the work of adults. They didn't have a lot of free time or toys.)
- **Make Judgments** *Do you think moving west was worth the danger and hardship it took? Use examples from the book to support your thinking.* (Student responses should cite evidence from the book in support of their opinions.)

Writing Options

- **Travel Brochure** Write a travel brochure to tell people in the East about the West. Include what to expect on the road west and what people will see once they get to the West Coast.
- **Book Review** Have students write a review of *Children of the Wild West*. Have them include a summary, describe what they liked and didn't like, and tell whether or not they would recommend it to others.
- **Journal Entry** Have students write about whether they think they would have made good pioneers, using information from the text to support their thinking.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG6.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

The California Gold Rush

Review the story words with your group. Then discuss these questions together.

Story Words
boom
contribute
gain
grant
territory

1. **Make Inferences** Name one thing you think the forty-niners valued or felt was important. Use examples from the book to explain why you think the way you do.
2. **Determine Cause and Effect** What caused the California Gold Rush? What were the effects? Include ideas from your cause-and-effect organizer and the questions below.
 - **Cause** What caused the forty-niners to go west?
 - **Effect** What happened to John Sutter's land and property?
 - **Effect** What happened to many native Californians?
 - **Effect** How did the forty-niners change California?
3. **Visualize** Describe life in a mining camp. How does imagining life in a mining camp help you better understand what the forty-niners went through?
4. **Question** **Generalize** How did the forty-niners help to settle the West?

For use with TE pp. 526-529 **SG6.5** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Children of the Wild West

Review the story words with your group. Then discuss these questions together.

Story Words
civilization
hardship
manufacture
primitive
territory

1. **Make Inferences** Name one thing you think the emigrant children valued or felt was important. Use examples from the book to explain why you think the way you do.
2. **Determine Cause and Effect** What caused settlers to move west? What were the effects? Include ideas from your cause-and-effect organizer and the questions below.
 - **Cause** Why did the emigrants move west?
 - **Effect** What happened to some emigrants on the trail?
 - **Effect** What happened to the Native Americans who were already living in the West?
 - **Effect** How did westward expansion change the United States?
3. **Visualize** Describe life on the Plains for both settler children and Native American children. How does this help you understand how their lives were similar and different?
4. **Question** **Generalize** What was hard for pioneer children about settling the West?

For use with TE pp. 526-529 **SG6.6** Unit 6 | The Wild West

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.

Go West!
Children of the Trail West
The California Gold Rush
Children of the Wild West

Compare and contrast the books you have read. Discuss these questions with your group.

1. How did the different groups who moved west help expand the country?
2. How does each author help you visualize the Wild West?
3. **Question** What does each book show about what it takes to settle a new land? Why might any new land be called wild?

For use with TE pp. 526-529 **SG6.7** Unit 6 | The Wild West

OBJECTIVES

Thematic Connection: The Old West

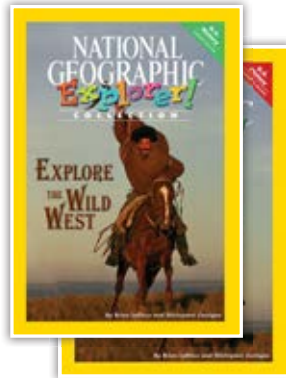
Read and Comprehend Informational Text

Explain Relationships Between Events

Explore the Wild West

by Brian LaFleur and Shirleyann Costigan

Summary *Explore the Wild West* presents the history of the cowboy in America and Argentina. In “Forgotten Cowboys,” Brian LaFleur explains that many cowboys in the American West were African Americans. However, their important role was forgotten for many years. The article features African American cowboys Nat Love and Bill Pickett. Love became famous for his skill with horses. Pickett was a well-known rodeo performer. In “El Gaucho!” by Shirleyann Costigan, students explore the history of Argentina’s gauchos.



Gauchos are skilled horsemen with strong survival skills. Over time, gauchos have used these skills as respected soldiers, restless ranch hands, fierce outlaws, and celebrated folk heroes. Today, gauchos’ lives have changed, but they still keep their traditions alive.

Activate Prior Knowledge Display the front cover and ask: *What does this photo show?* (a cowboy, a rider) *What do you know about a cowboy’s life?* (Possible responses: It’s hard, exciting, and dangerous.)

Build Background Explain that cowboys are an important part of the history of the U.S. and Argentina. Have students use the map on page 7 to locate Argentina. Then use the photos on page 4 to point out the clothes, hats, ropes, and horse that were important parts of a cowboy’s life. Tell students that they will read about these two men, Nate Love and Bill Pickett, and other cowboys in the U.S. and Argentina.

PROGRAM RESOURCES

PRINT ONLY

Explore the Wild West, Pioneer Edition

Explore the Wild West, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain Relationships Between Events CC.5.Rinf.3

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

Language

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

Mini Lesson

Explain Relationships Between Events

Explain: *Historical texts include descriptions of events. An author shows the relationship, or connection, between events to explain why things happen.* Point out that good readers find and use connections between events to understand historical texts.

Read aloud the following text from page 5 of the Pioneer Edition of *Explore the Wild West* as students listen.

A Young Man Goes West

Eventually, Love had to stop working as a cowboy. Trains started to carry cattle across the country. People did not need a lot of cowboys anymore. So Love took a job with the railroad instead.

Text from Pioneer Edition

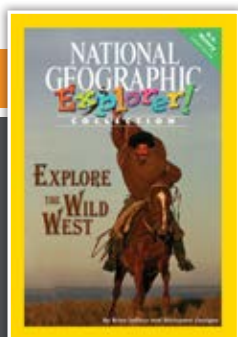
Then, think aloud to model how to find related events in the text: *The author says Love had to stop working as a cowboy. I will look for events that are related to why he stopped being a cowboy:*

- *Trains started to carry cattle.*
- *People didn’t need many cowboys anymore.*
- *Love found a job with the railroad.*

These three events are connected because they explain why Love stopped being a cowboy. Each event is important in understanding the reasons he no longer worked as a cowboy.

Have students explain the relationship between the events identified above and use it to tell why Love stopped being a cowboy. (Possible response: People started using trains, instead of cowboys, to move cattle from one place to another. There was less work for cowboys. So, Love got a job with the railroad that was now carrying the cattle.)

BL BELOW LEVEL 470L



PIONEER EDITION

Lexile: 470L | GR: R

Content Connection: Westward Expansion

Social Studies Vocabulary

Use Wordwise on pages 5 and 11 to introduce new words:

cattle *Civil War* *descendant* *discrimination*
folk hero *immigrant* *livestock* *rodeo*

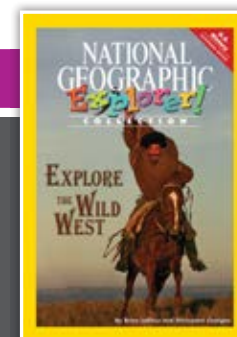
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- 1. Explain Relationships Between Events** Why did many African Americans move west after the Civil War? (Many moved west to find better lives.)
- 2. Evaluate** How did books, movies, and TV change people’s image of cowboys in the United States? (They made people think that all cowboys were white since they typically did not include African American cowboys.)
- 3. Explain** Why were gauchos good soldiers? (Possible response: The skills they used to survive, such as roping animals, made them good fighters.)
- 4. Describe** Picture a gaucho. What does he look like? (Possible response: He wears a poncho and is barefoot. He carries a knife in his belt and also has a bola with him.) What is he doing? (Possible response: He is riding a horse and using his bola to capture an animal.)
- 5. Make Inferences** What is “wild” about a cowboy’s life? (Possible response: A cowboy’s life is hard and often dangerous. He lives outdoors, often dealing with storms and wild weather. He sometimes catches wild horses and hunts wild animals.)

OL ON LEVEL



PATHFINDER EDITION

GR: S

Content Connection: Westward Expansion

Social Studies Vocabulary

Use Wordwise on pages 5 and 11 to introduce new words:

autobiography *Civil War* *descendant* *discrimination*
folk hero *immigrant* *livestock* *rodeo*

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.

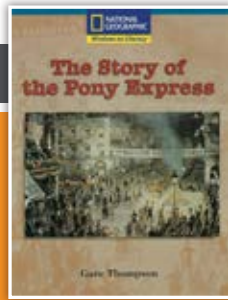
- 1. Explain Relationships Between Events** Why did many African Americans move west after the Civil War? (Many moved because they were free and were searching for better lives.)
- 2. Evaluate** How did books, movies, and TV change people’s image of cowboys in the United States? (They made people think that all cowboys were white since African American cowboys were not typically included in the stories.)
- 3. Explain** Why did gauchos make good soldiers? (Possible response: Their survival skills, such as knowing how to use a bola, made them strong and fearless fighters.)
- 4. Describe** Picture a gaucho. What does he look like? (Possible response: He wears a poncho and is bare-toed. He carries a knife in a belt on his back and also has a bola.) What is he doing? (Possible response: He is riding a horse and using his bola to capture an animal.)
- 5. Make Inferences** What is “wild” about a cowboy’s life? (Possible response: A cowboy has a hard and often dangerous life. He lives outdoors, often facing wild weather. He sometimes tames wild horses and fights wild animals.)

Check & Reteach

OBJECTIVE: Explain Relationships Between Events

Have partners find and explain related events in the section “Survival Tools” on page 8 to tell how a gaucho catches animals. (The gaucho twirls a bola above his head. Then he lets it fly. When the bola wraps around an animal’s legs, the animal trips and falls down.) For students who cannot explain related events, reteach with “From Ranch-Hand to Outlaw” on page 10. Have students scan the first paragraph. Say: *The text describes a rancher’s visit to England. He saw how fences made raising livestock easier. He brought the idea to Argentina.* List the events. Have students explain the relationships and how this helps them understand the text. (Possible response: A rancher saw how fences made raising livestock easier in England. He introduced the idea to Argentina. The events explain why ranchers started building fences in Argentina.)

BL BELOW LEVEL 620L



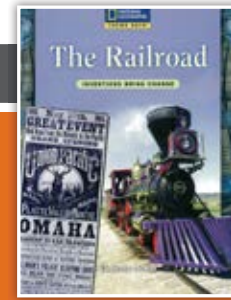
The Story of the Pony Express

by Gare Thompson

Content Connection:
The Pony Express

Expository Nonfiction | Pages: 24 | Lexile: 620L | GR: O

BL BELOW LEVEL 740L



The Railroad

by Cameron McRae

Content Connection:
The Transcontinental Railroad

Expository Nonfiction | Pages: 32 | Lexile: 740L | GR: R

OBJECTIVES

Thematic Connection: The Old West

Read and Comprehend Literature

- Draw Conclusions
- Visualize to Comprehend

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.8, page SG35
- Practice Master SG6.9, page SG36
- Practice Master SG6.10, page SG37
- Practice Master SG6.14, page SG41

TECHNOLOGY ONLY

- Digital Library: Pony Express
- Route Map

SUGGESTED PACING

- DAY 2 Introduce and read pages 3–13
- DAY 3 Read pages 14–24 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary In 1860, the West was booming, but communication with the East took a month or more. Mail service was slow and unreliable. William Russell, owner of a large freight company, set out to solve the problem with the Pony Express. Riders relayed the mail from station to station and cut the delivery time from a month to ten days. The Pony Express operated for only eighteen months, but it became an indelible part of Wild West history.

Activate Prior Knowledge Have students discuss the forms of instant communication available today. Encourage students to speculate how life would be different without them.

Build Background Display the Pony Express Route Map from the **Digital Library**. Point out the route and the mile markers. Tell students that each rider rode 75 to 100 miles a day, no matter what the conditions were like. They rode through rain and snowstorms and crossed deserts and mountains to deliver the mail. Only one delivery was lost during the entire operation of the Pony Express.

Story Words Use **Practice Master SG6.8** to extend vocabulary.

- | | | |
|-------------------------|-----------------------|-----------------------|
| <i>barren</i> , page 14 | <i>delay</i> , page 4 | <i>relay</i> , page 8 |
| <i>rugged</i> , page 16 | <i>vast</i> , page 17 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.8, page SG35
- Practice Master SG6.9, page SG36
- Practice Master SG6.11, page SG38
- Practice Master SG6.14, page SG41

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–16
- DAY 3 Read pages 17–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary The railroad was the solution to the problem of reliable and speedy transportation. Although rails were used with horses and carts in the early 1800s, the invention of the locomotive in 1829 set modern railroading on its way. The completion of the transcontinental railroad reduced travel time dramatically, making westward expansion a reality for more people. It eventually changed the face of the nation.

Activate Prior Knowledge Encourage students to tell of any experiences they have had riding on trains and how it is different from riding in a car, walking, or riding a bike.

Build Background Remind students that before the development of the railroad, the only way to travel was on foot, on horseback, or by wagon. Discuss with students the problems associated with each of these modes of transportation. Tell students that the railroad allowed people to travel quickly and safely across the country.

Story Words Use **Practice Master SG6.8** to extend vocabulary.

- | | | |
|--------------------------|---------------------------|-------------------------|
| <i>direct</i> , page 13 | <i>efficient</i> , page 9 | <i>growth</i> , page 12 |
| <i>product</i> , page 14 | <i>reliable</i> , page 15 | |

OL ON LEVEL 870L

Bull's-Eye
by Sue Macy

Content Connection:
Women of the Old West

Biography | Pages: 64 | Lexile: 870L | GR: T

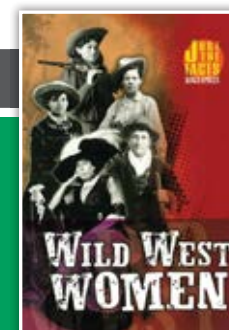


AL ABOVE LEVEL 1000L

Wild West Women
by Katherine Krohn

Content Connection:
Women of the Old West

Biographies | Pages: 112 | Lexile: 1000L | GR: W



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.5.Rlit.10
Quote When Drawing Inferences from 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 SG6.8, page SG35
- Practice Master SG6.9, page SG36
- Practice Master SG6.12, page SG39
- Practice Master SG6.14, page SG41

SUGGESTED PACING

- DAY 2 Introduce and read pages 6–29
- DAY 3 Read pages 30–51
- DAY 4 Read pages 52–64 and discuss
- DAY 5 Connect across texts

Summary With the help of Annie Oakley’s grandniece, Sue Macy tells the riveting story of an American legend. Growing up in western Ohio in the 1850s, Phoebe Ann Mosey Butler learned to hunt at an early age in order to feed the family of her widowed mother. Her shooting skills led Annie to a chance meeting with trick shooter Frank Butler, who became her husband and partner. Frank and Annie performed throughout the Midwest. Annie joined Buffalo Bill’s Wild West show in 1885, and she became the top trick shooter in the United States.

Activate Prior Knowledge Ask: *Have you ever seen a live performance? How was it different from television or movies?*

Build Background Tell students that Annie Oakley was the stage name of Phoebe Ann Mosey Butler who became one of the most famous entertainers of the 1800s. Tell students that Annie was a star of Buffalo Bill’s Wild West Show and that both Annie and Buffalo Bill became very famous throughout the world.

Story Words Use **Practice Master SG6.8** to extend vocabulary.

- | | | |
|--------------------------|-----------------------------|-----------------------------|
| <i>acquire</i> , page 15 | <i>exhibition</i> , page 19 | <i>reputation</i> , page 49 |
| <i>rivalry</i> , page 34 | <i>symbol</i> , page 58 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.8, page SG35
- Practice Master SG6.9, page SG36
- Practice Master SG6.13, page SG40
- Practice Master SG6.14, page SG41

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–43
- DAY 3 Read pages 44–70
- DAY 4 Read pages 71–112 and discuss
- DAY 5 Connect across texts

Summary The West could not have been settled without the help and hard work of women. *Wild West Women* recounts the lives of some of these extraordinary women. Some are well known, like Sacagawea, who guided Louis and Clarke on the journey of discovery. Others are less well known, like Virginia Reed, a member of the ill-fated Donner Party. All were brave and resourceful. And all contributed to the story of the West.

Activate Prior Knowledge Have students discuss women they admire. Encourage them to tell what the women do or did that makes them admirable.

Build Background Tell students that although most of the early western settlers were men, thousands of women also resettled in the West. Remind students that when women arrived after a grueling 2,000-mile trip in a covered wagon, they had nothing but what they carried with them. There were no hotels or motels and few existing houses. There was little medical care.

Story Words Use **Practice Master SG6.8** to extend vocabulary.

- | | | |
|-----------------------------|-----------------------------|---------------------------|
| <i>adapt</i> , page 25 | <i>appreciate</i> , page 43 | <i>informal</i> , page 71 |
| <i>misfortune</i> , page 41 | <i>symbol</i> , page 5 | |

BL > BELOW LEVEL 620L

The Story of the Pony Express

by Gare Thompson

Build Comprehension

- **Explain** *Why was the Pony Express started?* (Possible responses: Many people moved west, and it was hard to contact them. It took too long for mail to get to the West. A senator from California asked William Russell to start it.)
- **Make Comparisons** *What was the difference between the way mail was delivered before and after the Pony Express was formed?* (Student responses should include the ideas that stagecoaches were slow and made many stops, and the Pony Express did not make stops except to change horses.)

Writing Options

- **News Brief** Have students write a short news brief about the Pony Express. Students should tell about the types of riders that were hired and how the Pony Express worked.
- **Interview Questions** Have students write five interview questions they would like to ask a rider for the Pony Express. Then have students take turns interviewing each other.
- **Journal Entry** Have students imagine they are a young rider for the Pony Express and write a journal entry chronicling a single day in their life. Encourage students to use information from the book to make their journal entries more believable.

BL > BELOW LEVEL 740L

The Railroad

by Cameron McRae

Build Comprehension

- **Make Comparisons** *What was traveling to the West Coast like before and after the transcontinental railroad?* (Possible response: Before the railroad, people had to ride horses, walk, or take wagon trains west. It was dangerous and took months. The train was safer and took much less time.)
- **Make Inferences** *How do you think the United States would be different if the transcontinental railroad had never been built?* (Student responses should include information from the book to support their ideas.)

Writing Options

- **Travel Brochure** Have students write a travel brochure for the new transcontinental railroad. Have them tell how travelers will be treated and what they might see on their journey.
- **Thank You Note** Have students write a thank you note from a customer to the builders of the transcontinental railroad, including why they appreciate being able to travel by train.
- **Journal Entry** Have students imagine they are a passenger on the first transcontinental railroad trip. Have students write a journal entry about their experience, including what they are excited about and what they are nervous about.

Check & Reteach

Ask students to state one conclusion they drew from the book they read. If students have difficulty stating a conclusion, ask: *What is an important idea in the book? What details support that idea? What conclusion can you draw from this information?*

DURING READING

Name _____ Date _____

T-Chart

Draw Conclusions
Use the T-chart to take notes about your book as you read. Add your conclusion after you finish reading.

Main Idea	Details

Conclusion:

Use your T-chart to tell a partner about the book.

For use with TE pp. 5012-5019 **SG6.9** Unit 6 | The West

AFTER READING

Name _____ Date _____

Discussion Guide

The Story of the Pony Express

Review the story words with your group. Then discuss these questions together.

Story Words
barren
delay
relay
rugged
vast

1. **Summarize** In your own words, tell the story of the Pony Express. Include important details to support your retelling.
2. **Draw Conclusions** Use these questions and the notes from the T-chart to help you draw conclusions about the selection.
 - **Main Idea** How long did it take to deliver mail to California in the 1800s?
 - **Details** Tell two reasons it took so long to deliver the mail.
 - **Conclusion** What conclusions can you draw about the benefits of the Pony Express from the information in the text?
3. **Visualize** Describe the route of the Pony Express. How does imagining the route help you better understand what it was like to be a Pony Express rider?
4. **Think/Question** **Generalize** How does the story of the Pony Express help you understand what it takes to settle new land?

For use with TE pp. 5012-5019 **SG6.10** Unit 6 | The West

AFTER READING

Name _____ Date _____

Discussion Guide

The Railroad

Review the story words with your group. Then discuss these questions together.

Story Words
direct
efficient
growth
product
reliable

1. **Summarize** Tell the story of the railroad in your own words. Make sure to include important details to support your retelling.
2. **Draw Conclusions** Use these questions and the notes from the T-chart to help you draw conclusions about the selection.
 - **Main Idea** What was the trip to the West like before the transcontinental railroad?
 - **Details** How did the railroad change how people traveled west?
 - **Conclusion** What conclusions can you draw about the railroad's effects on travel?
3. **Visualize** Describe what travel was like before the transcontinental railroad. How does imagining this journey help you understand how the railroad changed the country?
4. **Think/Question** **Generalize** What does the development of the railroad help you understand about the problems involved in settling a new land?

For use with TE pp. 5020-5026 **SG6.11** Unit 6 | The West

OL ON LEVEL 870L

Bull's-Eye
by Sue Macy

Build Comprehension

- **Analyze Characters Traits** *What kind of person was Annie Oakley? Use examples from the book to help explain your answer.* (Student responses should include character traits, such as caring, brave, resourceful, smart, and hardworking. Students should provide examples for each of the traits they include.)
- **Goal and Outcome** *What was Annie's goal when she learned to shoot? What was the outcome?* (Possible responses: Annie's goal was to help feed her family after her father's death. She supplied enough to eat, and also enough to sell to raise money. She also became an expert shooter, famous for her skills.)

Writing Options

- **Interview Questions** Have students write five interview questions they would like to ask Annie Oakley. Then have students take turns interviewing each other with the questions.
- **News Brief** Have students write a news brief about an appearance by Annie Oakley in Buffalo Bill's Wild West Show. Have them include how the audience reacted to her act.
- **Journal Entry** Have students write about things they do to help their families. Have students include any new skills they learned while trying to help the family.

AL ABOVE LEVEL 1000L

Wild West Women
by Katherine Krohn

Build Comprehension

- **Form Generalizations** *What was life like for the women of the Old West? Use examples from the book to support your answers.* (Student responses should include the idea that life was hard and sometimes lonely. Women had to work hard without any of the modern conveniences that we have. It could be dangerous.)
- **Form Opinions** *Do you think a move to the West was worth the danger and hardship it took? Use examples from the book to explain why you think the way you do.* (Student responses should include evidence from the text to support their ideas.)

Writing Options

- **Character Sketch** Write a character sketch for one of the women in the book. Include character traits you think she would have. Include examples from the book to support your sketch.
- **Book Review** Have students write a review of *Wild West Women*. Have them include a brief summary, describe what they liked and didn't like about the book, and tell whether or not they would recommend it to others.
- **Journal Entry** Have students write about a woman they admire. Encourage them to include what she does that makes her exceptional and why it would be hard to do what she does.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG6.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Bull's-Eye: A Photobiography of Annie Oakley

Review the story words with your group. Then discuss these questions together.

Story Words	acquire
	exhibition
	reputation
	rivalry
	symbol

1. **Summarize** Tell the story of Annie Oakley in your own words. Make sure to include the important details.
2. **Draw Conclusions** Use these questions and the notes from the T-chart to help you draw conclusions about the selection.
 - **Main Idea** Who was Annie Oakley?
 - **Details** Tell two important things Annie did with her shooting.
 - **Conclusion** What conclusions can you draw about why Annie was special?
3. **Visualize** Describe what it was like to travel with the Wild West Show.
4. **Generalize** How does the story of Annie Oakley help you understand what people need in a new land besides necessities like food and shelter?

For use with TE pp. 5025-5029 **SG6.12** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Wild West Women

Review the story words with your group. Then discuss these questions together.

Story Words	adapt
	appreciate
	informal
	misfortune
	symbol

1. **Summarize** Tell what you learned about the women of the Wild West, in your own words.
2. **Draw Conclusions** Use these questions and the notes from the T-chart to help you draw conclusions about the selection.
 - **Main Idea** What were some of the things women of the Wild West had to overcome?
 - **Details** Tell two ways women learned to adapt to life in the West.
 - **Conclusion** What conclusions can you draw about women in the Wild West?
3. **Visualize** Reread "Settling In" on pages 32-34. Imagine you are a woman who has survived the long trip west. You have just arrived at your new home in the frontier wilderness. Describe what you see, hear, smell, and feel.
4. **Generalize** What did it take for women to settle new land?

For use with TE pp. 5025-5029 **SG6.13** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Story of the Pony Express
The Railroad
Bull's-Eye: A Photobiography of Annie Oakley
Wild West Women

Compare and contrast the books you have read. Discuss these questions with your group.

1. What does each book tell about the Old West? How do these books help readers understand the Old West?
2. How does each author help you visualize the Old West?
3. **Question** How does each book add to the reader's understanding of what it takes to settle a new land?

For use with TE pp. 5025-5029 **SG6.14** Unit 6 | The Wild West

OBJECTIVES

Thematic Connection: The Gold Rush

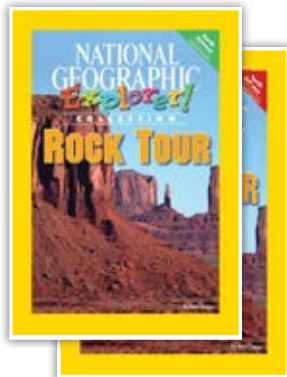
Read and Comprehend Informational Text

Compare Text Structures: Cause and Effect

Rock Tour

by Beth Geiger

Summary *Rock Tour* describes the striking geologic formations found in the United States and how they formed. It also describes how gold set off the California Gold Rush in 1849. In “Rock Tour,” author Beth Geiger explains how natural forces like wind, rain, and water created such astounding landmarks as Monument Valley and Carlsbad Caverns. In addition, volcanic action paired with weathering created Ship Rock, a lone mountain in the New Mexico Desert. And glaciers carved the powerful granite cliffs of Acadia National Park. “Rockin’ Recipes” describes the three types of rock—sedimentary, igneous, and metamorphic—and shows examples of each. In “Stampedel!” students discover how the precious metal gold caused thousands to head west to California to strike it rich. Students learn how gold forms in rock and ends up in streams, where the 49ers painstakingly sifted through gravel in search of the precious metal.



Activate Prior Knowledge Trace the shapes of the rock on the front cover. Ask: *What do you notice about this rock?* (shape, color) *Have you seen rocks like these? Where?* (in a state or national park; in a western)

Build Background Explain that mountains, cliffs, and caves—made of rock—take millions of year to form. Also explain that strong forces of nature create amazing rock formations. Use pages 6–7 to identify the three rock types. Have volunteers describe each type and compare it with the others.

PROGRAM RESOURCES

PRINT ONLY

Rock Tour, Pioneer Edition

Rock Tour, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

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: Cause and Effect

Explain: *Authors use text structures to organize information. Often, authors explain causes, or why things happen. They also tell effects, or results. Words such as because and so signal causes and effects.* Point out that good readers are able to compare two texts that use cause-and-effect structures.

Read aloud the following text from pages 3 and 8 of the Pioneer Edition of *Rock Tour* as students listen.

Underground Wonders (page 3)

Carlsbad Caverns formed from a rock called limestone. Millions of years ago, water flowed here. Then it dissolved the limestone. Slowly, Carlsbad Caverns’s formations took shape.

The 49ers (page 8)

Many of these people came in 1849. So they were nicknamed 49ers. The lucky ones found gold.

Text from Pioneer Edition

Think aloud to model a description of a cause-and-effect text structure: *On page 3, the author gives a cause for caverns forming:*

- *Millions of years ago, water flowed here.*

Then the author states the effect:

- *Water dissolved the limestone, and formations took shape.*

On page 8, the author states a cause to explain the nickname 49ers:

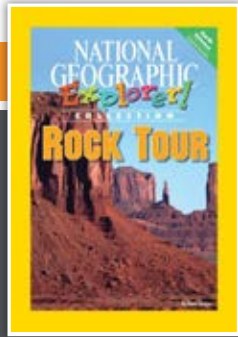
- *Many of these people came in 1849.*

The word so is a clue that the author is about to state an effect. It is:

- *They were nicknamed 49ers.*

Have students explain how the two sections are organized. (The author states a cause and an effect to explain something.)

BL BELOW LEVEL 510L



PIONEER EDITION

Lexile: 510L | GR: P

Content Connection: Mineral Resources

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

butte glacier igneous rock magma sandstone

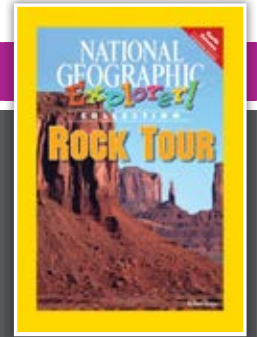
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** How did the wood in the petrified forest turn to rock? (After trees fell, they were covered with ash from a volcano. Minerals from the ash slowly replaced the wood.)
- Compare Text Structures: Cause and Effect** Why does Ship Rock stick up into the sky? (Ship rock was once an underground pipe filled with magma that was part of a volcano. When the volcano erupted, the leftover magma in the pipe cooled and hardened. Everything around it eroded away, leaving the thick pipe sticking up into the air.)
- Explain** How does igneous rock form? (Igneous rock forms when rock melts and hardens.)
- Describe** How did gold get into the streams near the mountains? (Bits of broken granite from eroding mountains fell into the streams. Gold, which comes from the granite, washed into the streams with this granite.)
- Details** Why does gold sink down to the bottom of streams? (Gold sinks because it is heavy.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Mineral Resources

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

glacier igneous rock magma sedimentary rock stalactite

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.

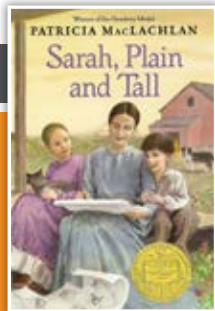
- Compare Text Structures: Cause and Effect** Why do you think many of Monument Valley's buttes have flat tops? (Many buttes have flat tops because weathering and erosion have worn away the layers of rock.)
- Explain** How does igneous rock form? (Igneous rock forms when rock melts and then hardens.)
- Details** What makes granite so hard? (Granite is so hard because it cools deep underground, and it cools very slowly.)
- Describe** How did gold get into the streams near the mountains? (Gold is in granite. When rain, wind, and frost caused the granite mountains to crumble, pieces of the rock along with the gold washed into streams.)
- Explain** Why would gold sink down to the bottom of streams? (Gold sinks because it is heavy.)

Check & Reteach

OBJECTIVE: Compare Text Structures: Cause and Effect

Have partners compare the text structures of "Tree Tales" on page 4 and "Still There?" on page 11. (The author states causes and effects to explain changes. [p. 4] Cause: Volcanic ash covered fallen trees; Effect: minerals replaced the wood. [p. 11] Cause: The gold was gone; Effect: 49ers left.) For students who cannot compare text structures, reteach using "Maine Events" (Pioneer)/"Tough Stuff" (Pathfinder) on page 5 and "Sinking Nuggets" (Pioneer)/"No Ordinary Rock" (Pathfinder) on page 10. Say: *In each section, the author tells why something happens. How is information presented?* Have students skim the pages, identifying structure and signal words. Have groups discuss the organization. ([p. 5] Cause: Rocks in ice carved granite; Effect: cliffs and ridges formed. [p. 10] Cause: gold is heavy; Effect: it sinks to the bottom. Each uses a cause-and-effect structure.)

BL BELOW LEVEL 560L



Sarah, Plain and Tall

by Patricia MacLachlan

Content Connection:
Settlers on the Prairie

Historical Fiction | Pages: 67 | Lexile: 560L | GR: N

BL BELOW LEVEL 710L



Jim Ugly PART 1

by Sid Fleischman

Content Connection:
California's Old West

Historical Fiction | Pages: 131 | Lexile: 710L | GR: Q

OBJECTIVES

Thematic Connection: The Gold Rush

Read and Comprehend Literature

- Identify Cause-and-Effect Relationships
- Visualize to Comprehend

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.15, page SG42
- Practice Master SG6.16, page SG43
- Practice Master SG6.17, page SG44
- Practice Master SG6.21, page SG48

SUGGESTED PACING

- DAY 2 Introduce and read pages 3–24
- DAY 3 Read pages 25–49
- DAY 4 Read pages 50–67 and discuss
- DAY 5 Connect across texts

Summary Sarah is a spinster from Maine. Jacob is a widower with two young children and a farm on the Great Plains. When Jacob advertises for a wife, Sarah comes for a trial visit and brings stories of the sea that she loves. Anna and Caleb come to love Sarah. Then one day, Sarah goes off to town by herself. Anna and Caleb are worried. Will she come back? Is the draw of the sea too strong? Are they too bothersome? Sarah comes back and reassures the children that she has found something she loves more than the sea—they.

Activate Prior Knowledge Have students think about where they live. Ask: *How would you describe your town or city to someone who has never seen it?*

Build Background Remind students of the hardships people faced heading west. Tell students that there were few doctors and hospitals and that many people died young under such conditions. There were few women in the West, so men often advertised for wives in newspapers and magazines in the East.

Story Words Use **Practice Master SG6.15** to extend vocabulary.

- advertisement, page 9
- coarse, page 30
- enclose, page 13
- sly, page 51
- wade, page 41

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.15, page SG42
- Practice Master SG6.16, page SG43
- Practice Master SG6.18, page SG45
- Practice Master SG6.21, page SG48

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 4–32
- DAY 3 Read pages 33–63 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

PART 2:

See pages SG24–SG27.

Summary Jake Bannock is an orphan with only his father's dog, Jim Ugly, as a reminder of his actor father. When Jim Ugly shows no interest in his owner's grave, and strangers show up asking about a stash of diamonds Jake's father has stolen, Jake wonders if his father really is dead. Jake and Jim Ugly set off on a Western adventure to find the truth. Along the way, Jake must fend off others also looking for Jake's father and his diamonds. When Jake gets a job with a theater company, he finds his father, who returns the diamonds in a comical, happy ending.

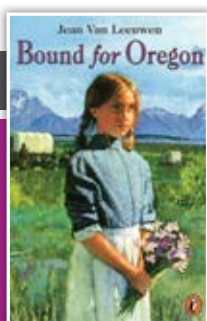
Activate Prior Knowledge Have students discuss a mystery they have tried to solve. Ask: *What happened? Who helped you? What surprises did you run into?*

Build Background Tell students that in the Old West, theater companies traveled from town to town, putting on plays and shows. There was little entertainment during this time, so these theater troupes were very popular and always drew big crowds.

Story Words Use **Practice Master SG6.15** to extend vocabulary.

- bounty, page 4
- confide, page 9
- deceased, page 15
- disposition, page 45
- profession, page 23

OL ON LEVEL 830L



Bound for Oregon PART 1

by Jean Van Leeuwen

Content Connection:
The Oregon Trail

Historical Fiction | Pages: 176 | Lexile: 830L | GR: 5

AL ABOVE LEVEL 1000L



Letters from the Corrugated Castle PART 1

by Joan W. Blou

Content Connection: **California's Old West**

Historical Fiction | Pages: 310 | 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 SG6.15, page SG42**
- Practice Master SG6.16, page SG43**
- Practice Master SG6.19, page SG46**
- Practice Master SG6.21, page SG48**

TECHNOLOGY ONLY

Digital Library: Abbott Todd, Angeline Todd

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–35
- DAY 3 Read pages 36–63
- DAY 4 Read pages 64–80 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG24–SG27.

Summary The Todd family—mother, father, Mary Ellen, and Louvina—head out from Arkansas to Oregon in the 1800s. With complete faith in her father, nine-year-old Mary Ellen narrates the journey of over two thousand miles. Hardship, driving rain, scorching heat, sickness, and death all meet the Todd family on their journey to a new land and a new life in Oregon.

Activate Prior Knowledge Have students discuss what they already know about the pioneers who left the East in search of a new life in the West.

Build Background Show students the images of Abbott and Angeline Todd from the **Digital Library**. Tell students that *Bound for Oregon* is based on the story of a real person named Mary Ellen Todd who moved with her family to Oregon when she was nine years old. Tell students that although some of the story is made up—such as some of the people in the wagon train—the things that happened to the family are true.

Story Words Use **Practice Master SG6.15** to extend vocabulary.

<i>contradict</i> , page 41	<i>debate</i> , page 31	<i>departure</i> , page 17
<i>provisions</i> , page 16	<i>reluctant</i> , page 18	

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.15, page SG42**
- Practice Master SG6.16, page SG43**
- Practice Master SG6.20, page SG47**
- Practice Master SG6.21, page SG48**

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–52
- DAY 3 Read pages 53–106
- DAY 4 Read pages 107–154 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG24–SG27.

Summary Told through engaging letters, the life of a young girl new to the West comes to life—from arriving in San Francisco to finding her mother to learning that loving someone new doesn't mean not loving those who came before. Eldora recounts her experiences, travels, and life in the new state of California.

Activate Prior Knowledge Have students who have moved long distances tell what it was like for them. Ask: *How did you feel about moving? What did you first notice about your new home? How did you keep in touch with the people you left behind?*

Build Background Tell students that the early travelers to the West had to wait weeks, and sometimes longer, for news from the loved ones they left behind. Remind students that there were no telephones or telegraphs. The only way people had to communicate was through writing letters.

Story Words Use **Practice Master SG6.15** to extend vocabulary.

<i>acquire</i> , page 45	<i>exclude</i> , page 88	<i>expectation</i> , page 26
<i>impression</i> , page 10	<i>speculate</i> , page 4	

BL > BELOW LEVEL 560L

Sarah, Plain and Tall

by Patricia MacLachlan

Build Comprehension

- **Make Inferences** *Why were the children sure Sarah wanted to go home?* (Possible responses: Sarah talked about how much she missed the sea. The prairie was different from the ocean. They didn't think she wanted to take on the work of raising them.)
- **Make Comparisons** *How was the home on the prairie like Sarah's home on the ocean?* (Possible responses: It was windy in both places and cold in the winter. When the wind blew across the prairie, the prairie grasses looked like waves.)

Writing Options

- **Word Clouds** On one half of a page, have students write words that the children in the book would use to describe Sarah. On the other half, have students write words that *they* would use to describe Sarah. Have partners discuss what the clouds reveal about Sarah.
- **Thank You Note** Have students write a thank you note from Sarah to the children, explaining why she is thankful for them.
- **Journal Entry** Have students write about how it feels to go to a new place. It could be a new home or a new school or even a new club. Tell them to explain what is exciting about starting somewhere new and what is scary about it.

BL > BELOW LEVEL 710L

Jim Ugly PART 1

by Sid Fleischman

Build Comprehension

- **Identify Problem and Solutions** *What problem does Jake have? What are some solutions to his problem?* (Possible responses: Jake is told that his father is dead, but he doesn't believe it. He could go in search of his father. He could believe what he is told and live with Cousin Aurora.)
- **Form Opinions** *What do you think happened to Jake's father? Explain why you think the way you do.* (Student responses should include information from the book to support their opinions.)

Writing Options

- **Character Sketch** Have students write a short character sketch of Jake Bannock. Have them use examples from the book to explain what kind of person they think he is.
- **Friendly Letter** Have students write a letter from Jake to a friend telling about his adventure so far. Have him explain why he is doing what he is doing.
- **Journal Entry** Have students review the story events and write a prediction about what will happen to Jake and Jim Ugly.

Check & Reteach

Ask students to describe one cause-and-effect relationship they noticed in their book. If students have difficulty stating a cause-and-effect relationship, ask: *What important event took place? What happened because of that event? What else happened because of that event?*

DURING READING

Name _____ Date _____

Cause and Effect Chain

Cause and Effect

Use this chart to track causes and effects in the story as you read. Add more causes and effects when you have read the whole book.

Cause	First Effect	Second Effect
	→	

Use your chart to tell a partner about the book.

For use with TE pp. 5218–5221 **SG6.16** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Sarah, Plain and Tall

Review the story words with your group. Then discuss these questions together.

Story Words
adventurous
coarse
enclose
sly
wade

1. **Describe Character and Setting** Using details from the text, describe the main characters and the setting of the story.
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important events in the story and their effects.
 - **Cause** Why does Sarah decide she must move from her home in Maine?
 - **First Effect** What happens to Jacob as a result of Sarah's decision?
 - **Second Effect** What happens to Anna and Caleb as a result of Sarah's decision?
3. **Visualize** Describe Sarah's home in Maine. Use the book to help you tell what you hear, smell, taste, and feel.
4. **Think/Question** **Generalize** What does the story tell you about the kind of person it takes to settle a new land?

For use with TE pp. 5218–5221 **SG6.17** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Jim Ugly PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
bounty
confide
deceased
disposition
profession

1. **Describe Character and Setting** Describe the main characters and the setting of the story so far, based on details from the text.
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important events in the story and their effects.
 - **Cause** What happened to Jake's father?
 - **First Effect** How does Jake react to the news about his father?
 - **Second Effect** What does Jake decide to do as a result of what happened to his father?
3. **Visualize** Imagine you are Jim Ugly. How would you describe the bounty hunter D. D. Skeats? Include details about how he looks, sounds, and even smells.
4. **Think/Question** **Generalize** What have you learned from the story about what it was like in the towns of the Old West?

For use with TE pp. 5218–5221 **SG6.18** Unit 6 | The Wild West

OL ON LEVEL 830L

Bound for Oregon PART 1
by Jean Van Leeuwen

Build Comprehension

- **Analyze Characters Feelings** *How does Mary Ellen feel about leaving Arkansas and going to Oregon?* (Student responses should include the idea that she was torn between being excited and afraid. She also knew she would miss her grandma.)
- **Explain** *Why did so many people change their minds about going to Oregon?* (Possible responses: Over the winter, they heard frightening tales of trouble on the trail. They decided the rewards of the West weren't worth risking their lives for.)

Writing Options

- **Interview Questions** Have students write five interview questions to ask Mary Ellen. Then have students take turns using their questions to interview each other.
- **Opinion Statement** Have students write about whether or not they think it was a good idea for Mary Ellen's family to go to Oregon. Remind students to tell why they think the way they do.
- **Journal Entry** Have students review the story events and write a prediction about what will happen to Mary Ellen and her family on the way to Oregon.

AL ABOVE LEVEL 1000L

Letters from the Corrugated Castle PART 1
by Joan W. Blos

Build Comprehension

- **Analyze Characters Traits** *What kind of person was Eldora?* *Use examples from the story to explain your answer.* (Student responses should include examples of Eldora's words or actions and what they think these words or actions tell about Eldora.)
- **Make Judgments** *Do you think Eldora's mother made a good decision when she gave Eldora to the sea captain? Explain why you think the way you do.* (Student responses should include information from the text to support their ideas.)

Writing Options

- **Thank You Note** Have students write a thank you note from Eldora to her aunt and uncle. Students should include what Eldora is thankful for.
- **Opinion Statement** Have students write about whether or not they think San Francisco in 1850 would be a good place to live. Remind students to tell why they think the way they do.
- **Journal Entry** Have students review the story events and write a prediction about what will happen to Eldora. Remind them to use information in the text to support their predictions.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG6.21** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Bound for Oregon PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
contradict
debate
departure
provisions
reluctant

1. **Describe Character and Setting** Describe the main characters and the setting of the story so far, based on details from the text.
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important events in the story and their effects.
 - **Cause** Why does the Todd family decide to move to Oregon?
 - **First Effect** How does the Todd family's decision to move to Oregon affect John Ragsdale?
 - **Second Effect** What else happens as a result of the Todd family's decision to travel to Oregon alone?
3. **Visualize** In Chapter 4, the Todd family arrives at the camp. Imagine you are Mary Ellen. What do you see, hear, smell, and feel? How does this help you understand how being with people changed the pioneer experience?
4. **Think Question Generalize** What does the story tell you about the hardships of being a pioneer to a new land?

For use with TE pp. 5218-5221 **SG6.19** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Letters from the Corrugated Castle PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
acquire
exclude
expectation
impression
speculate

1. **Describe Character and Setting** Describe the main characters and the setting of the story so far, based on details from the text.
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important events in the story and their effects.
 - **Cause** What happened to Eldora's mother in Panama?
 - **First Effect** What was one thing that happened as a result of what happened to Eldora's mother?
 - **Second Effect** What is another thing that happened as a result of what happened to Eldora's mother?
3. **Visualize** Reread pages 44–46. Imagine you are arriving in San Francisco in 1850. Tell what you see, hear, smell, taste, and feel. How does this help you understand what it was like for settlers arriving in San Francisco?
4. **Think Question Generalize** What does this story tell you about what a settler's experience was like in the cities of the Old West, such as San Francisco? What made the experience easier? What made it harder?

For use with TE pp. 5218-5221 **SG6.20** Unit 6 | The Wild West

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.

Sarah, Plain and Tall
Jim Ugly, Part 1
Bound for Oregon, Part 1
Letters from the Corrugated Castle, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. What was frontier life like for the characters in the books?
2. How does using visualization help you understand what the characters are experiencing?
3. **Think Question** How does each book give the reader a look at what it was like to set up a new life in the Wild West?

For use with TE pp. 5218-5221 **SG6.21** Unit 6 | The Wild West

OBJECTIVES

Thematic Connection: The Gold Rush

Read and Comprehend Informational Text

Compare Text Structures: Chronology

Go for the Gold

by Ruth Kassinger and Shirleyann Costigan

Summary *Go for the Gold* presents the highlights of gold's history and explores how the rush for gold affected Death Valley. It also describes uses for gold today. In "Gold Fever," author Ruth Kassinger looks at how the hunger for gold affected ancient Egypt, ancient Turkey, South America in the 1500s, and California in 1848. She describes the Spanish explorers' conquest of the Inca and the mad rush to California in search of wealth. Kassinger also explains that people still have gold fever, in spite of gold being harder than ever to find.

"Made with Gold" explains gold's value: It is beautiful, long lasting, and rare. It also describes products made of gold, such as electronics and jewelry, and examines gold's uses in industries, such as space technology. In "Desert Treasure" by Shirleyann Costigan, students learn about the first pioneers to cross Death Valley and the fortune hunters who came there for gold and salt in the late 1800s.

Activate Prior Knowledge Display the front cover and read the title aloud. Explain that gold is a metal that comes out of the ground. Ask: *What are some things made of gold?* (rings, watches, coins, decorative items)

Build Background Explain that since ancient times, people have valued the precious metal gold. The desire for gold can be so strong that it is sometimes called "gold fever." Use pages 8–9 to identify gold products and uses. Have volunteers describe what they see in the photos.

PROGRAM RESOURCES

PRINT ONLY

Go for the Gold, Pioneer Edition

Go for the Gold, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Compare Text Structures

CC.5.Rinf.5

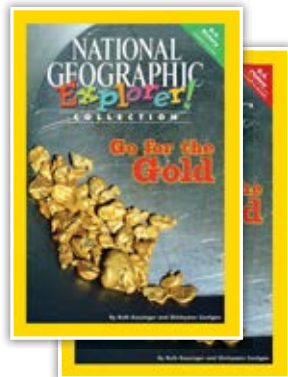
Read and Comprehend Informational Text

CC.5.Rinf.10

Language

Acquire and Use Domain-Specific Words

CC.5.L.6



Mini Lesson

Compare Text Structures: Chronology

Explain: *Authors use text structures to organize information.*

Often, authors describe events chronologically, or in the order they happen. Dates and phrases, such as "years ago," show when events happen. Point out that good readers are able to compare two texts that use chronological structures.

Read aloud the following text from pages 4 and 12 of the Pioneer Edition of *Go for the Gold* as students listen.

Gold Coins (page 4)

Turkey, 560 B.C.E. King Croesus ruled ancient Lydia, now in Turkey. He had the idea to mint, or make, coins.

At Home in the Heat (page 12)

Death Valley was not always a desert. When people first arrived, it was still a lake. That was about 10,000 years ago. About 1,000 years ago, the ancestors of today's Timbisha people came to the valley.

Text from Pioneer Edition

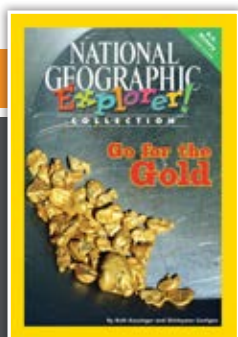
Then, think aloud to model how to describe a chronological text structure. Explain: *Both texts describe historical events.*

- *In the section from page 4, I see the date 560 B.C.E.*
- *In the section from page 12, I see the phrases "10,000 years ago" and "About 1,000 years ago."*

These are clues that events are described in the order they happen. The authors present events in time order, or chronologically.

Have students compare how the information in the two articles is organized. (In the first article, the author uses a date to tell when the event happened. In the second article, the author uses time order phrases to show the order of the events.)

BL BELOW LEVEL 520L



PIONEER EDITION

Lexile: 520L | GR: R

Content Connection: Economic Expansion

Social Studies Vocabulary

Use Wordwise on pages 6 and 15 to introduce new words:

ceremony mint ore pioneer prospector
 strike trade route vein visor

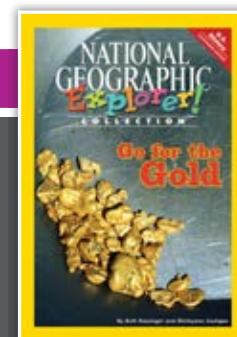
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** Where does gold come from? (Gold formed deep in the Earth long ago. Water heated by volcanoes may have melted the gold. It then flowed with water into cracks in the rock, where it cooled and hardened.)
- Describe** Picture the ceremony of the golden king. What did he look like? (He was covered in gold dust.) What did he do? (He stood on a raft and dropped gold into a lake.)
- Compare Text Structures: Chronology** How did “gold fever” change the history of Death Valley? (First, prospectors came to the valley looking for gold. Then, miners came for gold and salt. They set up mining camps. During the later 1800s and early 1900s, the camps grew into towns. The towns became cities.)
- Evaluate** What treasures can you find in Death Valley today? (You can see natural sites, such as Badwater Basin, Eureka Dunes, and colored clay at Artists Palette.)
- Make Inferences** Why do you think people care so much about gold? (Possible response: People like gold because it is beautiful and rare. It is strong and lasts a long time.)

OL ON LEVEL



PATHFINDER EDITION

GR: S

Content Connection: Economic Expansion

Social Studies Vocabulary

Use Wordwise on pages 6 and 15 to introduce new words:

ceremony mint ore pioneer
 prospector strike vein visor

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** Picture the formation of gold. Why do people often find gold in streams? (It breaks loose from the rock and settles at the bottom of streams.)
- Explain** How did “gold fever” affect South America? (It brought Spanish explorers who captured or killed many people, including 2,000 Inca.) How did it affect North America? (The Gold Rush brought thousands of people to California.)
- Compare Text Structures: Chronology** How did “gold fever” change the history of Death Valley? (Prospectors and miners came looking for gold. They set up mining camps. During the later 1800s and early 1900s, the camps grew into towns. Then towns became cities.)
- Evaluate** Why do people visit Death Valley today? (It is a national park.) What treasures do they find there? (They find sites, such as Badwater Basin, Eureka Dunes, and rainbow-colored clay at Artists Palette.)
- Make Inferences** Why do you think people value gold so much? (Possible response: People value gold because it is beautiful, strong, and rare. It lasts a long time.)

Check & Reteach

OBJECTIVE: Compare Text Structures: Chronology

Have partners compare the text structures of “Gold’s Global Grip” on page 6 and “Long Walk” on page 13. (On page 6, the author uses the date 2009 and the time order word *Today*. On page 13, the author uses the time order word *Finally*.)

For students who cannot compare text structures, reteach using “Gold in the Americas” on page 6 and the introduction on page 11. Say: *Authors discuss the discovery of gold. How do they present information?* Have students skim the pages, paying attention to structure and signal words. Have groups discuss the organization. ([p.6] dates: 1500s, 1532, 1848; [p.11] time order words: *In the past, Now*. Both use chronological text structures.)

BL BELOW LEVEL 660L



The Bite of the Gold Bug
by Barthe DeClements

Content Connection:
The Alaskan Gold Rush

Historical Fiction | Pages: 56 | Lexile: 660L | GR: P

BL BELOW LEVEL 710L



Jim Ugly PART 2
by Sid Fleischman

Content Connection:
California's Old West

Historical Fiction | Pages: 68 | Lexile: 710L | GR: Q

OBJECTIVES

Thematic Connection: The Gold Rush

Read and Comprehend Literature

- Identify Cause-and-Effect Relationships
- Visualize to Comprehend

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.22, page SG49
- Practice Master SG6.23, page SG50
- Practice Master SG6.24, page SG51
- Practice Master SG6.28, page SG55

TECHNOLOGY ONLY

- Digital Library: Alaska Gold Rush, Chilkoot Pass, Yukon River

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–28
- DAY 3 Read pages 29–56 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary The lure of the Alaskan Gold Rush takes Bucky, his father, and his Uncle Tanner on a treacherous journey. Carrying hundreds of pounds of supplies, the trio walks frozen trails and braves the raging Yukon River on their trek. Bucky's father hopes to make enough money to buy a hardware store. After months of panning, Bucky and his father succeed in their quest for gold. Uncle Tanner, though, gambles away his earnings.

Activate Prior Knowledge Have students turn and talk about what they know about the California Gold Rush. Encourage them to talk about the hardships the miners suffered both on their way to the gold fields and after they got there.

Build Background Display pictures related to the Alaskan Gold Rush from the **Digital Library**. Tell students that gold was found in Alaska after the California Gold Rush and that many people moved from California to Alaska in search of gold.

Story Words Use **Practice Master SG6.22** to extend vocabulary.

- incline, page 20
- outfit, page 4
- revive, page 15
- rugged, page 6
- summit, page 24

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.22, page SG49
- Practice Master SG6.23, page SG50
- Practice Master SG6.25, page SG52
- Practice Master SG6.28, page SG55

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 64–96
- DAY 3 Read pages 97–131 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

PART 1:
See pages SG18–SG21.

Review Part 1 For a complete summary of *Jim Ugly*, see page SG18. Remind students that they can look for cause-and-effect relationships to help them understand events in the story and their effects. To review cause-and-effect relationships, ask: *What causes Jake to look for his father?* (Possible responses: Jake doesn't believe his father is dead because Jim Ugly isn't interested in the grave.) *What happens because he made this decision?* (Possible responses: Jake runs into the bounty hunter. Jake becomes an actor.)

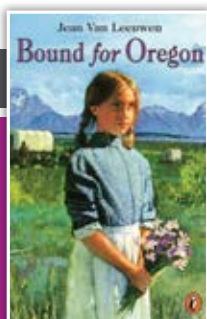
Activate Prior Knowledge Have students discuss the first part of the story. Encourage them to recall the predictions they made and discuss what they have found surprising so far.

Build Background Remind students that in the Old West, there were few towns, and the ones that were there were just beginning to form. There was little law and order, and people had to depend on themselves when they were in trouble.

Story Words Use **Practice Master SG6.22** to extend vocabulary.

- bounty, page 4
- confide, page 9
- deceased, page 15
- disposition, page 45
- profession, page 23

OL ON LEVEL 830L



Bound for Oregon PART 2

by Jean Van Leeuwen

Content Connection:
The Oregon Trail

Historical Fiction | Pages: 96 | Lexile: 830L | GR: 5

AL ABOVE LEVEL 1000L



Letters from the Corrugated Castle PART 2

by Joan W. Blou

Content Connection: **California's Old West**

Historical Fiction | Pages: 156 | Lexile: 1000L | GR: W

COMMON CORE STANDARDS

Reading

- Read and Comprehend Literature CC.5.Rlit.10
- Compare Approaches to Similar Themes CC.5.Rlit.9
- 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 SG6.22, page SG49
- Practice Master SG6.23, page SG50
- Practice Master SG6.26, page SG53
- Practice Master SG6.28, page SG55

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG6.22, page SG49
- Practice Master SG6.23, page SG50
- Practice Master SG6.27, page SG54
- Practice Master SG6.28, page SG55

TECHNOLOGY ONLY

- Digital Library: California Map

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 81–113
- DAY 3 Read pages 114–143
- DAY 4 Read pages 144–176 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG18–SG21.

Review Part 1 For a complete summary of *Bound for Oregon*, see page SG19. Remind students that they can use cause-and-effect relationships to help them understand the events in a story. To review, ask: *What does Mary Ellen's father decide to do?* (Her father decides they should move to Oregon and claim free farm land.) *What happens as a result of his decision?* (Possible responses: They leave their friends and family in Arkansas. They face many dangers.)

Activate Prior Knowledge Have students discuss the first part of the story. Encourage them to recall the predictions they made and discuss what they have found surprising so far.

Build Background Have students turn to the map of the Oregon Trail in their books. Tell students that the Oregon Trail was a 2,000-mile path from Independence, Missouri, to Oregon City, Oregon. It was the longest overland trail in North America. Discuss with students how the map of the West has changed.

Story Words Use **Practice Master SG6.22** to extend vocabulary.

- contradict*, page 41
- debate*, page 31
- departure*, page 17
- provisions*, page 16
- reluctant*, page 18

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 155–202
- DAY 3 Read pages 203–253
- DAY 4 Read pages 254–310 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG18–SG21.

Review Part 1 For a complete summary of *Letters from the Corrugated Castle*, see page SG19. Remind students that they can use cause-and-effect relationships to help them understand the events in a story. To review cause-and-effect relationships, ask: *What does Eldora do when her mother asks her to move to San Pedro?* *How does everyone feel about this?* (Possible responses: She moves there and is lonely. Her aunt and uncle are sad.)

Activate Prior Knowledge Have students discuss the first part of the story. Encourage them to recall the predictions they made and discuss what they have found surprising so far.

Build Background Display the map of California from the **Digital Library**. Trace the area between San Francisco and the Salinas Valley. Tell students that there is no town today called San Pedro in the Salinas Valley, but the town of Monterey is located there. This was the capital of California at the time.

Story Words Use **Practice Master SG6.22** to extend vocabulary.

- acquire*, page 45
- exclude*, page 88
- expectation*, page 26
- impression*, page 10
- speculate*, page 4

BL BELOW LEVEL 660L

The Bite of the Gold Bug
by Barthe DeClements

Build Comprehension

- **Make Comparisons** *How was Bucky's journey to the gold fields similar to and different from the other journeys you have learned about in this unit?* (Possible responses: It was like the others because they had hardships and rough trails. It was different because it was a little shorter and the weather was much colder. They also made part of the journey by boat.)
- **Identify Goals and Outcomes** *Why did Bucky's father want to go to Alaska? What was the outcome of the trip?* (Possible responses: He wanted to make enough money to open his own hardware store. He was successful.)

Writing Options

- **Friendly Letter** Have students write a letter from Bucky to his mother and sister. Encourage them to describe Bucky's experiences and how he felt about them.
- **Travel Brochure** Have students create a travel brochure for people going to Dawson City in search of gold. Have them include what the travelers should expect and what to bring.
- **Journal Entry** Have students write about something difficult they have done to raise money for something they wanted.

BL BELOW LEVEL 710L

Jim Ugly PART 2
by Sid Fleischman

Build Comprehension

- **Explain** *Why does Jake decide to take the part in the play?* (Possible responses: Wearing makeup was a way of hiding from the bounty hunter. He was offered 75 cents for each performance, which was a lot of money for him. His father might come to the theater.)
- **Analyze Character's Actions** *Why did Jake's father steal the diamonds?* (Possible response: He did it to stop Cornelius from tricking people into thinking there was a diamond mine and cheating them out of their money.)

Writing Options

- **Character Sketch** Have students write a short character sketch of Sam Bannock. Have them use examples from the book to explain what kind of person they think he is.
- **Opinion Statement** Have students write their opinion of Sam's actions. Did Sam do the right thing or not? Have students explain why they think the way they do.
- **Journal Entry** Have students revisit the predictions they made in their journal entries for Part 1 and write about whether their predictions were correct and what they found surprising.

Check & Reteach

Ask students to describe one cause-and-effect relationship they noticed in their book. If students have difficulty stating a cause-and-effect relationship, ask: *What important event took place? What happened because of that event? What else happened because of that event?*

DURING READING

Name _____ Date _____

Cause and Effect Chain

Cause and Effect

Use this chart to track causes and effects in the story as you read. Add more causes and effects when you have read the whole book.

Cause	First Effect	Second Effect

Use your chart to tell a partner about the book.

For use with TE pp. 5624-5627 **SG6.23** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

The Bite of the Gold Bug

Review the story words with your group. Then discuss these questions together.

Story Words
indie
outfit
revive
rugged
summit

1. **Identify Theme** Think about the different parts of the story, such as the title, characters, and plot. What do you think is the theme, or main message, of the story?
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important parts of the story and their effects.
 - **Cause** What dream does Bucky's father have for his family?
 - **First Effect** What does Bucky's father do to pursue his goals?
 - **Second Effect** How was Bucky affected by what his father wanted to do?
3. **Visualize** Review pages 22–28. Imagine you are on the Golden Stairs. What do you see, hear, smell, taste, and feel?
4. **Think/Question** **Generalize** What did you learn from the story about what the gold miners had to risk in order to reach their goals in a new land?

For use with TE pp. 5624-5627 **SG6.24** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Jim Ugly PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
bounty
confide
deceased
disposition
profession

1. **Identify Theme** Think about the different parts of the story, such as the title, characters, and setting. What do you think is the theme, or main message, of the story?
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important parts of the story and their effects.
 - **Cause** What causes Jake to become an actor?
 - **First Effect** What is the first important thing that happens as a result of Jake's decision?
 - **Second Effect** What happens finally as a result of Jake's decision?
3. **Visualize** Review pages 121–122. Imagine you are wearing a blindfold and riding on one of the burros. What do you hear, smell, taste, and feel?
4. **Think/Question** **Generalize** What does the story tell you about life in the the Wild West?

For use with TE pp. 5624-5627 **SG6.25** Unit 6 | The Wild West

OL ON LEVEL 830L

Bound for Oregon PART 2
by Jean Van Leeuwen

Build Comprehension

- **Analyze Characters' Feelings** *How did the family feel when they came through the last mountain range and into Oregon?* (Student responses should indicate that the family was overjoyed that their terrible journey was over and that they were all alive and well.)
- **Form Opinions** *Was the chance of free farm land worth the danger and risk of going by wagon to Oregon? Explain why you think the way you do.* (Student responses should include information from the text to support their thinking.)

Writing Options

- **Friendly Letter** Have students write a letter from Mary Ellen to her grandmother. Tell students to include some details of the trip and how she felt when they reached their destination.
- **Book Review** Have students write a review of *Bound for Oregon*. Tell students to include a summary of the book, their opinion of it, and if they would recommend it to others.
- **Journal Entry** Have students revisit the predictions they made in their journal entries for Part 1 and write about whether their predictions were correct and what they found surprising.

AL ABOVE LEVEL 1000L

Letters from the Corrugated Castle PART 2
by Joan W. Blos

Build Comprehension

- **Explain** *Why did Luke feel responsible for Miguel's murder?* (Possible response: Luke felt that if he hadn't given Miguel the knife, no one would have thought Miguel was a thief.)
- **Identify Problems and Solutions** *What problem does Eldora have in San Pedro?* (Possible response: Eldora is lonely in San Pedro. She misses her aunt and uncle and the city. She wants to go to school.) *What is her solution to the problem?* (Possible response: She asks her mother if she can go back to live with her aunt and uncle in San Francisco.)

Writing Options

- **Thank You Note** Have students write a thank you note from Eldora to her mother. Have them include what Eldora is thankful for and why.
- **Book Review** Have students write a review of the book. Tell them to include what they liked or didn't like and whether or not they would recommend the book to others.
- **Journal Entry** Have students revisit the predictions they made in their journal entries for Part 1 and write about whether their predictions were correct and what they found surprising.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG6.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Bound for Oregon PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
contradict
debate
departure
provisions
reluctant

1. **Identify Theme** Think about the different parts of the story, such as the title, characters, and setting. What do you think is the theme, or main message, of the story?
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important parts of the story and their effects.
 - **Cause** Why do the Todds and Grants decide to slow down?
 - **First Effect** What was one thing that happened as a result of this decision?
 - **Second Effect** What is another thing that happened as a result of this decision?
3. **Visualize** Review pages 150–151. Imagine you are walking with Mary Ellen. What things do you see, hear, smell, taste, and feel? How does this help you understand what it must have felt like to reach the end of the Oregon Trail?
4. **Generalize** What does the story tell you about the hardships of settling a new land after a long journey?

For use with TE pp. S624–S627 **SG6.26** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Letters from the Corrugated Castle PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
acquire
exclude
expectation
impression
speculate

1. **Identify Theme** Think about the different parts of the story, such as the title, characters, and setting. What is the theme, or main message, of the story?
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important parts of the story and their effects.
 - **Cause** What causes Eldora to move to San Pedro?
 - **First Effect** What was one thing that happened as a result of Eldora's decision?
 - **Second Effect** What is another thing that happened as a result of Eldora's decision?
3. **Visualize** Review pages 200–202. Imagine you are in Monterey. What things do you see, hear, smell, taste, and feel? What does this help you understand about the people who live in Monterey?
4. **Generalize** What does the story of Eldora and Luke tell you about settling a new land?

For use with TE pp. S624–S627 **SG6.27** Unit 6 | The Wild West

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Bite of the Gold Bug
Jim Ugly, Part 2
Bound for Oregon, Part 2
Letters from the Corrugated Castle, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does each book show you a different aspect of life in the Old West? In what ways are the experiences alike?
2. What do the books say about the reasons people moved west? What happened as a result of people moving west?
3. **Generalize** What does each book tell you about what it takes to settle a new land?

For use with TE pp. S624–S627 **SG6.28** Unit 6 | The Wild West

Academic Vocabulary

Story Words

Go West!

hardship (hard-ship) *noun*

A **hardship** is a serious problem that causes people to suffer. *Having no food is a terrible **hardship**.*

purchase (pur-chus) *noun*

A **purchase** is something that is bought. *My **purchase** included a magazine and a granola bar.*

risk (risk) *verb*

When you **risk** something, you are in danger of harming it. *You **risk** injuring yourself if you do not wear a seatbelt.*

sturdy (stur-dē) *adjective*

If something is **sturdy**, it can support weight and does not break easily. *The **sturdy** table held all of the books for the book fair.*

territory (ter-u-tor-ē) *noun*

A **territory** is an area of land. *The neighborhood covers a large **territory** just north of the city.*

Children of the Trail West

conflict (kon-flikt) *noun*

A **conflict** is a disagreement between people or groups. *He and his neighbor had a **conflict** about the new fence.*

elect (i-lekt) *verb*

If you **elect** someone, you choose that person to do a job. *We will **elect** a new president for the club.*

ordeal (or-dēl) *noun*

An **ordeal** is a hard time or a very bad experience. *Getting home from school during the blizzard was quite an **ordeal**.*

stranded (strand-ud) *adjective*

To be **stranded** is to be stuck somewhere without help. *We were **stranded** on the side of the road when we got a flat tire.*

territory (ter-u-tor-ē) *noun*

A **territory** is an area of land. *People did not settle the **territory** in the middle of the country until the 1800s.*

The California Gold Rush

boom (būm) *verb*

To **boom** is to grow very fast in population or importance. *The town experienced a population **boom** when the factory reopened and created hundreds of new jobs.*

contribute (kun-tri-byüt) *verb*

If you **contribute** something, you give or supply it. *I will **contribute** my old bike to the charity drive.*

gain (gān) *noun*

A **gain** is a profit or increase in wealth. *The company experienced a **gain** in profit when everyone began buying the new cell phone.*

grant (grant) *noun*

A **grant** is a gift, such as money or land, for a particular purpose. *My sister went to college on a government **grant**.*

territory (ter-u-tor-ē) *noun*

A **territory** is an area of land. *The **territory** in the far north was too cold to settle and farm on.*

Children of the Wild West

civilization (si-vu-lu-zā-shun) *noun*

A **civilization** is an organized society of people. *The ancient Aztec **civilization** was actually quite advanced.*

hardship (hard-ship) *noun*

A **hardship** is something that causes pain or suffering. *When my mother lost her job, it was a **hardship** for us all.*

manufacture (man-yu-fak-cher) *verb*

To **manufacture** is to make things. *The new factory will **manufacture** cars.*

primitive (pri-mu-tiv) *adjective*

Primitive relates to an early people or culture that lacks written language or advanced technologies. *Cavemen are considered a **primitive** people.*

territory (ter-u-tor-ē) *noun*

A **territory** is an area of land. *The **territory** in the southeastern United States is hot and humid.*

COPY READY

Cause-and-Effect Organizer

Cause and Effect

Use the cause-and-effect organizer to take notes about your book as you read.

COPY READY

Cause:	→	Effect 1:
	→	Effect 2:
	→	Effect 3:

 Use your cause-and-effect organizer to tell a partner about the book.

Discussion Guide

Go West!

Review the story words with your group. Then discuss these questions together.

Story Words


hardship

purchase

risk

sturdy

territory

- 1. Make Inferences** Reread page 12. Why do you think the people who came looking for gold were called “forty-niners?”
- 2. Determine Cause and Effect** What caused settlers to move west? What were the effects? Include ideas from your cause-and-effect organizer and the questions below.
 - **Cause** Why did people move west?
 - **Effect** What happened to some of the people on the trail?
 - **Effect** What happened to some of the Native Americans when people moved onto their land?
 - **Effect** How did people moving west change that part of the country?
- 3. Visualize** Describe life on the trail west in a covered wagon. How does imagining life in a covered wagon help you better understand what the pioneers went through?
- 4.  BIG Question Generalize** What made settling the West hard for the pioneers?

Discussion Guide

Children of the Trail West

Review the story words with your group. Then discuss these questions together.

Story Words

conflict


elect

ordeal

stranded

territory

COPY READY

- 1. Make Inferences** Name one thing you think the emigrants valued or felt was important. Use examples from the book to explain why you think the way you do.
- 2. Determine Cause and Effect** What caused emigrants to move west? What were the effects? Include ideas from your cause-and-effect organizer and the questions below.
 - **Cause** What were some of the reasons people moved west?
 - **Effect** What were some of the dangers children faced on the trail?
 - **Effect** What happened to some of the Native Americans when people moved onto their land?
 - **Effect** How did people moving west change that part of the country?
- 3. Visualize** Describe a day in the life of a child on the trail west. How does imagining life in a covered wagon help you better understand what these children went through?
- 4.  BIG Question Generalize** What was difficult for the children who helped to settle the West?

Discussion Guide

The California Gold Rush

Review the story words with your group. Then discuss these questions together.

Story Words

boom

contribute

gain

grant

territory

- 1. Make Inferences** Name one thing you think the forty-niners valued or felt was important. Use examples from the book to explain why you think the way you do.
- 2. Determine Cause and Effect** What caused the California Gold Rush? What were the effects? Include ideas from your cause-and-effect organizer and the questions below.
 - **Cause** What caused the forty-niners to go west?
 - **Effect** What happened to John Sutter's land and property?
 - **Effect** What happened to many native Californians?
 - **Effect** How did the forty-niners change California?
- 3. Visualize** Describe life in a mining camp. How does imagining life in a mining camp help you better understand what the forty-niners went through?
- 4. ? BIG Question Generalize** How did the forty-niners help to settle the West?

Discussion Guide

Children of the Wild West

Review the story words with your group. Then discuss these questions together.

Story Words

civilization

hardship

manufacture

primitive

territory

COPY READY

- 1. Make Inferences** Name one thing you think the emigrant children valued or felt was important. Use examples from the book to explain why you think the way you do.
- 2. Determine Cause and Effect** What caused settlers to move west? What were the effects? Include ideas from your cause-and-effect organizer and the questions below.
 - **Cause** Why did the emigrants move west?
 - **Effect** What happened to some emigrants on the trail?
 - **Effect** What happened to the Native Americans who were already living in the West?
 - **Effect** How did westward expansion change the United States?
- 3. Visualize** Describe life on the Plains for both settler children and Native American children. How does this help you understand how their lives were similar and different?
- 4. ? BIG Question Generalize** What was hard for pioneer children about settling the West?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Go West!
Children of the Trail West
The California Gold Rush
Children of the Wild West

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How did the different groups who moved west help expand the country?
2. How does each author help you visualize the Wild West?
3. **BIG Question** What does each book show about what it takes to settle a new land? Why might any new land be called wild?

Academic Vocabulary

Story Words

*The Story of the Pony Express***barren** (bair-un) *adjective*If something is **barren**, it has nothing growing on it. *The barren desert seemed to go on forever.***delay** (di-lā) *verb*To **delay** means to slow down or stop temporarily. *They had to delay our flight because of bad weather.***relay** (rē-lā) *noun*If you are a **relay**, you are one of a group of people that pass something along. *It will take five relays to move the box from the truck to the office.***rugged** (rug-ud) *adjective*If something is **rugged**, it is rough and harsh. *The trail was so rugged, we had to move very slowly.***vast** (vast) *adjective*Something that is **vast** is enormous, or quite large. *The vast ocean seemed to stretch on forever.**The Railroad***direct** (du-rekt) *adjective*When you take the **direct** way, you go the straightest way. *We crossed our neighbor's lawn because it was the most direct way to the store.***efficient** (i-fi-shunt) *adjective*If something is **efficient**, it is effective and works smoothly. *Driving is the most efficient way to get to grandma's house from here.***growth** (grōth) *noun***Growth** means to get bigger. *We needed a larger school because of the growth in the number of students.***product** (prah-dukt) *noun*A **product** is something that is grown or made. *Shoes are the product of a shoe store.***reliable** (ri-lī-u-bul) *adjective*If you are **reliable**, you do what you are supposed to do. *I can trust my brother to show up for my game because he is reliable.**Bull's-Eye***acquire** (u-kwiur) *verb*If you **acquire** something, you get it. *I hope to acquire, or get, a new bike next week.***exhibition** (ek-su-bi-shun) *noun*An **exhibition** is an act or a show. *The riding exhibition included some great tricks and fancy riding.***reputation** (re-pyu-tā-shun) *noun*Your **reputation** is what people think of you. *He has the reputation of being a very hard worker.***rivalry** (ri-vul-rē) *noun*A **rivalry** is a competition or a fight. *The rivalry between the two teams made each of them play harder.***symbol** (sim-bul) *noun*A **symbol** is something that stands for something else. *A heart shape is a symbol for love.**Wild West Women***adapt** (u-dapt) *verb*If you **adapt**, you change to fit a new situation. *I adapt to the heat by wearing shorts.***appreciate** (u-prē-shē-āt) *verb*When you **appreciate** something, you are thankful for it or value it. *I appreciate the help you have given me.***informal** (in-for-mul) *adjective*If something is **informal**, it is casual. *The dress code is informal, so I wore shorts.***misfortune** (mis-for-chun) *noun*A **misfortune** is a burden or hardship. *The flood was a terrible misfortune for the people in the area.***symbol** (sim-bul) *noun*A **symbol** is something that stands for something else. *A bald eagle is a symbol of the United States.*

T-Chart

Draw Conclusions

Use the T-chart to take notes about your book as you read.
Add your conclusion after you finish reading.

Main Idea	Details

Conclusion:

 Use your T-chart to tell a partner about the book.

COPY READY

Discussion Guide

The Story of the Pony Express

Review the story words with your group. Then discuss these questions together.

Story Words

barren

delay

relay

rugged

vast

COPY READY

- 1. Summarize** In your own words, tell the story of the Pony Express. Include important details to support your retelling.
- 2. Draw Conclusions** Use these questions and the notes from the T-chart to help you draw conclusions about the selection.
 - **Main Idea** How long did it take to deliver mail to California in the 1800s?
 - **Details** Tell two reasons it took so long to deliver the mail.
 - **Conclusion** What conclusions can you draw about the benefits of the Pony Express from the information in the text?
- 3. Visualize** Describe the route of the Pony Express. How does imagining the route help you better understand what it was like to be a Pony Express rider?
- 4. ? BIG Question Generalize** How does the story of the Pony Express help you understand what it takes to settle new land?

Discussion Guide

The Railroad

Review the story words with your group. Then discuss these questions together.

Story Words


direct

efficient

growth

product

reliable

- 1. Summarize** Tell the story of the railroad in your own words. Make sure to include important details to support your retelling.
- 2. Draw Conclusions** Use these questions and the notes from the T-chart to help you draw conclusions about the selection.
 - **Main Idea** What was the trip to the West like before the transcontinental railroad?
 - **Details** How did the railroad change how people traveled west?
 - **Conclusion** What conclusions can you draw about the railroad's effects on travel?
- 3. Visualize** Describe what travel was like before the transcontinental railroad. How does imagining this journey help you understand how the railroad changed the country?
- 4.  BIG Question Generalize** What does the development of the railroad help you understand about the problems involved in settling a new land?

Discussion Guide

Bull's-Eye: A Photobiography of Annie Oakley

Story Words

acquire

exhibition

reputation

rivalry

symbol

Review the story words with your group. Then discuss these questions together.

- 1. Summarize** Tell the story of Annie Oakley in your own words. Make sure to include the important details.
- 2. Draw Conclusions** Use these questions and the notes from the T-chart to help you draw conclusions about the selection.
 - **Main Idea** Who was Annie Oakley?
 - **Details** Tell two important things Annie did with her shooting.
 - **Conclusion** What conclusions can you draw about why Annie was special?
- 3. Visualize** Describe what it was like to travel with the Wild West Show.
- 4. BIG Question** **Generalize** How does the story of Annie Oakley help you understand what people need in a new land besides necessities like food and shelter?

Discussion Guide

Wild West Women

Review the story words with your group. Then discuss these questions together.

Story Words


adapt

appreciate

informal

misfortune

symbol

- 1. Summarize** Tell what you learned about the women of the Wild West, in your own words.
- 2. Draw Conclusions** Use these questions and the notes from the T-chart to help you draw conclusions about the selection.
 - **Main Idea** What were some of the things women of the Wild West had to overcome?
 - **Details** Tell two ways women learned to adapt to life in the West.
 - **Conclusion** What conclusions can you draw about women in the Wild West?
- 3. Visualize** Reread “Settling In” on pages 32–34. Imagine you are a woman who has survived the long trip west. You have just arrived at your new home in the frontier wilderness. Describe what you see, hear, smell, and feel.
- 4.  BIG Question Generalize** What did it take for women to settle new land?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Story of the Pony Express
The Railroad
Bull's-Eye: A Photobiography of Annie Oakley
Wild West Women

Compare and contrast the books you have read. Discuss these questions with your group.

1. What does each book tell about the Old West? How do these books help readers understand the Old West?
2. How does each author help you visualize the Old West?
3. **BIG Question** How does each book add to the reader's understanding of what it takes to settle a new land?

Academic Vocabulary

Story Words

Sarah, Plain and Tall

advertisement (ad-vur-tiz-munt) *noun*

An **advertisement** is a public notice. *I saw an advertisement for free dance lessons in the newspaper.*

coarse (kors) *adjective*

If something is **coarse**, it is loose and rough. *A sheep's wool is coarse.*

enclose (in-klöz) *verb*

To **enclose** something means to place it in a package or envelope. *I will enclose my picture with the letter.*

sly (slī) *adjective*

If you are **sly**, you are clever and tricky. *My sly friend is always finding ways to fool me.*

wade (wād) *verb*

To **wade** is to walk through a substance, such as water or mud. *We can wade into the lake up to our knees.*

Jim Ugly PART 1

bounty (bown-tē) *noun*

A **bounty** is a payment made for helping to catch a criminal. *The bounty for catching the escaped criminal was \$10,000.*

confide (kun-fid) *verb*

If you **confide** in someone, you tell him or her your secrets. *I confide all my secrets to my best friend.*

deceased (di-sēst) *adjective*

Someone who is **deceased** is dead. *My great-grandfather has been deceased for many years.*

disposition (dis-pu-zi-shun) *noun*

If someone has a good **disposition**, he or she is a pleasant person. *My mother has a kind and giving disposition.*

profession (pru-fe-shun) *noun*

Your **profession** is your job. *Her profession as a doctor means she spends long hours at the hospital.*

Bound for Oregon PART 1

contradict (kahn-tru-dikt) *verb*

To **contradict** something is to say it isn't correct or true. *My brother likes to contradict everything I say.*

debate (di-bāt) *verb*

When you **debate** an idea, you talk about it with someone who has a different opinion. *The girls always debate which class is the most interesting.*

departure (di-par-chur) *noun*

A **departure** is the act of leaving a place. *The plane's departure was scheduled for eight o'clock.*

provisions (pru-vi-zhunz) *noun*

Provisions are supplies or materials you need, such as food and water. *Canned food was included in our provisions for the camping trip.*

reluctant (ri-luk-tunt) *adjective*

If you are **reluctant** about something, you don't want to do it. *I am reluctant to spend that much money on a toy.*

Letters from the Corrugated Castle PART 1

acquire (u-kwīr) *verb*

When you **acquire** something, you get it as your own. *My brother will acquire my mother's car when she gets a new one.*

exclude (iks-klüd) *verb*

To **exclude** is to leave someone or something out. *I will not exclude any of my classmates from the party.*

expectation (ek-spek-tā-shun) *noun*

An **expectation** is what you think will happen. *My expectation is that the party will be really fun.*

impression (im-pre-shun) *noun*

Your **impression** is your thoughts about or reaction to something. *My impression is that she wants to leave because she is not having fun.*

speculate (spek-yu-lāt) *verb*

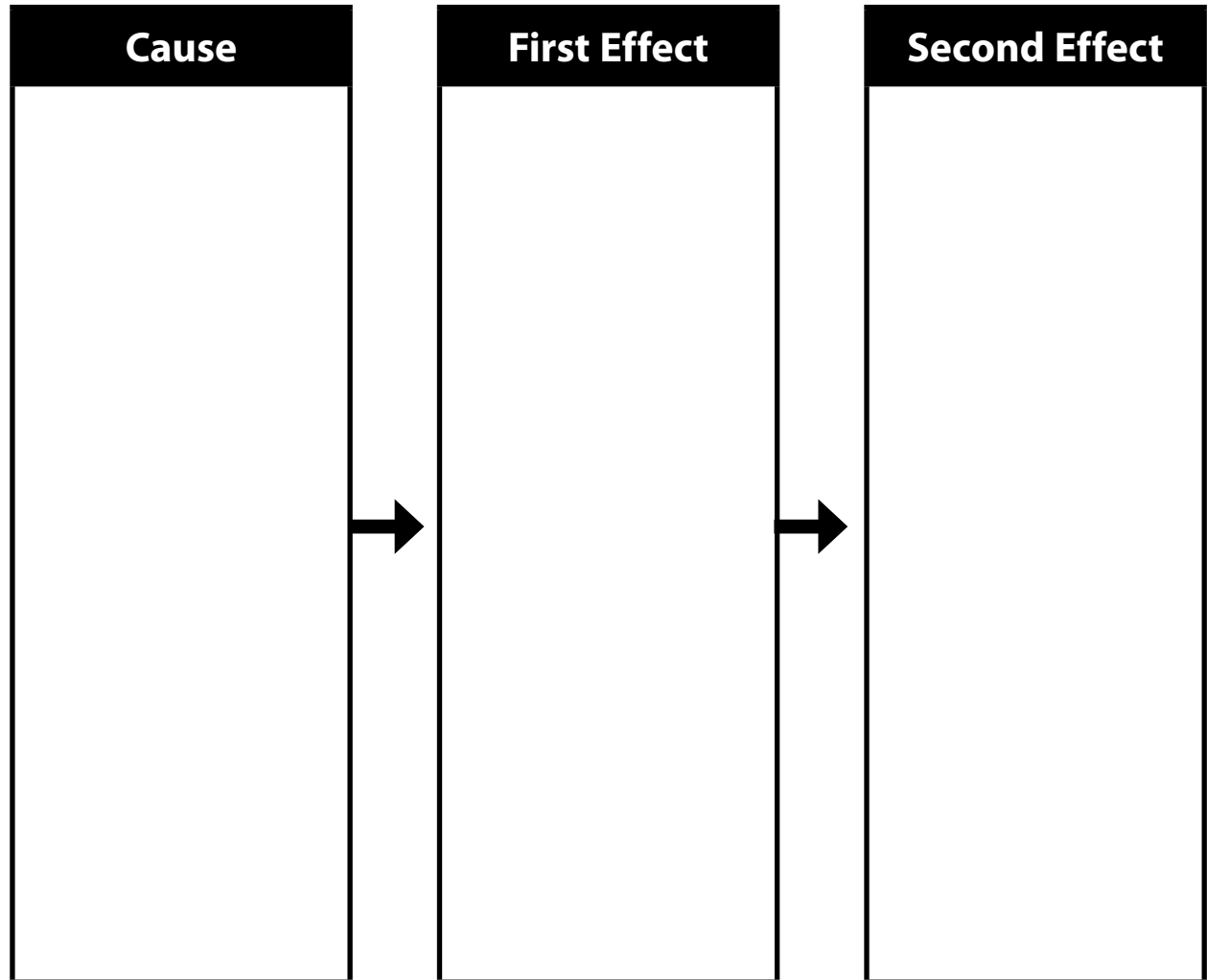
To **speculate** is to think or wonder about something. *I don't want to speculate about how I did on the test.*

COPY READY

Cause-and-Effect Chain

Cause and Effect

Use this chart to track causes and effects in the story as you read.
Add more causes and effects when you have read the whole book.



COPY READY

 Use your chart to tell a partner about the book.

Discussion Guide

Sarah, Plain and Tall

Review the story words with your group. Then discuss these questions together.

Story Words


advertisement

coarse

enclose

sly

wade

- 1. Describe Character and Setting** Using details from the text, describe the main characters and the setting of the story.
- 2. Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important events in the story and their effects.
 - **Cause** Why does Sarah decide she must move from her home in Maine?
 - **First Effect** What happens to Jacob as a result of Sarah's decision?
 - **Second Effect** What happens to Anna and Caleb as a result of Sarah's decision?
- 3. Visualize** Describe Sarah's home in Maine. Use the book to help you tell what you hear, smell, taste, and feel.
- 4.  BIG Question Generalize** What does the story tell you about the kind of person it takes to settle a new land?

Discussion Guide

Jim Ugly PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

bounty

confide

deceased

disposition

profession

COPY READY

- 1. Describe Character and Setting** Describe the main characters and the setting of the story so far, based on details from the text.
- 2. Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important events in the story and their effects.
 - **Cause** What happened to Jake's father?
 - **First Effect** How does Jake react to the news about his father?
 - **Second Effect** What does Jake decide to do as a result of what happened to his father?
- 3. Visualize** Imagine you are Jim Ugly. How would you describe the bounty hunter D. D. Skeats? Include details about how he looks, sounds, and even smells.
- 4. ? BIG Question Generalize** What have you learned from the story about what it was like in the towns of the Old West?

Discussion Guide

Bound for Oregon PART 1

Review the story words with your group. Then discuss these questions together.

Story Words


contradict

debate

departure

provisions

reluctant

- 1. Describe Character and Setting** Describe the main characters and the setting of the story so far, based on details from the text.
- 2. Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important events in the story and their effects.
 - **Cause** Why does the Todd family decide to move to Oregon?
 - **First Effect** How does the Todd family's decision to move to Oregon affect John Ragsdale?
 - **Second Effect** What else happens as a result of the Todd family's decision to travel to Oregon alone?
- 3. Visualize** In Chapter 4, the Todd family arrives at the camp. Imagine you are Mary Ellen. What do you see, hear, smell, and feel? How does this help you understand how being with people changed the pioneer experience?
- 4.  BIG Question Generalize** What does the story tell you about the hardships of being a pioneer to a new land?

Discussion Guide

Letters from the Corrugated Castle PART 1

Story Words

acquire

exclude

expectation

impression

speculate

Review the story words with your group. Then discuss these questions together.

1. **Describe Character and Setting** Describe the main characters and the setting of the story so far, based on details from the text.
2. **Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important events in the story and their effects.
 - **Cause** What happened to Eldora's mother in Panama?
 - **First Effect** What was one thing that happened as a result of what happened to Eldora's mother?
 - **Second Effect** What is another thing that happened as a result of what happened to Eldora's mother?
3. **Visualize** Reread pages 44–46. Imagine you are arriving in San Francisco in 1850. Tell what you see, hear, smell, taste, and feel. How does this help you understand what it was like for settlers arriving in San Francisco?
4. **Big Question** **Generalize** What does this story tell you about what a settler's experience was like in the cities of the Old West, such as San Francisco? What made the experience easier? What made it harder?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Sarah, Plain and Tall
Jim Ugly, Part 1
Bound for Oregon, Part 1
Letters from the Corrugated Castle, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What was frontier life like for the characters in the books?
2. How does using visualization help you understand what the characters are experiencing?
3. **BIG Question** How does each book give the reader a look at what it was like to set up a new life in the Wild West?

Academic Vocabulary

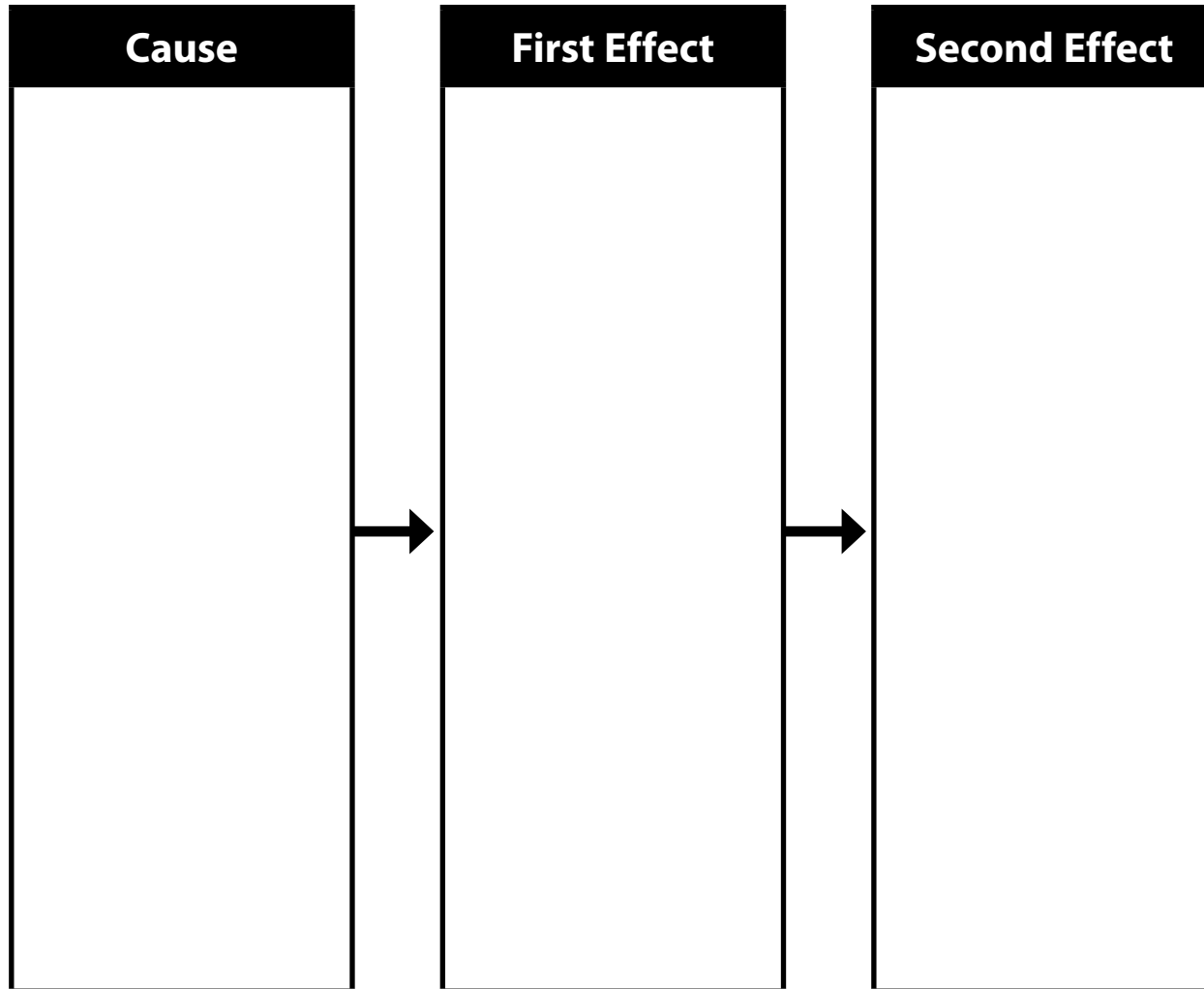
Story Words

*The Bite of the Gold Bug***incline** (in-klīn) *noun*An **incline** is a slope or a surface that slants upward. *The **incline** was too steep for us to walk up.***outfit** (owt-fit) *verb*To **outfit** for a trip is to get everything needed for the trip. *Tents and sleeping bags were just two of the things needed to **outfit** us for the camping trip.***revive** (ri-vīv) *verb*To **revive** means to come back to life or be well again. *After working in the hot sun, a cold drink will **revive** me.***rugged** (ru-gid) *adjective*Something that is **rugged** is rough and uneven. *The jeep bounced over the **rugged** ground.***summit** (sum-it) *noun*The **summit** is the very top or highest point on something. *It took us a week to reach the mountain's **summit**.**Jim Ugly PART 2***bounty** (bown-tē) *noun*A **bounty** is a payment made for helping to catch a criminal. *The **bounty** for catching the escaped criminal was \$10,000.***confide** (kun-fid) *verb*If you **confide** in someone, you tell him or her your secrets. *I **confide** all my secrets to my best friend.***deceased** (di-sēst) *adjective*Someone who is **deceased** is dead. *My great-grandfather has been **deceased** for many years.***disposition** (dis-pu-zi-shun) *noun*If someone has a good **disposition**, he or she is a pleasant person. *My mother has a kind and giving **disposition**.***profession** (pru-fe-shun) *noun*Your **profession** is your job. *Her **profession** as a doctor means she spends long hours at the hospital.**Bound for Oregon PART 2***contradict** (kahn-tru-dikt) *verb*To **contradict** something is to say it isn't correct or true. *My brother likes to **contradict** everything I say.***debate** (di-bāt) *verb*When you **debate** an idea, you talk about it with someone who has a different opinion. *The girls always **debate** which class is the most interesting.***departure** (di-par-chur) *noun***Departure** is the act of leaving a place. *The plane's **departure** was scheduled for eight o'clock.***provisions** (pru-vi-zhunz) *noun***Provisions** are supplies or materials you need, such as food and water. *Canned food was included in our **provisions** for the camping trip.***reluctant** (ri-luk-tunt) *adjective*If you are **reluctant** about something, you don't want to do it. *I am **reluctant** to spend that much money on a toy.**Letters from the Corrugated Castle PART 2***acquire** (u-kwīr) *verb*When you **acquire** something, you get it as your own. *My brother will **acquire** my mother's car when she gets a new one.***exclude** (iks-klūd) *verb*To **exclude** is to leave someone or something out. *I will not **exclude** any of my classmates from the party.***expectation** (ek-spek-tā-shun) *noun*An **expectation** is what you think will happen. *My **expectation** is that the party will be really fun.***impression** (im-pre-shun) *noun*Your **impression** is your thoughts about or reaction to something. *My **impression** is that she wants to leave because she is not having fun.***speculate** (spek-yu-lāt) *verb*To **speculate** is to think or wonder about something. *I don't want to **speculate** about how I did on the test.*

Cause-and-Effect Chain

Cause and Effect

Use this chart to track causes and effects in the story as you read. Add more causes and effects when you have read the whole book.



COPY READY

 Use your chart to tell a partner about the book.

Discussion Guide

The Bite of the Gold Bug

Review the story words with your group. Then discuss these questions together.

Story Words

incline


outfit

revive

rugged

summit

COPY READY

- 1. Identify Theme** Think about the different parts of the story, such as the title, characters, and plot. What do you think is the theme, or main message, of the story?
- 2. Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important parts of the story and their effects.
 - **Cause** What dream does Bucky's father have for his family?
 - **First Effect** What does Bucky's father do to pursue his goals?
 - **Second Effect** How was Bucky affected by what his father wanted to do?
- 3. Visualize** Review pages 22–28. Imagine you are on the Golden Stairs. What do you see, hear, smell, taste, and feel?
- 4.  BIG Question Generalize** What did you learn from the story about what the gold miners had to risk in order to reach their goals in a new land?

Discussion Guide

Jim Ugly PART 2

Review the story words with your group. Then discuss these questions together.

Story Words


bounty

confide

deceased

disposition

profession

- 1. Identify Theme** Think about the different parts of the story, such as the title, characters, and setting. What do you think is the theme, or main message, of the story?
- 2. Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important parts of the story and their effects.
 - **Cause** What causes Jake to become an actor?
 - **First Effect** What is the first important thing that happens as a result of Jake's decision?
 - **Second Effect** What happens finally as a result of Jake's decision?
- 3. Visualize** Review pages 121–122. Imagine you are wearing a blindfold and riding on one of the burros. What do you hear, smell, taste, and feel?
- 4.  BIG Question Generalize** What does the story tell you about life in the the Wild West?

Discussion Guide

Bound for Oregon PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

contradict


debate

departure

provisions

reluctant

COPY READY

- 1. Identify Theme** Think about the different parts of the story, such as the title, characters, and setting. What do you think is the theme, or main message, of the story?
- 2. Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important parts of the story and their effects.
 - **Cause** Why do the Todds and Grants decide to slow down?
 - **First Effect** What was one thing that happened as a result of this decision?
 - **Second Effect** What is another thing that happened as a result of this decision?
- 3. Visualize** Review pages 150–151. Imagine you are walking with Mary Ellen. What things do you see, hear, smell, taste, and feel? How does this help you understand what it must have felt like to reach the end of the Oregon Trail?
- 4.  BIG Question Generalize** What does the story tell you about the hardships of settling a new land after a long journey?

Discussion Guide

Letters from the Corrugated Castle PART 2

Story Words

acquire


exclude

expectation

impression

speculate

Review the story words with your group. Then discuss these questions together.

- 1. Identify Theme** Think about the different parts of the story, such as the title, characters, and setting. What is the theme, or main message, of the story?
- 2. Identify Cause and Effect** Use these questions and the notes on the cause-and-effect chain to help you identify important parts of the story and their effects.
 - **Cause** What causes Eldora to move to San Pedro?
 - **First Effect** What was one thing that happened as a result Eldora's decision?
 - **Second Effect** What is another thing that happened as a result of Eldora's decision?
- 3. Visualize** Review pages 200–202. Imagine you are in Monterey. What things do you see, hear, smell, taste, and feel? What does this help you understand about the people who live in Monterey?
- 4.  BIG Question Generalize** What does the story of Eldora and Luke tell you about settling a new land?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Bite of the Gold Bug

Jim Ugly, Part 2

Bound for Oregon, Part 2

Letters from the Corrugated Castle, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does each book show you a different aspect of life in the Old West? In what ways are the experiences alike?
2. What do the books say about the reasons people moved west? What happened as a result of people moving west?
3. **BIG Question** What does each book tell you about what it takes to settle a new land?

Speaking and Listening Observation Log

Unit 6

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

Speaking and Listening Standards

Student Name					
Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. CC.5.SL.1	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CC.5.SL.1.a				
	b. Follow agreed-upon rules for discussions and carry out assigned roles. CC.5.SL.1.b				
	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CC.5.SL.1.c				
	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CC.5.SL.1.d				
	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.5.SL.2				
	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CC.5.SL.3				

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 6

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

Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

Reading Strategy Rubrics			
Plan and Monitor	Ask Questions	Determine Importance	
4 3 2 1	4 3 2 1	4 3 2 1	
<ul style="list-style-type: none"> • <i>What did you do before you started reading the book?</i> • <i>When you were reading, did you go back and reread any part of the book for better understanding?</i> • <i>When you didn't understand, what did you do?</i> • <i>How did the meaning become clear to you?</i> 	<ul style="list-style-type: none"> • <i>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.

Reading Strategy Assessment

Unit 6

COPY READY

Reading Strategy Rubrics			
Make Inferences 4 3 2 1	Make Connections 4 3 2 1	Visualize (Unit Focus) 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,

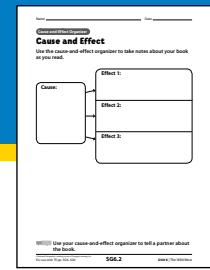
- I stopped to think about its meaning.
- I looked for clues to its meaning.
- I checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

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

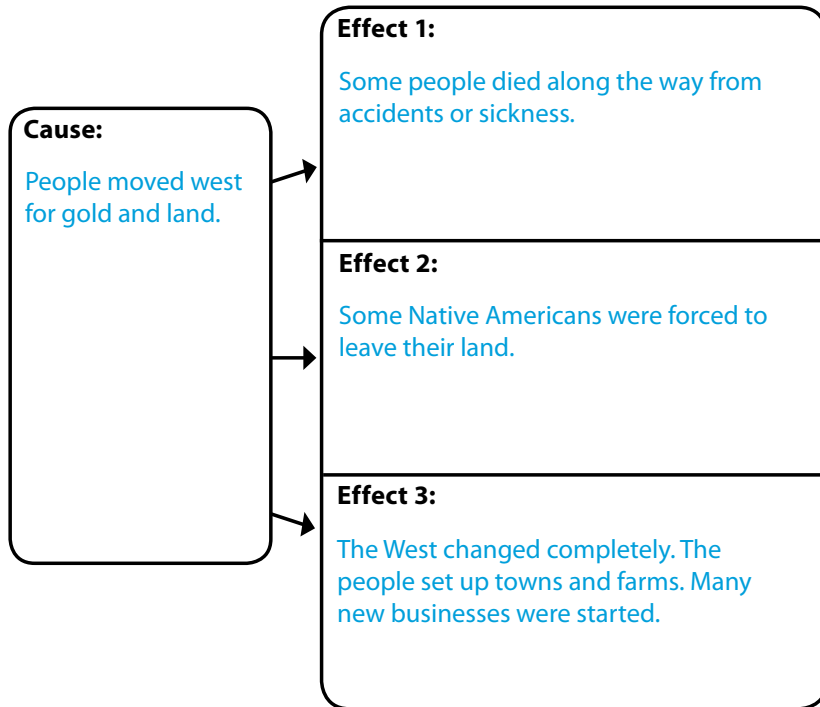


Practice Master SG6.2

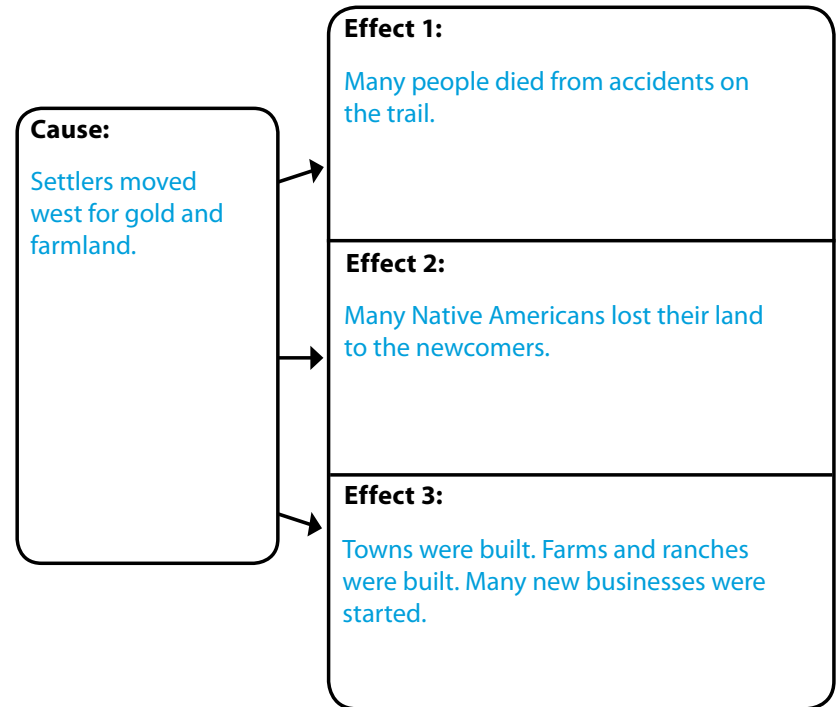
Cause-and-Effect Organizer

Practice Master SG6.2

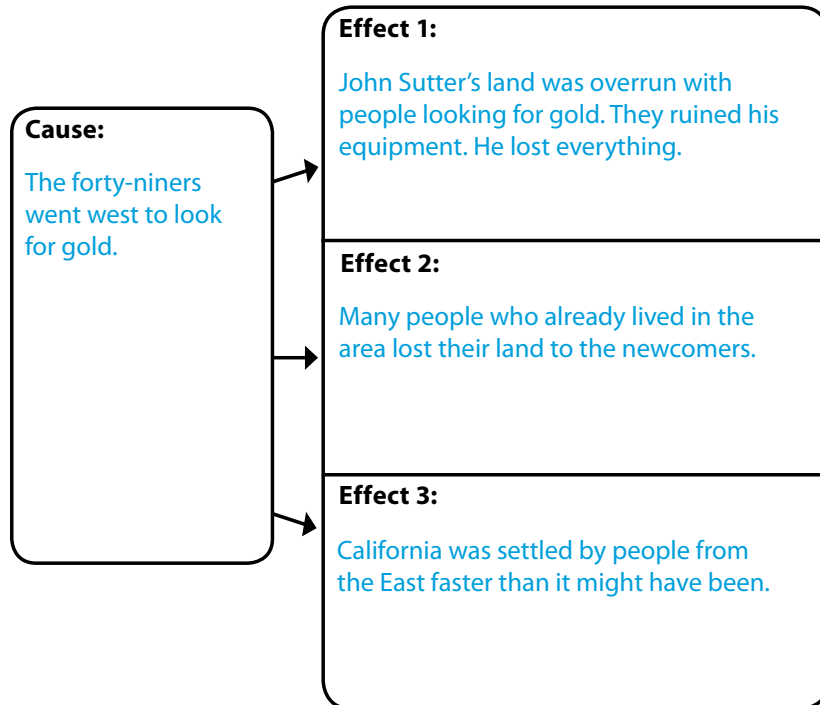
BL Go West!



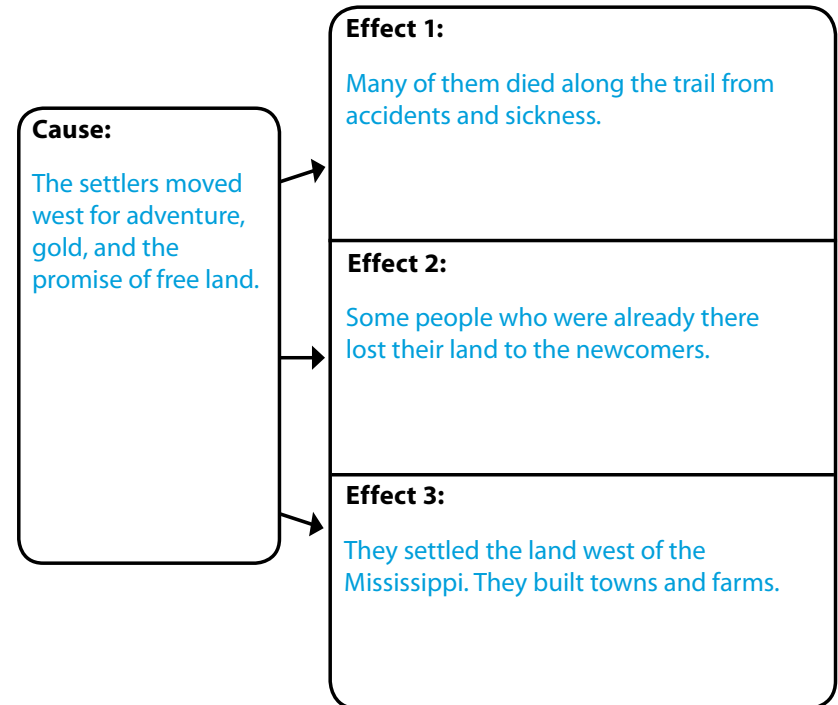
BL Children of the Trail West



OL The California Gold Rush



AL Children of the Wild West



Discussion Guides

Analyze Books

BL Go West!

Practice Master SG6.3

- Make Inferences** They were called forty-niners because people discovered gold in 1848, and the Gold Rush began the next year, 1849.
- Determine Cause and Effect** Possible responses:
 - Cause** People moved west for gold, for free land, and for a better life.
 - Effect** Some people were killed in accidents. Some died of sickness. All of the people had a hard time.
 - Effect** Some Native Americans were forced to leave their lands. Some died of sicknesses brought by the settlers.
 - Effect** The West was changed completely. People built towns, farms, and ranches. There were many more people there.
- Visualize** Possible responses: Life was hard. It could be very hot or very cold. When it rained, everyone got wet. There wasn't enough fresh food. It helps show how tough the pioneers were. They went through a lot of dangerous things to go west.
- Generalize** Possible responses: There was no easy way to get to the West. It was dangerous and took months to get there. They couldn't take their things with them, so they had to start over with almost nothing.

OL The California Gold Rush

Practice Master SG6.5

- Make Inferences** (Encourage students to quote from the book to support their arguments about what the forty-niners felt was of value.)
- Determine Cause and Effect** Possible responses:
 - Cause** The Gold Rush was caused by the discovery of gold at John Sutter's Mill. The forty-niners went to make their fortunes in gold.
 - Effect** John Sutter's land and possessions were destroyed by people looking for gold. He lost everything.
 - Effect** Settlers forced native Californians off their land by claiming it for their own.
 - Effect** The forty-niners completely changed California. They moved in and built towns and cities, and their presence forced native people off their land.
- Visualize** Possible responses: Life was expensive and dangerous. There was no law and order, and people lived in poor conditions that often resulted in illness and death.
- Generalize** Possible responses: The forty-niners erected mining towns that eventually grew into the major cities. When the gold ran out, they began settling other places in the West.

Connect Across Texts Practice Master SG6.7

- The people who wanted land started farms and ranches. The gold miners started towns. Some people started businesses that helped the farmers and gold miners. They all helped expand the country because they settled the land between the Mississippi River and the Pacific Ocean, making the United States much bigger.

BL Children of the Trail West

Practice Master SG6.4

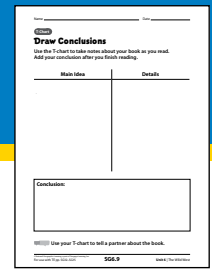
- Make Inferences** (Encourage students to quote from the book to support their arguments about what the pioneers felt was of value.)
- Determine Cause and Effect** Possible responses:
 - Cause** They moved for gold, land, adventure, and religious freedom.
 - Effect** Children could be crushed by wagon wheels, drown in rivers, die from illness or hunger, or get lost.
 - Effect** Many Native Americans were forced off their land. Many died from the diseases brought by the settlers.
 - Effect** Towns were built. Farms and ranches were built. Many more people lived there than before.
- Visualize** Possible responses: Children woke up early, took care of animals, cooked, and helped pack the wagon. They looked for food and sometimes helped push carts. They slept outside or in tents. If they got sick or injured, there were no doctors. Life must have been very difficult.
- Generalize** Possible responses: The journey west was dangerous and long. Children had to leave everyone and everything they knew. Many became sick or injured. Some died. Both on the trail and in their new homes, children had to work hard and grow up fast.

AL Children of the Wild West

Practice Master SG6.6

- Make Inferences** (Encourage students to quote from the book to support arguments about what emigrant children felt was of value.)
- Determine Cause and Effect** Possible responses:
 - Cause** They moved west for gold, free land, and wide open spaces.
 - Effect** Some emigrants died from accidents and disease on the trail.
 - Effect** Many Native Americans were forced off their land by the pioneers. Others were forced to give up their way of life and live like the settlers.
 - Effect** It made the United States bigger. People moved west and built new towns and cities.
- Visualize** (Students should use sensory images from the text in their description and use these to support comparisons.)
- Generalize** Possible responses: The journey west was long and difficult. Children had to grow up fast and work hard. They had to build their own homes. Many girls had to marry young. Schools were scarce, small, and poorly equipped.

- The authors use sensory details to describe the trip west and what the towns, farms, and schools were like.
- Each book describes the hardships the pioneers went through to settle the new land. Any new land could be called wild because the things people are used to, such as rules and cities, aren't there yet.



Practice Master SG6.9

T-Chart Practice Master SG6.9

BL The Story of the Pony Express

Main Idea	Details
It could take a month or more to deliver mail to the West Coast.	<p>The mail was delivered by stagecoach.</p> <p>The stagecoach traveled slowly.</p> <p>It could break down.</p> <p>The stagecoach stopped at many towns.</p>

Conclusion:

The Pony Express was good because it got mail to people faster.

BL The Railroad

Main Idea	Details
Travel to the West took a long time and was very dangerous.	<p>The railroad cut down the time it took to get to the West Coast.</p> <p>It was safer than going by wagon train.</p>

Conclusion:

The railroad was a good thing because it was a safer, faster way to travel.

OL Bull's-Eye

Main Idea	Details
Annie Oakley was a famous icon of the Wild West through her skills as a trick shooter.	<p>She learned to shoot to feed her family.</p> <p>She introduced people to the American West through her work with Wild Bill's Wild West Show.</p> <p>Annie was in one of Thomas Edison's first moving pictures.</p>

Conclusion:

She gave time and money to many charities.

AL Wild West Women

Main Idea	Details
Women who moved west had to learn to deal with lack of food and lack of the things they were used to having.	<p>Women changed the way they thought of themselves. They learned to hunt and farm. They learned to make things they used to buy. They started their own businesses.</p>

Conclusion:

The women who went west had to be strong, brave, and clever.

Discussion Guides

Analyze Books

BL *The Story of the Pony Express*

Practice Master SG6.10

1. **Summarize** (Student responses should include the idea that mail delivery was a problem and that the Pony Express helped to solve the problem.)
2. **Draw Conclusions**
 - **Main Idea** It could take a month to deliver mail to California in the 1800s.
 - **Details** Possible responses: The mail was delivered by stagecoach. The coach could break down or get delayed by weather. The stagecoaches stopped at many towns on the way.
 - **Conclusion** Possible response: The Pony Express got people's mail to them faster. It helped connect the East Coast to the West Coast.
3. **Visualize** (Encourage students to use sensory descriptions from the book in their responses.)
4. **Generalize** (Student responses should note that it takes courage and untried solutions to new problems to settle a new land.)

OL *Bull's-Eye*

Practice Master SG6.12

1. **Summarize** (Student responses should include the idea that Annie learned to shoot to help her family get food and that her skills eventually made her famous.)
2. **Draw Conclusions**
 - **Main Idea** Possible responses: Annie Oakley was famous entertainer. She was known as the world's best trick shooter.
 - **Details** Possible responses: She helped support her family. She gave money and time to help important causes.
 - **Conclusion** Possible responses: Annie was special because of her exceptional talent and because it was unusual for a woman to achieve this type of success. She is a legend from America's Wild West and part of our history.
3. **Visualize** (Encourage students to look for sensory details in the text that help them visualize the experience.)
4. **Generalize** Possible response: People also need entertainment.

Connect Across Texts Practice Master SG6.14

1. *The Story of the Pony Express* shows that people who moved west were really cut off from their old homes. *The Railroad* shows what a big change the railroad made to the West. *Bull's-Eye* shows what people did for entertainment in the West. *Wild West Women* shows how tough it was for women in the West and how brave and strong they were.

BL *The Railroad*

Practice Master SG6.11

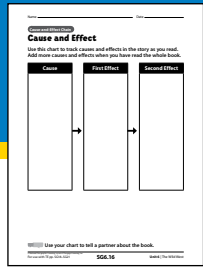
1. **Summarize** (Student responses should include the idea that the first railroads had horse-driven trains and that people kept improving how the trains worked.)
2. **Draw Conclusions**
 - **Main Idea** Possible responses: People had to travel by horse or on foot. It took a long time and was dangerous. People couldn't take many things with them.
 - **Details** Possible responses: The railroad was faster than traveling by covered wagon or riding a horse. It was safer. It wasn't affected as much by weather as the other ways to travel.
 - **Conclusion** Possible responses: The railroad helped people who wanted to move west, and it helped people who had already moved, by speeding delivery and allowing them to visit loved ones back East.
3. **Visualize** (Encourage students to use sensory details to help them visualize the experience. They should include the idea that the railroad made the country seem smaller and more accessible.)
4. **Generalize** Possible response: Since there are new problems, people need to think of new solutions when they settle a new land.

AL *Wild West Women*

Practice Master SG6.13

1. **Summarize** (Student responses should include hardships women faced and some of the ways they learned to live in rough and dangerous areas.)
2. **Draw Conclusions**
 - **Main Idea** Possible responses: They had to learn how to provide everything from clothing to food on their own. Some had to learn to hunt and farm. They often had to learn to take care of themselves and their children without a husband.
 - **Details** (Student responses should include the idea that the women often had to let go of what they were taught about being ladies. They learned to hunt and farm, and many started businesses, even though that wasn't a common thing for women to do in the East.)
 - **Conclusion** Possible responses: They were brave. They were tough, strong, and smart. They were able to solve problems.
3. **Visualize** (Encourage students to use sensory details from the text to help them visualize the experience.)
4. **Generalize** (Student responses should include the ideas that women had to be resourceful and willing to do work they might not normally do.)

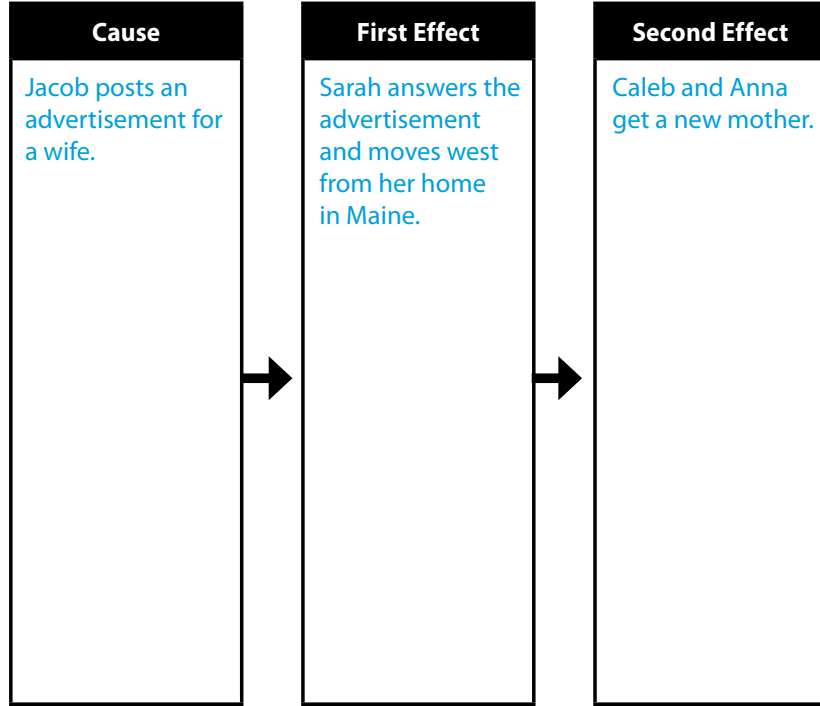
2. The authors use sensory details to describe the inventions, places, and people, so the reader can feel what daily life was like in the West.
3. Each book tells about solutions to problems and how the people dealt with life in an unsettled place. The books show how hard people had to work to make the new land a good place to be.



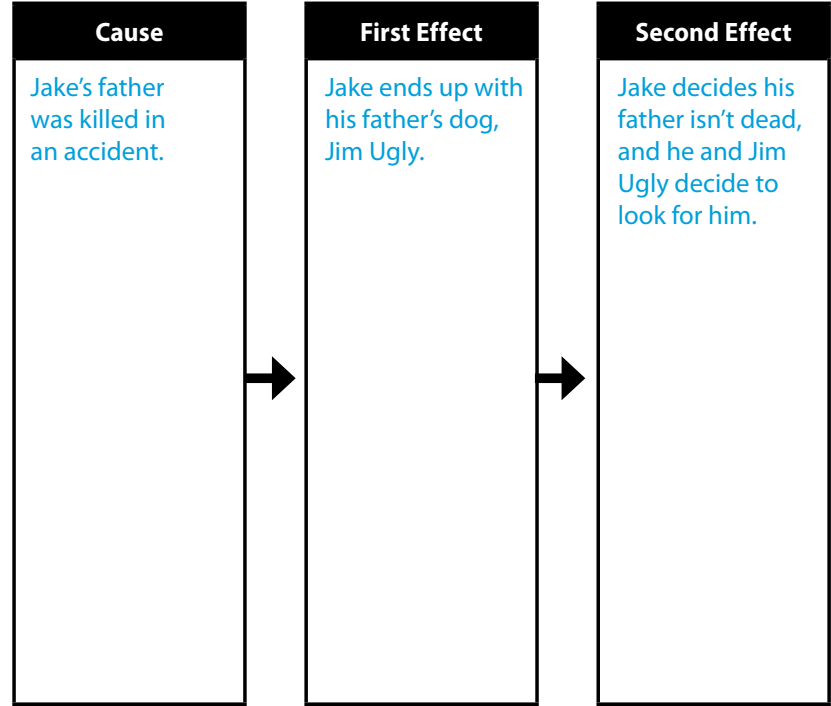
Practice Master SG6.16

Cause-and-Effect Chain Practice Master SG6.16

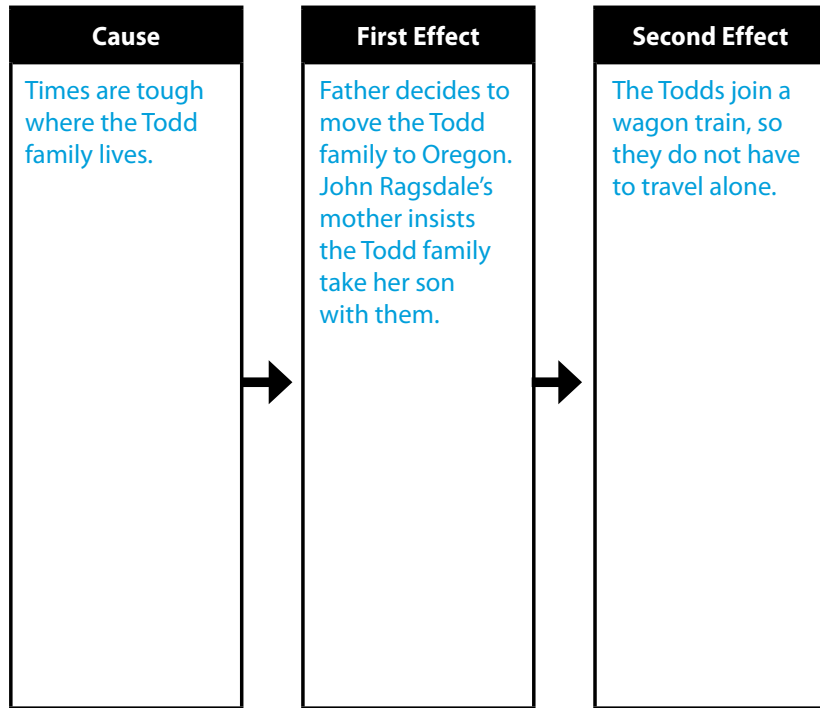
BL Sarah, Plain and Tall



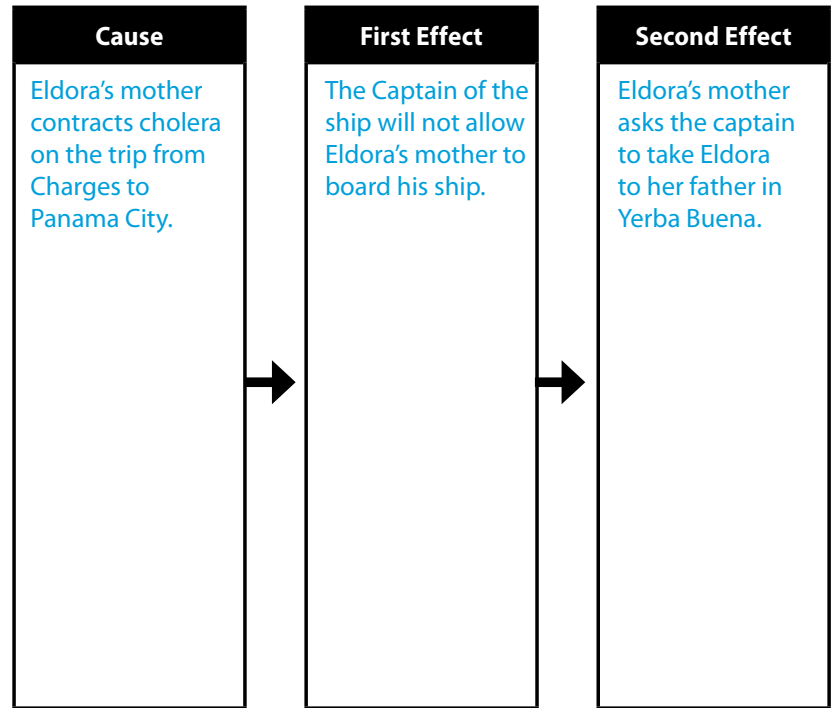
BL Jim Ugly*



OL Bound for Oregon*



AL Letters from the Corrugated Castle*



*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 Sarah, Plain and Tall

Practice Master SG6.17

- Describe Character and Setting** (Encourage students to use details from the text in their descriptions.) The main characters are Jacob, Jacob's children Anna and Caleb, and Sarah. Sarah is from Maine. The setting is a farm on the Great Plains. It is far from other people.
- Identify Cause and Effect**
 - Cause** Sarah lives with her brother, and he has gotten married.
 - First Effect** Jacob gets a wife.
 - Second Effect** Anna and Caleb get a new mother.
- Visualize** (Encourage students to use sensory images from the story to support their descriptions.)
- Generalize** Possible responses: The story shows that a person has to be willing to take risks and try new things in order to settle a new land. A person has to be very brave.

OL Bound for Oregon PART 1

Practice Master SG6.19

- Describe Character and Setting** (Encourage students to use details from the text in their descriptions.) The main characters so far are nine-year-old Mary Ellen Todd, her parents, her little sister Louvina, her baby sister Cynthia, their 15-year-old neighbor John Ragsdale, and the Grants. The setting is Arkansas and the Oregon Trail in the 1850s.
- Identify Cause and Effect**
 - Cause** Times are tough in Arkansas, and people do not have money.
 - First Effect** John's mother insists that the Todd family take her son so that he can have a better life.
 - Second Effect** They join up with a wagon train to make travel easier.
- Visualize** (Encourage students to look for sensory details in the text that help them visualize the scene.) Possible response: Being with other people made the experience more exciting and less lonely.
- Generalize** Possible response: The journey can be long and dangerous. It is a lot of hard work to be a pioneer.

Connect Across Texts Practice Master SG6.21

- In *Sarah, Plain and Tall*, frontier life is difficult and sometimes lonely for Jacob and his children. Sarah misses the sea. In *Jim Ugly*, life can be dangerous, but also exciting, for Jake. In *Bound for Oregon*, life on the Oregon Trail can be boring and dangerous and often difficult. In *Letters from the Corrugated Castle*, the quality of life has a lot to do with how much money you have. Comfort can be bought for the right price.

BL Jim Ugly PART 1

Practice Master SG6.18

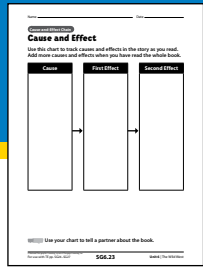
- Describe Character and Setting** (Encourage students to use details from the text in their descriptions.) The main characters so far are Jake, Jim Ugly, and D.D. Skeats. The setting is several small, rugged towns in the Old West.
- Identify Cause and Effect**
 - Cause** Jake's father was supposedly thrown from a horse and killed.
 - First Effect** He doesn't believe his father is dead.
 - Second Effect** Jake sets out to find the truth about what happened to his father.
- Visualize** (Encourage students to use sensory details in their descriptions.)
- Generalize** The West was dangerous. People could be robbed or shot. There weren't yet enough police or laws to keep people safe.

AL Letters from the Corrugated . . . PART 1

Practice Master SG6.20

- Describe Character and Setting** (Encourage students to use details from the text in their descriptions. A description of San Francisco can be found on pages 26–27.) The main characters are Eldora, her mother, her aunt and uncle, and Luke. The story is set in San Francisco.
- Identify Cause and Effect**
 - Cause** Eldora's mother came down with cholera in Panama.
 - First Effect** Eldora was given to the sea captain to deliver to her father in Yerba Buena.
 - Second Effect** Eldora's father wasn't there, so the sea captain took her back to New England. He gave her to his aunt and uncle who raised her.
- Visualize** (Encourage students to look for sensory details in the text that help them visualize homes.) Possible answer: It must have been very busy, exciting, and confusing, especially after such a long and difficult journey.
- Generalize** Different people have different experiences. Having money and people to rely on made the experience easier.

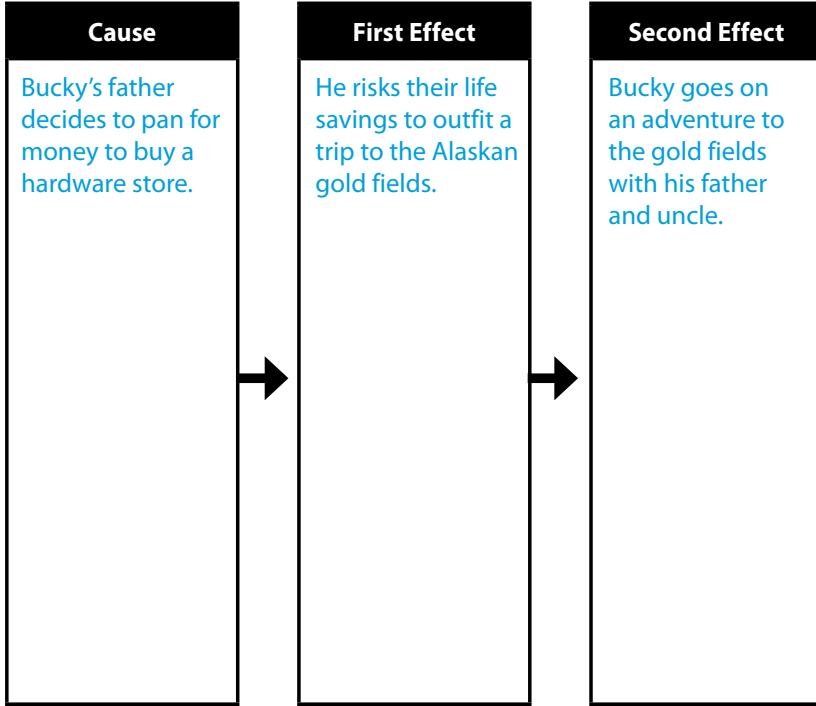
- The authors use sensory details to describe each setting so that readers experience each place the way a character would.
- Possible response: Each book describes a different type of experience in the West. The books talk about the farms, the journey on wagon trains, and life in small towns and new cities.



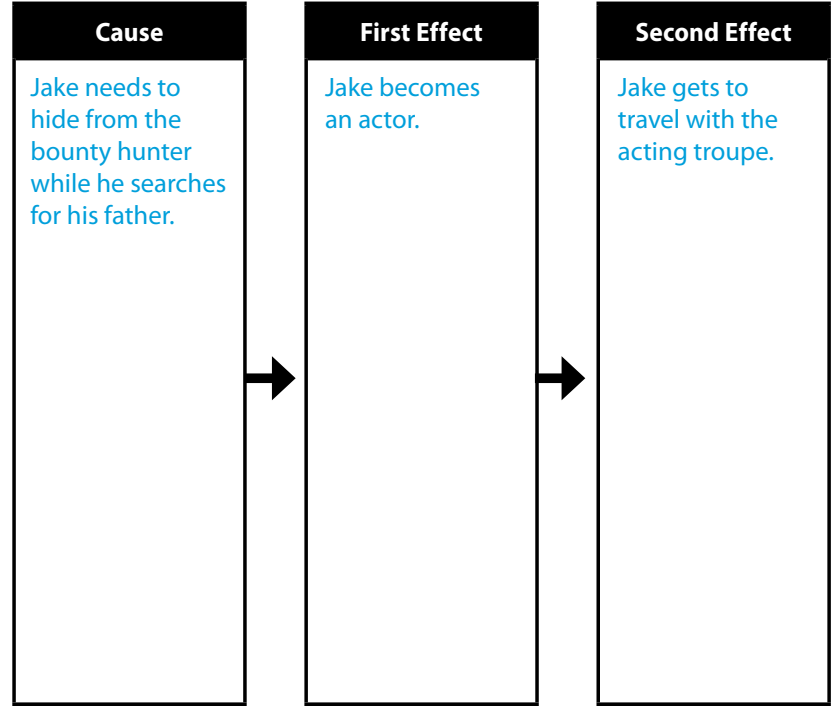
Practice Master SG6.23

Cause-and-Effect Chain Practice Master SG6.23

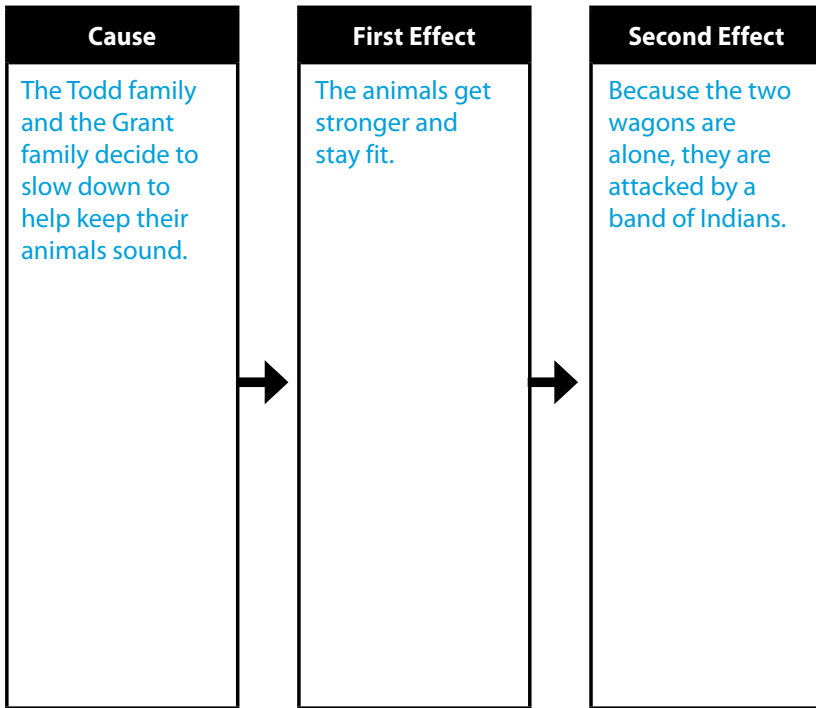
BL *The Bite of the Gold Bud*



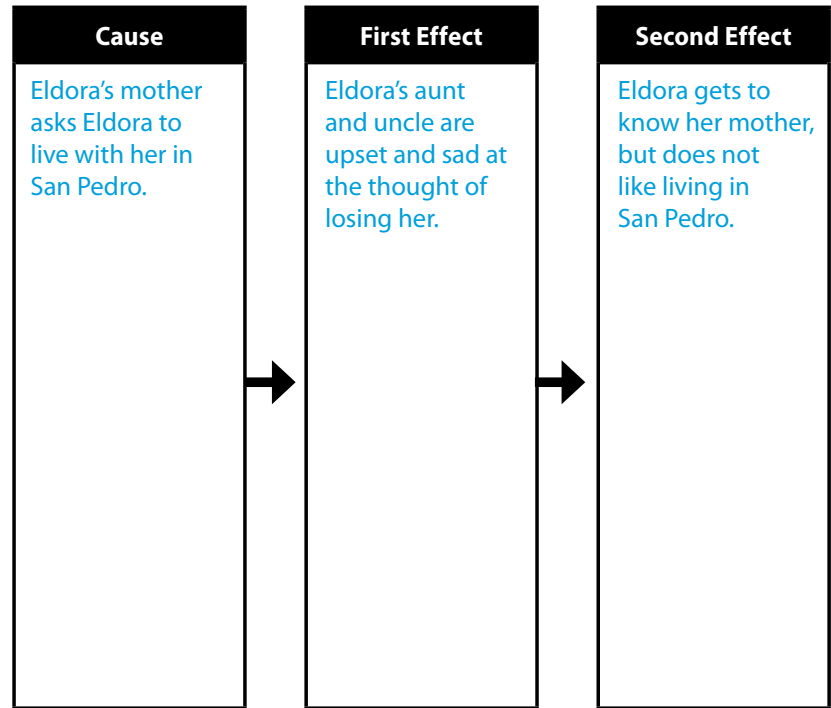
BL *Jim Ugly**



OL *Bound for Oregon**



AL *Letters from the Corrugated Castle**



*Possible responses for Part 1 and Part 2 of the book are shown.

*Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL *The Bite of the Gold Bug*

Practice Master SG6.24

1. **Identify Theme** (Student responses should indicate the ideas that greed can be dangerous or cause problems and/or the importance of working hard for what you want.)
2. **Identify Cause and Effect**
 - **Cause** Bucky's father wants to open a hardware store.
 - **First Effect** He decides to pan for gold in Alaska.
 - **Second Effect** Bucky got to go with his father and uncle to Alaska and pan for gold.
3. **Visualize** (Encourage students to use sensory images from the story to support their descriptions.)
4. **Generalize** Possible response: The gold miners had to risk everything, including their money and their lives, to reach their goals.

BL *Jim Ugly* PART 2

Practice Master SG6.25

1. **Identify Theme** (Student responses should indicate the idea that greed can cause terrible problems and/or the idea that we will go to great lengths for those we love.)
2. **Identify Cause and Effect**
 - **Cause** Jake needs to hide from the bounty hunter.
 - **First Effect** Jake gets to travel with a theater troupe.
 - **Second Effect** Jake finds his father.
3. **Visualize** (Encourage students to use sensory details in their descriptions.)
4. **Generalize** Possible responses: The Wild West was exciting, but dangerous. There were people who tried to steal other people's money. There wasn't a lot of law and order.

OL *Bound for Oregon* PART 2

Practice Master SG6.26

1. **Identify Theme** (Student responses should include the idea that the promise of a better life makes taking risks and suffering hardships worthwhile.)
2. **Identify Cause and Effect**
 - **Cause** They decide to slow down to help keep the animals fit.
 - **First Effect** They were attacked by a band of Indians because they were traveling alone.
 - **Second Effect** They joined up with the wagon train that saved them.
3. **Visualize** (Encourage students to look for sensory details in the text that help them visualize the scene.) Possible response: It must have been a huge relief to finally reach the end of the journey.
4. **Generalize** Possible response: Even after surviving the trip, life was still hard, and a lot of work had to be done.

AL *Letters from the Corrugated . . .* PART 2

Practice Master SG6.27



1. **Identify Theme** (Student responses should indicate that life is made up of good and bad things and that people must learn to deal with both.)
2. **Identify Cause and Effect**
 - **Cause** Eldora's mother asks her to live with her.
 - **First Effect** Eldora's aunt and uncle are sad and upset that Eldora is leaving.
 - **Second Effect** Eldora gets to know her mother, but doesn't like living in San Pedro.
3. **Visualize** (Encourage students to look for sensory details in the text that help them visualize the scene.) Possible response: The people living in Monterey were generally quite wealthy and could afford many luxuries.
4. **Generalize** Possible responses: There are many opportunities in a new land for those who are willing to sacrifice and work hard for them. It is sometimes hard to make decisions when everything about your life is new to you.

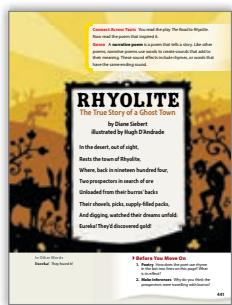
Connect Across Texts Practice Master SG6.28

1. Possible responses: *The Bite of the Gold Bug* shows what life was like for gold rushers. *Jim Ugly* shows what life was like as an entertainer in the Old West. *Bound for Oregon* shows what it was like to travel on the Oregon Trail and what life was like after you arrived. *Letters from the Corrugated Castle* shows what city life was like in the Old West. All the experiences showed that life in the Old West was exciting, challenging, and often dangerous.
2. Possible responses: People move west to look for gold, to seek a better life, and for adventure. As a result, towns and cities grew and flourished, and the West was changed forever.
3. Possible response: The books show that people who went west had to deal with new circumstances. They didn't have established laws and ways of doing things. People had to be brave and hardworking.



Recommended Books

	Fiction About the Wild West	Nonfiction About the Wild West
BL	<p>Bethune, Helen. Our Lucky Day. National Geographic, 2006.</p> <p>Cornelissen, Cornelia. Soft Rain. Random House, 1998.</p> <p>Hermes, Patricia. Westward To Home: Joshua's Oregon Trail Diary. Scholastic, 2001.</p> <p>Thompson, Gare. Our Journey West. National Geographic, 2003.</p>	<p>Bruchac, Joseph. The Trail of Tears. Random House, 1999.</p> <p>Doeden, Matt. John Sutter and the California Gold Rush. Capstone, 2006.</p> <p>Eubank, Patricia. Seaman's Journal: On the Trail with Lewis and Clark. Ideal's Children's Books, 2002.</p> <p>Raum, Elizabeth. The California Gold Rush: An Interactive History. Capstone, 2008.</p>
BL	<p>Avi. Hard Gold. Hyperion, 2008.</p> <p>Erdrich, Louise. The Porcupine Year. HarperCollins, 2010.</p> <p>Fleischman, Sid. By the Great Horn Spoon. Little, Brown, and Company, 1963.</p> <p>Paulsen, Gary. Tucket's Ride. Yearling, 1998.</p>	<p>Craats, Rennay. Gold Rush. Weigl Publishers, Inc., 2003.</p> <p>Hudson-Goff, Elizabeth and Michael V. Uschan. The California Gold Rush. Gareth Stevens Publishing, 2006.</p> <p>McGowen, Tom. African-Americans in the Old West. Children's Press, 1998.</p> <p>Morley, Jacqueline. You Wouldn't Want to be an American Pioneer! Salariya Book Company, 2002.</p>
OL	<p>Fritz, Jean. The Cabin Faced West. Puffin, 1987.</p> <p>Gregory, Kristiana. Across The Wide And Lonesome Prairie: The Oregon Trail Diary Of Hattie Campbell, 1847. Scholastic, 1997.</p> <p>Hobbs, Will. Jason's Gold. HarperCollins, 2000.</p> <p>O'Dell, Scott. Sing Down the Moon. 1970. Reprint: Dell Yearling, 1992.</p> <p> NEWBERY HONOR BOOK</p>	<p>Josephson, Judith Pinkerton. Why Did the Cherokees Move West? Lerner, 2011.</p> <p>Kalman, Bobbie. Who Settled the West? Crabtree, 1999.</p> <p>Monroe, Judy. California Gold Rush. Capstone, 2002.</p> <p>Schanzer, Rosalyn. Gold Fever! Tales from the California Gold Rush. National Geographic, 1999.</p>
AL	<p>Cushman, Karen. The Ballad of Lucy Whipple. HarperCollins, 1998.</p> <p>Laurgaard, Rachel K. Patty Reed's Doll. Caxton, 1956.</p> <p>McGraw, Eloise Jarvis. Moccasin Trail. 1952. Reprint: Viking Penguin, 1986.</p> <p> NEWBERY HONOR BOOK</p> <p>Olsen, Todd. How to Get Rich in the California Gold Rush. National Geographic, 2008.</p>	<p>Brown, Don. Gold! Gold from the American River! Flash Point, 2011.</p> <p>Harness, Cheryl. Tragic Tale of Narcissa Whitman and a Faithful History of the Oregon Trail. National Geographic, 2006.</p> <p>Markel, Rita J. Your Travel Guide to America's Old West. Lerner, 2004.</p> <p>Sheinkin, Steve. Which Way to the Wild West? Roaring Brook Press, 2009.</p>



Author Study: Diane Siebert

- Heartland**. Harper Trophy, 1992.
- Mississippi**. HarperCollins, 2001.
- Mojave**. HarperCollins, 1992.
- Sierra**. HarperCollins, 1996.





Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests				
	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Spelling	✓			
	Phonics*	✓	✓		
Unit Tests	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Reading Strategy Assessments	✓	✓		
Benchmark Assessments	Benchmark Assessments*	✓	✓	✓	
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
	Test-Taking Strategies		✓		
Reteaching	Reteaching Masters	✓	✓		

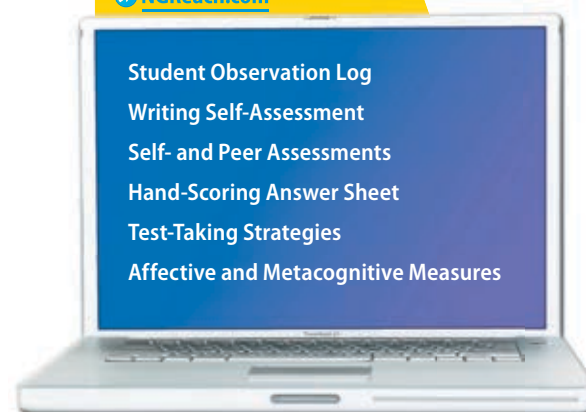
* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A6.4	Comprehension: Cause and Effects	RT6.1
Vocabulary Test	A6.6	Comprehension: Visualize	RT6.2
Writing, Revising, and Editing Test	A6.8		
Week 2			
Reading Comprehension Test	A6.11	Comprehension: Author's Purpose	RT6.3
Vocabulary Test	A6.14	Comprehension: Explain Relationships Between Events	RT6.4
Writing, Revising, and Editing Test	A6.15	Comprehension: Visualize	RT6.5
		Writing Trait: Voice	RT6.6
Week 3			
Reading Comprehension Test	A6.17	Comprehension: Cause and Effect	RT6.7
Vocabulary Test	A6.19	Comprehension: Visualize	RT6.8
Writing, Revising, and Editing Test	A6.21	Writing Trait: Word Choice	RT6.9
Week 4			
Reading Comprehension Unit Test	A6.23	Comprehension: Explain Narrative Poetry	RT6.10
Vocabulary Unit Test	A6.31	Comprehension: Theme	RT6.11
Writing, Revising, and Editing Unit Test	A6.33	Comprehension: Visualize	RT6.12
		Writing Trait: Voice	RT6.13
		(Also see prior weeks.)	
Oral Reading Assessment	A6.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A6.37		
Class Profile: Weekly and Unit Assessments	A6.39		
Student Profile: Strengths and Needs Summary	A6.40		
Writing Rubric	A6.41		
Research Project Rubric	A6.42		
Unit Self-Assessment	A6.43		
Answer Keys and Rubrics	A6.44		
Small Group Reading Assessments			
Speaking and Listening Observation Log	SG6.29		
Reading Strategy Assessment	SG6.30		
Reader Reflection	SG6.32		

Online Assessment Resources

NGReach.com



Oral Reading Assessment

Unit 6

Buck was quick, talented, and always looking for a challenge. For a while, he worked on a cattle ranch in Montana, but he really wanted to travel, and he finally figured out a way to do it using the skills he had learned as a cowboy.

Buck rode his horse from town to town and introduced himself as “The Rope Master.” He showed how quickly he could tie a long rope into a loop, or lasso, and twirl the lasso over his head. He would throw the lasso out and over any object the crowd chose. The lasso always landed where he wanted it to. Buck said he could lasso anything! Everyone would laugh and say it was impossible, but they would stand in the dusty streets to watch him. If the audience liked the show, they put silver coins into Buck’s hat.

One day, Buck was in Dodge City, sorting a hatful of dusty coins after a show, when a young cowboy walked up and challenged Buck to a lassoing contest. The cowboy smiled confidently as he tied a knot in his lasso. Buck nodded, accepting the challenge. A group of townspeople gathered around as Buck pointed to a horse-drawn wagon passing by.

“Lasso that!” Buck said. The young man threw his lasso carefully, and the loop of rope landed around the end of the wagon. The crowd cheered.

Buck just smiled. He asked the wagon driver to drive past one more time. Then Buck turned his back to the wagon. People gasped as he took out a blindfold and tied it around his eyes. He twirled the lasso over his head and threw it behind his back. “Hurray!” Buck’s lasso landed perfectly, right around the wagon driver!

10
24
39
46
57
70
84
96
108
118
129
141
143
155
166
175
187
197
204
214
226
230
242
253
267
279
287
289

COPY READY

Oral Reading Assessment

COPY READY

Accuracy and Rate

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

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 6

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

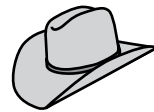
- Ask the student about his or her reading. You can prompt the student with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Reading Comprehension Test

Unit 6, Week 1

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

BOSS OF THE PLAINS



When most people think of the Wild West, they probably imagine a cowboy riding a horse and wearing a cowboy hat. But it was not until 1865 that American cowboys got such a hat.

John Stetson, a hat maker by trade, had moved to Colorado for his health. To protect himself from the freezing winters and hot summers, he made a felt hat with a wide, straight brim. Known today as the “Boss of the Plains,” Stetson’s hats were in great demand. Strangers wanted to buy them right off his head!

Stetson eventually returned to the East and started a hat factory. He didn’t even have to advertise his hats. The design was so popular that the hats sold themselves. The hats were used for many different purposes other than protecting heads and shielding eyes from the sun. The hats could carry grain, scoop water, or knock trail dirt off a shirt. They could even serve as a pillow when sleeping under the stars. Though they all started out looking the same, cowboy hats changed with such use. The tops became dented, and the brims curled up. Cowboys often added a band around the crown to give it a personal touch.

By the 20th century, Stetson had sold millions of his cowboy hats all over the world. Today, cowboys still wear them, but so do people in business suits. Walk down a city street in the Southwest, and you’ll see fashionable folks wearing cowboy hats.

GO ON 

Reading Comprehension Test

Unit 6, Week 1

- 1 What caused Stetson to go to Colorado?
- (A) He was asked to design a hat.
 - (B) He wanted to learn to be a cowboy.
 - (C) He disliked the weather back home.
 - (D) He hoped it would improve his health.
- 2 What caused Stetson to design the “Boss of the Plains”?
- (A) He met a lot of cowboys living in Colorado.
 - (B) He wanted to return to his home in the East.
 - (C) He hoped to start his own company in the East.
 - (D) He needed protection from the weather in Colorado.
- 3 Why did Stetson make the “Boss of the Plains” with a wide brim?
- (A) to help the edges curl up
 - (B) to make it useful as a pillow
 - (C) to shield his eyes from the sun
 - (D) to hide his face from other people
- 4 Stetson’s time in Colorado led him to —
- (A) become a world traveler.
 - (B) become a famous cowboy.
 - (C) create a successful business.
 - (D) create decorations for cowboy hats.

COPY READY

Score
_____/4

DONE!

Vocabulary Test

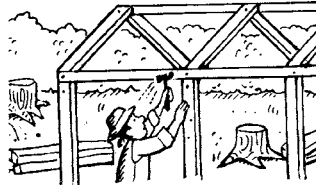
Unit 6, Week 1

Directions: Choose the answer that best completes the sentence correctly.

COPY READY

1 The man works on the _____ of the house.

- (A) capacity
- (B) distribution
- (C) evaporation
- (D) construction



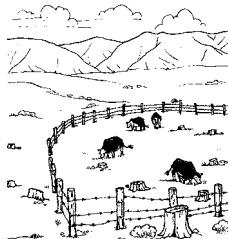
2 He is part of a _____.

- (A) conflict
- (B) producer
- (C) gold rush
- (D) protest



3 _____ is the business of raising and selling animals.

- (A) Equality
- (B) Freedom
- (C) Ranching
- (D) Protesting



4 In the 1880s, many Native Americans were moved to _____.

- (A) nutrients
- (B) demands
- (C) conditions
- (D) reservations



5 _____ move to a new area to live.

- (A) Settlers
- (B) Courses
- (C) Customs
- (D) Symbols



GO ON

Vocabulary Test

Unit 6, Week 1

6 When you _____, you look around a new place.

- (A) explore
- (B) transfer
- (C) acquire
- (D) strike

7 A _____ is a place where few or no people live.

- (A) shortage
- (B) settler
- (C) frontier
- (D) country

8 When you _____ something, you put it in a successful position.

- (A) risk
- (B) establish
- (C) deplete
- (D) abolish

9 _____ is when something gets bigger.

- (A) Law
- (B) Scarcity
- (C) Diversity
- (D) Expansion

10 An _____ is a person.

- (A) aquifer
- (B) individual
- (C) opportunity
- (D) explanation

COPY READY

Score
_____/10

DONE!

Writing, Revising, and Editing Test

Unit 6, Week 1

Directions: Read the paragraphs. Then answer the questions.

I've been reading a very interesting book that my aunt gave 1 for my birthday. The book is about Meriwether Lewis and William Clark, the first explorers sent by President Thomas Jefferson to explore the West. Jefferson sent 2 on an expedition to the Pacific coast. Jefferson wanted to expand trade, and 3 thought that it must be possible to transport goods along rivers all the way to the Pacific Ocean.

Lewis was an army captain. Jefferson chose 4 to lead the expedition, and then Lewis chose Clark to help him. Together, 5 set out from St. Louis in May of 1804. That same year, they met a Native American woman named Sacajawea. 6 helped translate for the explorers. Thanks to 7, Lewis and Clark were able to trade with the Native Americans for horses and supplies. The expedition reached the Pacific Ocean and returned to St. Louis in September of 1806. The journey was long. 8 had lasted more than two years!

1 Choose the answer that goes in Blank 1.

- (A) it
- (B) me
- (C) her
- (D) him

2 Choose the answer that goes in Blank 2.

- (A) them
- (B) him
- (C) her
- (D) it

3 Choose the answer that goes in Blank 3.

- (A) you
- (B) we
- (C) he
- (D) it

4 Choose the answer that goes in Blank 4.

- (A) it
- (B) her
- (C) him
- (D) them



Writing, Revising, and Editing Test

Unit 6, Week 1

5 Choose the answer that goes in Blank 5.

- (A) it
- (B) he
- (C) she
- (D) they

6 Choose the answer that goes in Blank 6.

- (A) He
- (B) We
- (C) You
- (D) She

7 Choose the answer that goes in Blank 7.

- (A) it
- (B) her
- (C) him
- (D) them

8 Choose the answer that goes in Blank 8.

- (A) It
- (B) He
- (C) She
- (D) You

COPY READY

GO ON 

Writing, Revising, and Editing Test

Unit 6, Week 1

COPY READY

- 9 The Great Plains are in the central part of the United States. Read the information below about how people settled in the Great Plains. Then write a nonfiction paragraph that summarizes the most important information and retells it in your own words.

The Settling of the Great Plains

Before the westward expansion of the United States in the 1800s, several groups of Native Americans, such as the Osage, Arapaho, and Dakota, lived on the Great Plains. These Native Americans followed the large herds of bison that roamed wild in the grasslands. They hunted the bison for their meat and also used the hides to make clothing and to build dwellings called tepees.

When the first settlers arrived on the prairie in the mid-1800s, things did not go all that well for them. There were conflicts between the settlers and the Native Americans, who did not want to leave their land. No trees grew on the prairie, so there was not enough wood to build houses or fences for cattle ranching. Also, rain was scarce, and crops often failed. Many settlers decided to skip the prairies and push on to the green, fertile valleys of Oregon and California.

Starting in the 1870s, new inventions made it possible for settlers to succeed in the prairie. With barbed wire, wooden fences were not necessary. Windmills solved the problem of pumping water up from deep wells. Railroads allowed for cheap and easy transportation. The “middle frontier” was finally settled.

Score	
_____ /8	multiple-choice
_____ /4	writing

DONE!

Reading Comprehension Test

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

THE JOURNEY DOWN THE COLORADO RIVER

COPY READY

Deadly canyons and dangerous waters kept people from exploring the Colorado River. Even the Native Americans in the area would not attempt it. However, in 1869, Major John Wesley Powell, a man with only one arm, had an impossible dream—to be the first person to explore the Colorado River. Here are some highlights of his journey.



Major Powell

May 24 With a ten-month food supply, Major Powell and his crew leave in four boats.

Major Powell looks out for rough waters, called rapids. When he sees trouble ahead, he signals the boats to land. On shore, the men unload and carry the boats and supplies.

June 7 One boat misses the signal to land and smashes into a boulder, dumping its cargo overboard. The boat is destroyed, and a third of the crew's food is lost. Major Powell names the rapids Disaster Falls.

The men cannot afford another disaster. Major Powell orders the crew to travel on foot where possible. It is very tiring to carry their boats and supplies, and they are not progressing quickly.

GO ON 

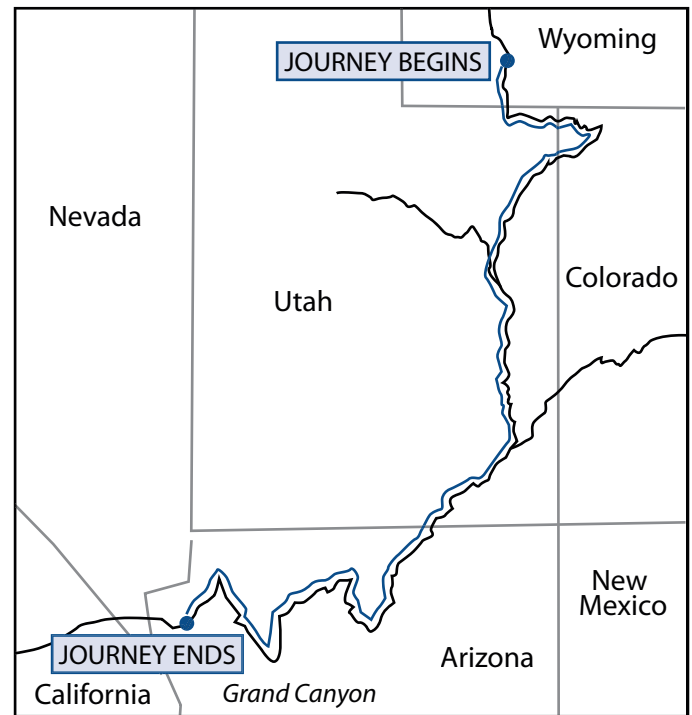
Reading Comprehension Test

COPY READY

August 3 They enter the Grand Canyon, with its narrow, mile-high walls. In 115-degree temperatures, most of their food becomes spoiled. Survival is now their only goal.

August 27 They approach the most dangerous rapids yet. Even though the cliffs seem too steep to climb, three men are so frightened they decide to try. Powell names the rapids Separation Rapid, and he leaves one of the boats behind in case the men change their minds. Powell continues on through a narrow passageway.

August 30 Calm waters carry Major Powell and his crew out of the Grand Canyon. After 99 days, almost 1,000 miles, and 500 rapids, they have achieved what seemed an impossible dream.



Major Powell's Journey

GO ON

Reading Comprehension Test

Unit 6, Week 2

- 1 What is the author's purpose in the first paragraph?
- (A) to entertain readers with an adventure story
 - (B) to explain how dangerous river travel can be
 - (C) to persuade readers to visit the Colorado River
 - (D) to provide background for John Wesley Powell's journey
- 2 The author included the map in order to —
- (A) persuade readers to explore the Grand Canyon.
 - (B) inform readers about the route that Powell took.
 - (C) entertain readers with scenes from Powell's trip.
 - (D) explain to readers how maps were used in the 1800s.
- 3 On June 7, Powell sends a signal that one boat misses. Because of this —
- (A) Major Powell loses an arm.
 - (B) the crew loses some food.
 - (C) the crew must climb steep cliffs.
 - (D) Major Powell enters the Grand Canyon.
- 4 Which of these events is related to the naming of Separation Rapid?
- (A) The crew carry their boats and supplies.
 - (B) Three of Powell's men leave to climb steep cliffs.
 - (C) Most of the crew's food is spoiled by high temperatures.
 - (D) Calm waters carry the explorers out of the Grand Canyon.

COPY READY

Score

_____/4

DONE!

Vocabulary Test

Directions: Read the question. Choose the best answer.

COPY READY

1 What does key mean in this sentence?

We use a key to find places to visit on our trip.

- (A) the answer to a question
- (B) the most important idea
- (C) a way to unlock a door
- (D) a guide to a map

2 What does trade mean in this sentence?

Many settlers and Native Americans would trade tools for food.

- (A) related to a business
- (B) give and get
- (C) a skill
- (D) a job

3 What does file mean in this sentence?

He will file the paperwork in the drawer.

- (A) a folder
- (B) rub smooth
- (C) put in place
- (D) a thin, rough board

4 What does space mean in this sentence?

Write your first and last name in the space.

- (A) a blank line
- (B) a place to park a car
- (C) the place around Earth
- (D) the area between things

Score
_____/4

DONE!

Writing, Revising, and Editing Test Unit 6, Week 2

Directions: Read the paragraphs. Then answer the questions.

Alaska's state nickname is The Last Frontier. While Alaska has some modern cities, there are many small villages whose way of life hasn't changed much since the frontier days. Can you see 1 living the frontier life? Some villages in Alaska do not have any paved streets or cars. 2 might not even have indoor plumbing!

The people in many of these small villages prefer to rely on 3 for food and warmth. They hunt and chop wood. For you and 4 , this life might be too challenging. We might not choose to live this way 5 , but some people like to live off the land.

This quiet life has many pleasures that include watching the northern lights. When they appear, the sky covers 6 in a curtain of color. One Alaskan man I know says that the northern lights always amaze 7 . He considers 8 lucky to live in such a beautiful place.

1 Choose the answer that goes in Blank 1.

- (A) myself
- (B) yourself
- (C) ourselves

2 Choose the answer that goes in Blank 2.

- (A) They
- (B) Them
- (C) Themselves

3 Choose the answer that goes in Blank 3.

- (A) ourselves
- (B) yourselves
- (C) themselves

4 Choose the answer that goes in Blank 4.

- (A) I
- (B) me
- (C) myself

GO ON 

Writing, Revising, and Editing Test

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) myself
- (B) ourselves
- (C) themselves

6 Choose the answer that goes in Blank 6.

- (A) itself
- (B) its
- (C) it

7 Choose the answer that goes in Blank 7.

- (A) he
- (B) him
- (C) himself

8 Choose the answer that goes in Blank 8.

- (A) myself
- (B) herself
- (C) himself

9

During the 1800s, the United States grew from the East Coast all the way to the Pacific. Imagine that you lived during the time of this westward expansion. Do you think it would be better to venture into the unknown with the settlers or stay at home where it was safe? Write a paragraph explaining your opinion. Support your ideas with facts and details.

Score	
_____ /8	multiple-choice
_____ /4	writing

DONE!

Reading Comprehension Test

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

McMurdo Station: An Icy Outpost

Antarctica is where you'll find the South Pole, plenty of ice—and very few people. Its biggest “city” is McMurdo Station, a U.S. research center with about 100 buildings. McMurdo Station is on Ross Island, named for James Clark Ross, who discovered the island in 1841. This discovery encouraged others to travel to Antarctica. In 1902, a group of people landed on the island and built a small hut, which still stands today near the station.

Antarctica is so cold that nobody has ever really settled there permanently. It remains in a natural state without pollution caused by humans. As a result, Antarctica is the perfect place to study Earth. It is no surprise, then, that nearly all of the people who live at McMurdo Station are scientists.

Around 1,000 people live there between October and February when the weather “warms” to just above freezing. Only a couple hundred stay through the extremely harsh winter.

The people of McMurdo Station rely on a special ship that breaks through the ice to deliver supplies. This ship comes once a year to drop off enough food and equipment to last until its return trip. For any other needs on the island, a plane is sent. Since everything is covered with ice and snow, the plane lands on skis instead of wheels. Once winter arrives, however, it's usually too dangerous for any kind of plane to land. McMurdo Station is on its own.

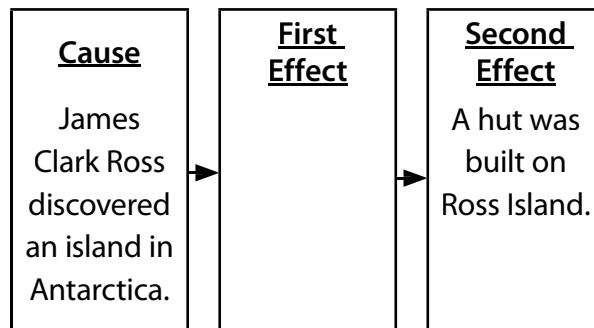
GO ON 

Reading Comprehension Test

COPY READY

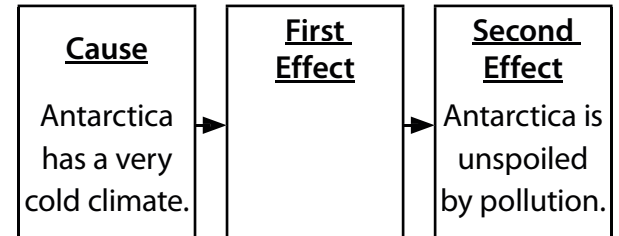
- 1 The author's purpose in this article is to —
- (A) entertain readers with a story from McMurdo Station.
 - (B) inform readers about a place called McMurdo Station.
 - (C) explain how scientists at McMurdo Station adapt to the cold.
 - (D) persuade young people to become McMurdo Station scientists.

- 2 Choose the first effect that completes this cause-and-effect chain.



- (A) A plane landed on skis.
- (B) Travelers started coming to Antarctica.
- (C) McMurdo Station attracted Earth scientists.
- (D) McMurdo Station is located on Ross Island.

- 3 Choose the first effect that completes this cause-and-effect chain.



- (A) Humans have not settled in Antarctica.
 - (B) Everything is covered with ice in Antarctica.
 - (C) Airplanes do not land on wheels in Antarctica.
 - (D) Scientists have studied the Earth from Antarctica.
- 4 More scientists spend time at McMurdo Station in the summer because —
- (A) planes use skis to land.
 - (B) food is delivered by ship.
 - (C) the weather warms to above freezing.
 - (D) there is a research station on Ross Island.

Score
_____/4

DONE!

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

1 This is a _____. It is growing very quickly.

- (A) boomtown
- (B) watershed
- (C) plantation
- (D) channel



2 This land is her _____. She owns it.

- (A) law
- (B) route
- (C) claim
- (D) gourd



3 This is a _____. No one lives here anymore.

- (A) society
- (B) ghost town
- (C) water cycle
- (D) consequence



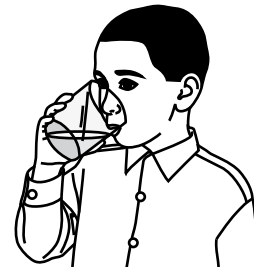
4 An _____ provides money to start a new business.

- (A) escape
- (B) obstacle
- (C) investor
- (D) omnivore



5 Clean drinking water is a _____.

- (A) consumer
- (B) partnership
- (C) neighborhood
- (D) limited resource



6 _____ is hard work for this prospector.

- (A) Region
- (B) Mining
- (C) Climate
- (D) Shortage



GO ON

Vocabulary Test

Unit 6, Week 3

COPY READY

7 When you _____, you make a guess.

- (A) speculate
- (B) observe
- (C) oppose
- (D) escape

8 _____ is growth and progress.

- (A) Fresh water
- (B) Availability
- (C) Development
- (D) Condensation

9 A _____ is the number of people living in an area.

- (A) microscope
- (B) population
- (C) transition
- (D) challenge

10 A _____ is something that someone finds for the first time.

- (A) barrier
- (B) current
- (C) reservation
- (D) discovery

11 A country's _____ is its system of business.

- (A) economy
- (B) circuit
- (C) nutrients
- (D) atmosphere

Score
_____/11

DONE!

Writing, Revising, and Editing Test Unit 6, Week 3

Directions: Read the paragraph. Then answer the questions.

Now let me show you our bedroom. 1 is smaller than our kitchen. My twin sister and I sleep here. My clothes are the same size as 2 , so we can share them. We both love old things, so we spend a lot of time together. Still, we each have our own space. The bulletin board between our beds is both of 3 . She has her side of the room, over there, and I have 4 , over here. 5 are my sister's books over on her desk. Do you see 6 books here? They are the *Little House* books by Laura Ingalls Wilder. We like to pretend we live back in that time period. The girls in the *Little House* books wore bonnets on their heads. 7 is my sister's old-fashioned bonnet over there on her bed. We wear our bonnets only when we act out the books. They had to wear 8 all the time!

1 Choose the answer that goes in Blank 1.

- (A) This
- (B) That
- (C) These
- (D) Those

2 Choose the answer that goes in Blank 2.

- (A) his
- (B) hers
- (C) mine
- (D) theirs

3 Choose the answer that goes in Blank 3.

- (A) ours
- (B) hers
- (C) mine
- (D) yours

4 Choose the answer that goes in Blank 4.

- (A) his
- (B) hers
- (C) mine
- (D) theirs

GO ON 

Writing, Revising, and Editing Test

Unit 6, Week 3

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) This
- (B) That
- (C) These
- (D) Those

6 Choose the answer that goes in Blank 6.

- (A) this
- (B) that
- (C) these
- (D) those

7 Choose the answer that goes in Blank 7.

- (A) This
- (B) That
- (C) These
- (D) Those

8 Choose the answer that goes in Blank 8.

- (A) his
- (B) hers
- (C) mine
- (D) theirs

9

You are going to write a fiction story for a student magazine. The story is about a young girl who is helping her family load up the wagon to move west to the Pacific coast. Write only the first paragraph of the story. Use words and phrases that form clear pictures about the story in the readers' minds. Underline the concrete words and phrases in your paragraph.

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

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

FRONTIER WOMEN

The men who pioneered alone
found life was difficult on their own.
Women settlers who finally came
were rare as gold—and worth the same.

New opportunities filled the land.
Home-cooked meals were in demand.
A woman who sewed or ran a diner,
could earn more gold than many a miner!

Back East, hard work was done by men.
Out West, folks had to think again!
With so much work and so few hands,
all were needed in western lands.

Baking, washing, weaving, mending—
a pioneer's work was never-ending.
Women plowed and hunted with pride,
built homes, dug wells, babes at their side.

Beneath a sun that glowed like gold,
women pioneers grew brave and bold.
Hard work and freedom on the western frontier
made women's strength and courage clear.



GO ON 

Reading Comprehension Test

- 1 Read the first two lines of the poem.

*The men who pioneered alone
found life was difficult on their own.*

Which of these words is stressed in the second line?

- (A) found
 - (B) difficult
 - (C) on
 - (D) their
- 2 How many lines are in each stanza of the poem?
- (A) two
 - (B) four
 - (C) eight
 - (D) twelve

- 3 What rhyme scheme is used in the poem?

- (A) aabb
- (B) aabc
- (C) abab
- (D) abcc

- 4 What is one of the themes in this poem?

- (A) Words are not deeds.
- (B) Opportunities are as rare as gold.
- (C) The land belongs to no one.
- (D) The day's work is never done.

Reading Comprehension Test

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

SAM'S DINER

COPY READY

CHARACTERS:

SAMANTHA SIMMONS, restaurant owner

AUDREY SIMMONS, restaurant worker

HENRY KRABB, newspaper reporter

SETTING:

[1855 in a frontier town. A neat, but small, one-room restaurant. Sisters SAMANTHA and AUDREY SIMMONS bring plates of bacon and eggs from the kitchen to several tables of hungry customers. The customers' muffled conversations and the clack of the sisters' boots on the wood floor can be heard. Audrey looks up from her work to notice HENRY KRABB coming into the diner.]

AUDREY: *You're a little late for the first round of breakfast, but if you'll take a seat, the next batch of eats should be coming up.*

HENRY: *Thank you, and I'm sorry not to have arrived sooner. I've traveled here from Philadelphia, and the journey so exhausted me I overslept!*

SAM: [walking over] *Well, you're here now, so welcome to Colorado and welcome to Sam's! What made you leave the comfort of city life to come out here to the Wild West?*

HENRY: [reaching out to shake hands] *Henry Krabb, newspaper reporter, hoping to teach my readers about life on the frontier. Truth be told, I'd like to meet some real cowboys who know what it takes to survive in this kind of place.*

AUDREY: [chuckling] *It's not just the cowboys who can tell you about life here. The women work just as hard as the men around these parts. My sister and I can shoe a horse, plant a row of corn, roof a log cabin, and herd up the cattle, all before suppertime!*

GO ON 

Reading Comprehension Test

HENRY: Er, yes, but surely you have help from this fellow named Sam.

SAM: Actually, Mr. Krabb, I'm Sam, which is short for Samantha.

HENRY: Wow, it seems my readers and I have a lot to learn!

COPY READY

- 5 Which of these is the theme of Henry's trip to Colorado?
- (A) the search for wealth
 - (B) the need for friendship
 - (C) the importance of nature
 - (D) the draw of the unknown
- 6 Both the play and the poem include the theme that —
- (A) change takes time.
 - (B) opportunity is all around.
 - (C) people need their freedom.
 - (D) women are strong and able.
- 7 Another theme found in both the play and the poem is that —
- (A) men and women both did hard work.
 - (B) the frontier was a dangerous place.
 - (C) raising children was women's work.
 - (D) new land meant struggle.

GO ON 

Reading Comprehension Test

Unit Test

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

The Conestoga Wagon

In the 1700s, there weren't any railroads yet. Farmers and merchants needed a way to haul heavy supplies and goods long distances over rough roads. Some German farmers in the Conestoga region of Pennsylvania invented a wagon especially suited for this purpose.

The Conestoga wagon, as it came to be known, was big for its day. It was pulled by teams of strong horses or oxen. Though the wagons came in various sizes, most were around 20 feet long and 10 feet high. The wagon could hold up to six tons of goods. It was covered by a waterproof canvas top.



Items that were transported in flatbed wagons would shift around and break when traveling over rough ground. To solve that problem, the Conestoga wagon was built with a curved bottom that held the cargo in place. Its huge wheels helped make the wagon stable. The large wheels also kept the wagon from sinking in mud and kept its curved bottom up off the road.

For many decades, these sturdy wagons were the connection between cities and the frontier. They often traveled together in wagon trains, crossing rivers and hauling goods over mountains. Eventually the railroads took their place. By the start of the Civil War, the era of the Conestoga wagons had come to an end.

GO ON 

Reading Comprehension Test

COPY READY

- 8 The need to haul tons of goods is what led German farmers to —
- (A) travel long distances.
 - (B) settle in Pennsylvania.
 - (C) depend on their horses.
 - (D) invent the Conestoga wagon.
- 9 The author's main purpose for writing "The Conestoga Wagon" is to —
- (A) explain how to move your possessions across the country.
 - (B) inform readers about the features of the Conestoga wagon.
 - (C) entertain readers with an adventure story about settling the frontier.
 - (D) persuade readers to visit the place where Conestoga wagons were invented.
- 10 Why was the bottom of a Conestoga wagon curved?
- (A) to keep the freight dry
 - (B) to keep the wagon from sinking
 - (C) to keep the freight from breaking
 - (D) to keep the wagon rolling smoothly
- 11 One reason for the Conestoga wagon's huge wheels was to —
- (A) make the wheels turn faster.
 - (B) make it easier to replace a broken wheel.
 - (C) keep the bottom of the wagon off the road.
 - (D) keep the wagon from sinking when crossing a river.

GO ON 

Reading Comprehension Test

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

Mars: A New Frontier

In 1877, an Italian scientist named Giovanni Shiaparelli looked at Mars through his telescope and saw a web of lines on the planet that looked like canals. The discovery led to great interest in Mars. Did it have water? Was there life there? Could humans live on Mars?

It turned out that there were no canals, but our interest in Mars continues today. Scientists believe that of all the planets in our solar system, Mars is the most likely one for us to travel to.

The greatest challenge in reaching Mars is the distance. Mars is about 35 million miles from Earth, but we have conquered this distance before. In 2004, the United States landed two robots on Mars to explore and send information back to Earth.

A Mars trip for human explorers would take about six months. First they would have to blast off from Earth to escape the planet's gravity. Then they would have to get the spaceship up to speed for the long trip. The spaceship would be small, so finding the right crew who get along with each other would be important. A soft landing is important, too!

Explorers on Mars would need some of the same qualities as the settlers of Earth's Wild West. They would have to be ready and willing to cope with the surprises and hardships of a new environment. For example, Mars explorers would need to wear special suits to help them breathe and stay warm. The air on Mars is much thinner than it is on Earth, and the highest temperature reaches only about 32 degrees. There are no known food sources on Mars, so the explorers would need to set up greenhouses to grow their own.

There are many challenges to exploring this far-off frontier, but with curiosity and a sense of adventure, it just might happen.

GO ON 

Reading Comprehension Test

Unit Test

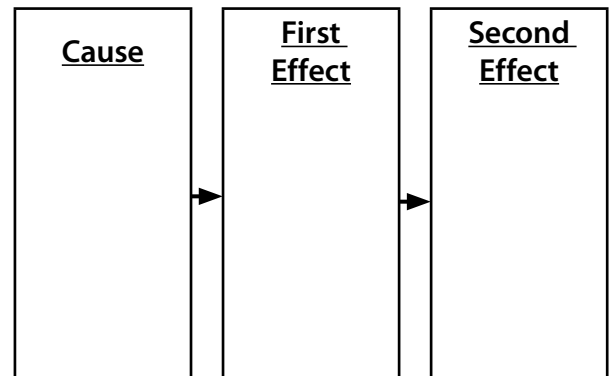
COPY READY

- 12 What is the author’s purpose for writing this article?
- (A) to entertain readers with an adventure tale about Mars
 - (B) to explain where Mars is located within our solar system
 - (C) to inform readers about the challenges of exploring Mars
 - (D) to persuade readers to look at Mars through a telescope

- 13 If human explorers went to Mars, the thin air there would —
- (A) allow them to stay warm.
 - (B) make it hard for them to breathe.
 - (C) keep them from growing food.
 - (D) help them set up greenhouses.

- 14 Which event frees the spaceship from Earth’s gravity?
- (A) blasting off
 - (B) landing softly
 - (C) sending a robot
 - (D) reaching full speed

- 15 Make a cause-and-effect chain with two effects for “Mars: A New Frontier.”



Score
_____/17

DONE!

Vocabulary Test

Directions: Read the question. Choose the best answer.

1 What does woodland mean in this sentence?

The animals live in a woodland area.

- (A) a wood shelter on land
- (B) wood that looks like land
- (C) land that has lots of wood

2 What does wagonload mean in this sentence?

The pioneers bought a wagonload of supplies.

- (A) a load on a wagon
- (B) a load near a wagon
- (C) a wagon that can load

3 What does streetlight mean in this sentence?

A streetlight lit up the front of the house.

- (A) a street that always has light
- (B) a device that lights up a street
- (C) an area of bright light on the street

4 What does suitcase mean in this sentence?

She had a large suitcase with her.

- (A) clothes from a case
- (B) a case to carry clothes
- (C) clothes to put in a case

5 What does hide mean in this sentence?

The cowboy makes a saddle from elk hide.

- (A) stay away
- (B) animal skin
- (C) keep something secret

6 What does minute mean in this sentence?

The settlers found only a minute amount of gold, so they left the area.

- (A) very small
- (B) a unit of time
- (C) very detailed

GO ON 

Vocabulary Test

Unit Test

COPY READY

7 Native Americans were sometimes moved to a _____.

- (A) claim
- (B) gold rush
- (C) ghost town
- (D) reservation

8 _____ creates jobs for cowboys.

- (A) Mining
- (B) Scarcity
- (C) Ranching
- (D) Construction

9 Let's use the _____ carefully to make sure there is enough for everyone.

- (A) settler
- (B) investor
- (C) population
- (D) limited resources

10 The _____ of the town grew fast.

- (A) population
- (B) individual
- (C) discovery
- (D) settler

11 The country's _____ was based on trade.

- (A) investor
- (B) economy
- (C) individual
- (D) reservation

12 Early settlers had to _____ a new set of rules for themselves.

- (A) explore
- (B) deplete
- (C) establish
- (D) speculate

Score
_____/12

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Out here on the prairie, 1 has a horse. Most of the people 2 two or three! This brown horse here is 3, and she is the best horse I've ever had. Her name is Queen. My friend Michael has a horse, too, but my horse is faster than 4. Of all of my friends' horses, no one 5 Queen in a race. 6 knows that! That's why I call her the Queen.

1 Choose the answer that goes in Blank 1.

- (A) few
- (B) many
- (C) several
- (D) everybody

2 Choose the answer that goes in Blank 2.

- (A) has
- (B) own
- (C) buys
- (D) rides

3 Choose the answer that goes in Blank 3.

- (A) his
- (B) hers
- (C) mine
- (D) theirs

4 Choose the answer that goes in Blank 4.

- (A) his
- (B) ours
- (C) mine
- (D) theirs

5 Choose the answer that goes in Blank 5.

- (A) pass
- (B) beats
- (C) reach
- (D) defeat

6 Choose the answer that goes in Blank 6.

- (A) Either
- (B) Several
- (C) Another
- (D) Everyone

GO ON 

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

(1) New York City is nice to visit, but I wouldn't want to live there. (2) She is way too big! (3) People just like different things, I guess. (4) Many likes to live in big cities and ride in cars everywhere. (5) That kind of life is not for me. (6) I like to ride horses, cook meals over a fire, and sleep under the stars. (7) I find me happiest when I'm in the great outdoors.

7 What is the correct way to write sentence 2?

- (A) It is way too big!
- (B) She's way too big!
- (C) She is way too bigger!
- (D) Correct as is

8 What is the correct way to write sentence 4?

- (A) Many likes to live in big citys and ride in cars everywhere.
- (B) Many like to live in big cities and ride in cars everywhere.
- (C) Many likes to live in big cities and rides in cars everywhere.
- (D) Correct as is

9 What is the correct way to write sentence 5?

- (A) That kind of life is not for I.
- (B) No kind of life is not for me.
- (C) That kind of life is'nt for me.
- (D) Correct as is

10 What is the correct way to write sentence 7?

- (A) I find me happiest when I'am in the great outdoors.
- (B) I finds me happiest when I'm in the great outdoors.
- (C) I find myself happiest when I'm in the great outdoors.
- (D) Correct as is

GO ON 

Writing, Revising, and Editing Test

11 Read the paragraph. There are six mistakes in grammar and usage, punctuation, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

(1) Davy Crockett is one of the most famous frontiersmen.
(2) Born in Tennessee in 1786, Davy went to work on a cattle ranch when he was just 12 years old. **(3)** A year later, his family sent he to school. **(4)** Davy didn't like it and ran away from home. **(5)** After he came back, he met a woman named Polly Finley. **(6)** He married herself in 1806. **(7)** These was his first marriage. **(8)** After Polly died, he married Elizabeth Patton. **(9)** Them stayed married the rest of his life. **(10)** In 1827, Davy got hisself elected to Congress. **(11)** Davy told funny stories. **(12)** Other politicians' speeches were not as colorful as his'. **(13)** Davy died at the battle of the Alamo in 1836.

Editing and Proofreading Marks

^	Add.
↷	Take out.
√	Add apostrophe.
≡	Capitalize.
⊙ ^	Add period.



Writing, Revising, and Editing Test

COPY READY

12

You are entering your school's poetry contest. Write a narrative poem that tells about an adventure you had outdoors. You can choose any adventure you like, such as a trip you took, a small treasure you looked for, or an exciting new game. Your poem should use figurative language and have at least three stanzas.

Score
_____/10 multiple-choice
_____/6 editing task
_____/4 weekly writing skill
_____/24 writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A6.46.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.5.Rfou.3.a, Rfou.3, L.2.e	_____/19	_____/19	_____/19	_____/19
End-of-Week Test CC.5.Rfou.3.a, Rfou.3, L.2.e	_____/19 ____%	_____/19 ____%	_____/19 ____%	_____/19 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A6.46.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Author's Purpose CC.5.Rinf.10		1 2	3	9 11	_____/5
Relationships and Interactions CC.5.Rinf.3		3 4	4	8 14	_____/5
Informational Text Structures CC.5.Rinf.10, W.9.b	1 2 3 4		1 2	10 12 13 15 (____/3)	_____/12
Literature Text Structures CC.5.Rlit.5				1 2 3	_____/3
Theme CC.5.Rlit.2				4 5 6 7	_____/4
Total	____/4 ____%	____/4 ____%	____/4 ____%	____/17 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Social Studies Vocabulary CC.5.L.6	1 2 3 4 5		1 2 3 4 5 6	10 11 12	_____/14
Academic Vocabulary CC.5.L.6	6 7 8 9 10		7 8 9 10 11	7 8 9	_____/13
Homographs CC.5.L.5.c		1 2 3 4		5 6	_____/6
Compound Words CC.5.L.5.c				1 2 3 4	_____/4
Total	____/10 ____%	____/4 ____%	____/11 ____%	____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

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	Pronouns CC.5.L.1	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 10 11a 11b 11c 11d 11e 11f	_____/40
		Subtotal		_____/8	_____/8	
Weekly Writing Skills (Writing Prompts)	Use Your Own Words CC.5.W.8	_____/4				_____/4
	Support Opinions CC.5.W.1.b		_____/4			_____/4
	Use Concrete Words and Phrases CC.5.W.3.d			_____/4		_____/4
	Use Figurative Language CC.5.W.3.d				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/12 ____%	_____/12 ____%	_____/12 ____%	_____/20 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.5.W.3.d, W.4, W.10, L.5	_____/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 6

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	Author's Purpose CC.5.Rinf.10												
	Relationships and Interactions CC.5.Rinf.3												
	Informational Text Structures CC.5.Rinf.10, W.9.b												
	Literature Text Structures CC.5.Rlit.5												
	Theme CC.5.Rlit.2												
Writing, Revising, and Editing	Pronouns CC.5.L.1												
	Writing in Response to Prompt CC.5.W.8, W.1.b, W.3.d, W.4, W.10, L.5												
Vocabulary	Social Studies Vocabulary CC.5.L.6												
	Academic Vocabulary CC.5.L.6												
	Homographs CC.5.L.5.c												
	Compound Words CC.5.L.5.c												

COPY READY

Name _____ Date _____

Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Written Composition			

COPY READY

Writing Rubric

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.

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

Grade 5 Assessment

A6.41

Unit 6 | The Wild West

COPY READY

Research Rubric

Unit 6, Week 1

COPY READY

Scale	Content	Speaking
4	<ul style="list-style-type: none">Used a variety of sources.Paraphrased information while taking notes.Presented all information in a logical order, including visuals.	<ul style="list-style-type: none">Used appropriate language throughout the presentation.Stayed in character for the entire presentation.
3	<ul style="list-style-type: none">Used fewer than three sources, or relied on just one type of source.Had some difficulty when paraphrasing notes.Presented most information in a logical order, including at least one visual.	<ul style="list-style-type: none">Used appropriate language during most of the presentation, although did use some informal language.Stayed in character for much of the presentation.
2	<ul style="list-style-type: none">Used only one or two sources.Struggled to use paraphrasing when taking notes.Failed to achieve a consistently logical flow of ideas and did not feature visuals.	<ul style="list-style-type: none">Used inappropriate, informal language at several points during the presentation.Only stayed in character for part of the presentation.
1	<ul style="list-style-type: none">Used only one source.Did not take adequate notes.Did not present information in a logical manner or include visuals.	<ul style="list-style-type: none">Used inappropriate, informal language during most of the presentation.Did not attempt to take on the character's persona.

Unit Self-Assessment

Unit 6

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 the correct homograph.			
look at the parts of compound words to understand meaning.			
visualize what I read.			
identify themes and compare them.			
understand the parts of poems and how poems are organized.			
understand the relationships between causes and effects.			
identify an author's purpose for writing.			
use subject and object pronouns correctly.			
use reflexive pronouns correctly.			
use demonstrative pronouns correctly.			
use indefinite pronouns correctly.			

Of all the texts you read for The Wild West, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

COPY READY

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	D	Cause and Effect	CC.5.Rinf.10
2	D	Cause and Effect	CC.5.Rinf.10
3	C	Cause and Effect	CC.5.Rinf.10
4	C	Cause and Effect	CC.5.Rinf.10
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	D	Author's Purpose	CC.5.Rinf.10
2	B	Author's Purpose	CC.5.Rinf.10
3	B	Relationships Between Events	CC.5.Rinf.3
4	B	Relationships Between Events	CC.5.Rinf.3
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	B	Cause and Effect	CC.5.Rinf.10
2	B	Cause and Effect	CC.5.Rinf.10
3	A	Author's Purpose	CC.5.Rinf.10
4	C	Relationships Between Events	CC.5.Rinf.3
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Structure of a Poem	CC.5.Rlit.5
2	B	Structure of a Poem	CC.5.Rlit.5
3	A	Structure of a Poem	CC.5.Rlit.5
4	D	Theme	CC.5.Rlit.2
5	D	Theme	CC.5.Rlit.2
6	D	Compare Theme	CC.5.Rlit.2
7	A	Compare theme	CC.5.Rlit.2
8	D	Relationships Between Events	CC.5.Rinf.3
9	B	Author's Purpose	CC.5.Rinf.10
10	C	Cause and Effect	CC.5.Rinf.10
11	C	Author's Purpose	CC.5.Rinf.10
12	C	Cause and Effect	CC.5.Rinf.10
13	B	Cause and Effect	CC.5.Rinf.10
14	A	Relationships Between Events	CC.5.Rinf.3
15	Skill Rubric	Cause and Effect	CC.5.Rinf.10, W.9.b

Vocabulary					
Week 1 CC.5.L.6			Week 3 CC.5.L.6		
Item	Key	Word	Item	Key	Word
1	D	construction	1	A	boomtown
2	C	gold rush	2	C	claim
3	C	Ranching	3	B	ghost town
4	D	reservations	4	C	investor
5	A	Settler	5	D	limited resource
6	A	explore	6	B	Mining
7	C	frontier	7	A	speculate
8	B	establish	8	C	Development
9	D	Expansion	9	B	population
10	B	individual	10	D	discovery
			11	A	economy

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	D	Homographs	CC.5.L.5.c
2	B	Homographs	CC.5.L.5.c
3	C	Homographs	CC.5.L.5.c
4	A	Homographs	CC.5.L.5.c
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Compound Words	CC.5.L.5.c
2	A	Compound Words	CC.5.L.5.c
3	B	Compound Words	CC.5.L.5.c
4	B	Compound Words	CC.5.L.5.c
5	B	Homographs	CC.5.L.5.c
6	A	Homographs	CC.5.L.5.c
7	D	Social Studies Vocabulary	CC.5.L.6
8	C	Social Studies Vocabulary	CC.5.L.6
9	D	Social Studies Vocabulary	CC.5.L.6
10	A	Academic Vocabulary	CC.5.L.6
11	B	Academic Vocabulary	CC.5.L.6
12	C	Academic Vocabulary	CC.5.L.6

Answer Keys and Rubrics

Unit 6

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	Object Pronouns	CC.5.L.1	1	D	Indefinite Pronouns	CC.5.L.1
2	A	Object Pronouns	CC.5.L.1	2	B	Indefinite Pronouns	CC.5.L.1
3	C	Subject Pronouns	CC.5.L.1	3	C	Possessive Pronouns	CC.5.L.1
4	C	Object Pronouns	CC.5.L.1	4	A	Possessive Pronouns	CC.5.L.1
5	D	Subject Pronouns	CC.5.L.1	5	B	Indefinite Pronouns	CC.5.L.1
6	D	Subject Pronouns	CC.5.L.1	6	D	Indefinite Pronouns	CC.5.L.1
7	B	Object Pronouns	CC.5.L.1	7	A	Editing: Subject Pronouns	CC.5.L.1, W.5
8	A	Subject Pronouns	CC.5.L.1	8	B	Editing: Indefinite Pronouns	CC.5.L.1, W.5
Prompt (9)	Skill Rubric	Use Your Own Words	CC.5.W.8	9	D	Editing: Object Pronouns	CC.5.L.1, W.5
Week 2				10	C	Editing: Reflexive Pronouns	CC.5.L.1, W.5
Item	Key	Item Descriptor	CCSS Code	11a	Editing Rubric	Editing Task: Object Pronouns	CC.5.L.1, W.5
1	B	Reflexive Pronouns	CC.5.L.1	11b	Editing Rubric	Editing Task: Object Pronouns	CC.5.L.1, W.5
2	A	Pronoun Agreement	CC.5.L.1	11c	Editing Rubric	Editing Task: Demonstrative Pronouns	CC.5.L.1, W.5
3	C	Reflexive Pronouns	CC.5.L.1	11d	Editing Rubric	Editing Task: Subject Pronouns	CC.5.L.1, W.5
4	B	Pronoun Agreement	CC.5.L.1	11e	Editing Rubric	Editing Task: Reflexive Pronouns	CC.5.L.1, W.5
5	B	Reflexive Pronouns	CC.5.L.1	11f	Editing Rubric	Editing Task: Possessive Pronouns	CC.5.L.1, W.5
6	A	Pronoun Agreement	CC.5.L.1	Prompt (12)	Skill Rubric	Use Figurative Language	CC.5.W.3.d
7	B	Pronoun Agreement	CC.5.L.1				
8	C	Reflexive Pronouns	CC.5.L.1				
Prompt (9)	Skill Rubric	Support Opinions	CC.5.W.1.b				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	A	Demonstrative Pronouns	CC.5.L.1				
2	B	Possessive Pronouns	CC.5.L.1				
3	A	Possessive Pronouns	CC.5.L.1				
4	C	Possessive Pronouns	CC.5.L.1				
5	D	Demonstrative Pronouns	CC.5.L.1				
6	C	Demonstrative Pronouns	CC.5.L.1				
7	B	Demonstrative Pronouns	CC.5.L.1				
8	D	Possessive Pronouns	CC.5.L.1				
Prompt (9)	Skill Rubric	Use Concrete Words and Phrases	CC.5.W.3.d				

Answer Keys and Rubrics

Writing, Revising, and Editing	
Week 1 Skill Rubric Item 9 (Prompt) Use Your Own Words	
Student summarizes an article by	
4 points	selecting relevant facts and paraphrasing accurately in his or her own voice.
3 points	selecting major facts and paraphrasing adequately.
2 points	selecting a few facts and paraphrasing with some accuracy.
1 point	selecting random facts and paraphrasing inaccurately or copying text directly.
Week 2 Skill Rubric Item 9 (Prompt) Support Opinions	
Student writes a response that includes	
4 points	clearly stated and strongly supported opinions.
3 points	generally stated and adequately supported opinions.
2 points	vaguely stated and somewhat supported opinions.
1 point	missing or minimally supported opinions.
Week 3 Skill Rubric Item 9 (Prompt) Use Concrete Words and Phrases	
Student writes a narrative fiction paragraph with	
4 points	vivid, concrete words and phrases.
3 points	adequate concrete words and phrases.
2 points	occasional concrete words and phrases.
1 point	minimal concrete words and phrases.

Writing, Revising, and Editing	
Unit Test Week 4 Skill Rubric Item 12 (Prompt) Use Figurative Language	
Student writes a narrative poem that describes an adventure with	
4 points	vivid figurative language.
3 points	adequate figurative language.
2 points	occasional figurative language.
1 point	minimal figurative language.
Use the Writing Rubric on page A6.41 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 3, change "he" to "him"
11b	In sentence 6, change "herself" to "her"
11c	In sentence 7, change "These" to "This"
11d	In sentence 9, change "Them" to "They"
11e	In sentence 10, change "hissel" to "himself"
11f	In sentence 12, change "his" to "his"

Reading Comprehension	
Unit Test Rubric Item 15 Informational Text Structures	
3 points	Correctly completes a cause-and-effect chain with one cause and two effects.
2 points	Completes two parts of the cause-and-effect chain correctly, but either the cause or one of the effects is not properly related.
1 point	Completes only one box correctly by identifying a cause or one effect.

Scoring Note: Assign a score of zero for no response or an unscorable response.

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	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

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

Cause and Effects

Review the Rules

A cause tells why something happens. What happens as a result is the effect. Sometimes there can be more than one effect for a single cause.

Practice

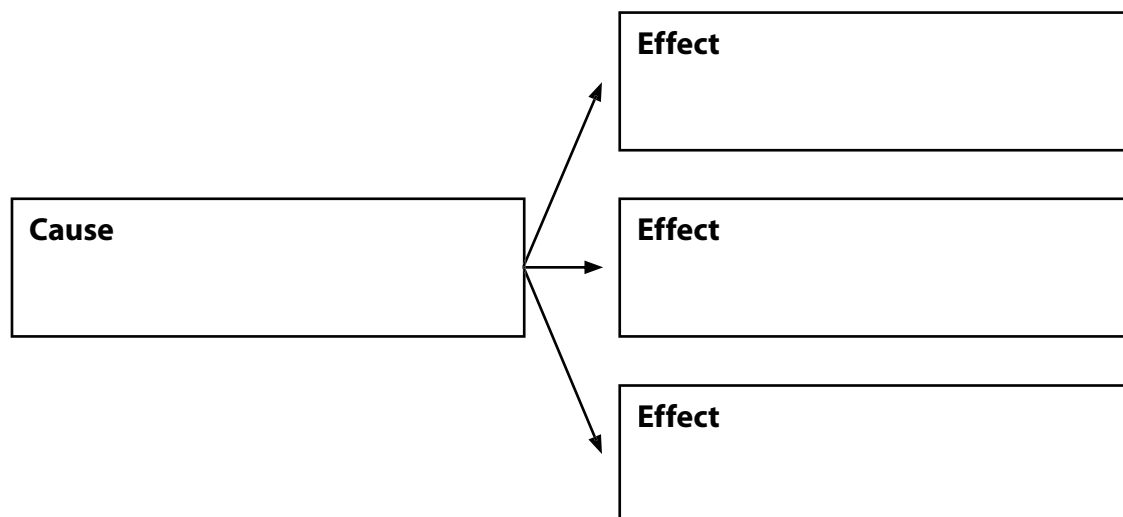
Read "The Storm." Then complete the cause-and-effect organizer.

The Storm

The rain was pounding down. BOOM! A clap of thunder filled the air. The sky lit up with bolts of lightening. Chris heard something fall outside. He looked out the window. A huge branch fell from the tree in front of their house.

He sat on the couch. "If I can't go out, at least I can watch T.V.," he thought glumly. Suddenly, the lights went off. His mom came in with a candle. "Don't worry," she said. "The storm will be over soon. We're lucky to be inside where it's nice and dry."

"Well, I'm not sure about that, Mom," said Chris as he held out his hand to catch some drips from the ceiling.



Apply

With your partner, find causes and effects in one of your Small Group Reading books. Are there any events that cause more than one effect?

Visualize

Review the Rules

To visualize, make a picture in your mind of what you read.

- Close your eyes, and imagine you are in the story.
- Think about what you see, smell, taste, touch, or hear.
- Draw a picture to show what you visualize.

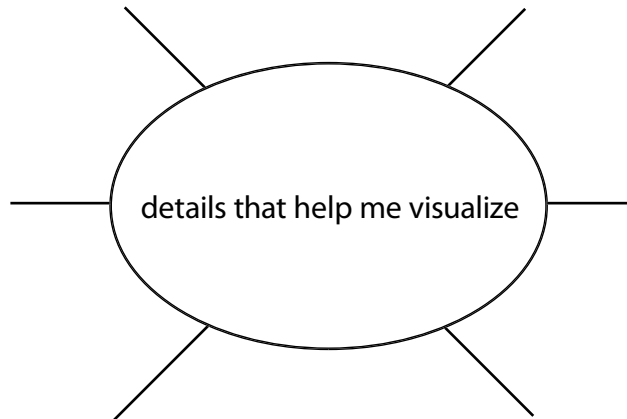
Practice

Read "Fall Cleanup." Complete the visualize web. On another piece of paper, draw a picture to show what you visualized.

Fall Cleanup

Mallory stepped outside into the crisp fall air. The yard was filled with orange, red, and yellow leaves. She grabbed her favorite rake and put on her work gloves. As she raked the leaves, birds flew quickly past her. Mallory started whistling to the songs the bird sang. She was finished raking quickly.

Visualize Web



Apply

Share a scene from one of your Small Group Reading books. List details from the scene that helped you visualize what was happening.

Author's Purpose

Review the Rules

An author has different reasons for writing.

- An author's purpose might be to express feelings, to inform, to persuade, or to entertain.
- Use the details in the text to figure out the author's purpose.

Practice

Read each selection. Write the author's purpose and the clues that helped you figure it out.

Pioneer Games

Children in the 1800s didn't have many toys. They did play games, though. For example, one popular game was "Hoop and Stick." To play, they used an old metal hoop from a barrel and a stick. A player would roll the hoop along the ground as fast as possible, using the stick to guide it.

1. Author's Purpose:

2. Clues:

A Good Excuse?

On Saturday, I asked Brian to go bike riding. Brian didn't want to go because he was busy playing a computer game. Is that a good reason for not getting some exercise? I don't think so. I think kids my age spend way too much time on the computer. We should get outside whenever we can!

1. Author's Purpose:

2. Clues:

Apply

With a partner, find a Small Group Reading book that fits each purpose for writing. Tell why you think the texts fit those purposes.

Explain Relationships Between Events

Review the Rules

To explain relationships between events, you tell how the events are related or how they are connected. Look for signal words to help you decide how the events are related.

Practice

Read "The First Moon Landing." Then answer the questions.

The First Moon Landing

In 1961, President Kennedy said that he believed that the nation should commit itself to putting a man on the moon before the end of the decade. It would be a great achievement. He did not want the United States to fall behind in space exploration, either.

Almost nine years later, on July 16, 1969, Apollo 11 launched from Kennedy Space Center. There was a crew of three in the spacecraft. Four days after that, on July 20, 1969, they landed on the moon. Neil Armstrong was the first to step on the moon. He is famous for saying, "That's one small step for man, one giant leap for mankind."

1. What are both events about?

2. Circle any signal words. What do they tell you about how the events are related?

3. How was Kennedy's belief related to the moon landing?

Apply

Choose one of your Small Group Reading books. Explain to your partner how the events in it are related. Use signal words to help you decide.

Visualize

Review the Rules

To visualize, make a picture in your mind of what you read.

- Close your eyes, and imagine you are in the story.
- Think about what you see, smell, taste, touch, or hear.
- Draw a picture to show what you visualize.

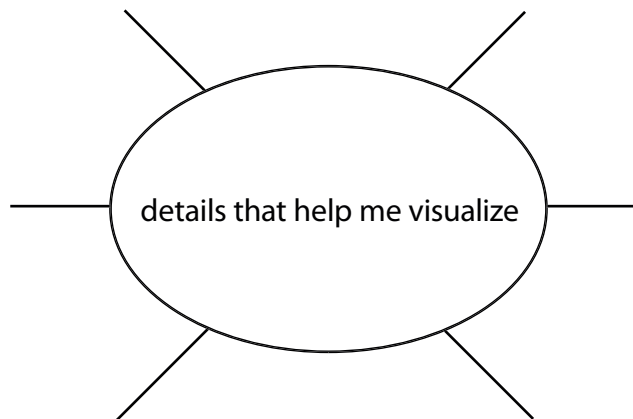
Practice

Read “The Bookstore.” Fill in the visualize web. On another piece of paper, draw a picture to show what you visualized.

The Bookstore

Su is excited as she walks into the new bookstore. She’s been waiting for a bookstore to open near her home for years. The large space still smells of fresh paint and wood. Book displays hold new releases and piles of paperbacks. Classical music plays in the background as Su searches for something new to read. She feels like she can stay at the store all day long.

Visualize Web



Apply

Share with a partner a scene from one of your Small Group Reading books. List details from the scene that helped you visualize what was happening.

Writing Trait: Voice

Review the Rules

Writers use a unique style of writing, or voice, that matches their writing topics. A writer's voice

- sounds natural, or like that person is speaking
- uses words that match the tone, topic, or purpose of the text.

Practice

Read the paragraph. Underline words and sentences that show the writer's voice.

Moon Landing and More

We watched a documentary about the first moon landing. It was so cool! I learned that Neil Armstrong was the first person to walk on the moon. Although it was a long time ago, I'm still excited to think that someone walked around up there. I try to imagine what that must have been like for Armstrong. By the time I am older, people may be walking on Mars. That would be awesome. Maybe I will be the first person to go to Mars.

Apply

Write a paragraph about a news event you watched. Tell how it made you feel. Give your writing a clear and effective voice.

Cause and Effect

Review the Rules

A cause is the reason something happens. The effect is what happens as a result. Sometimes one effect can lead to another effect.

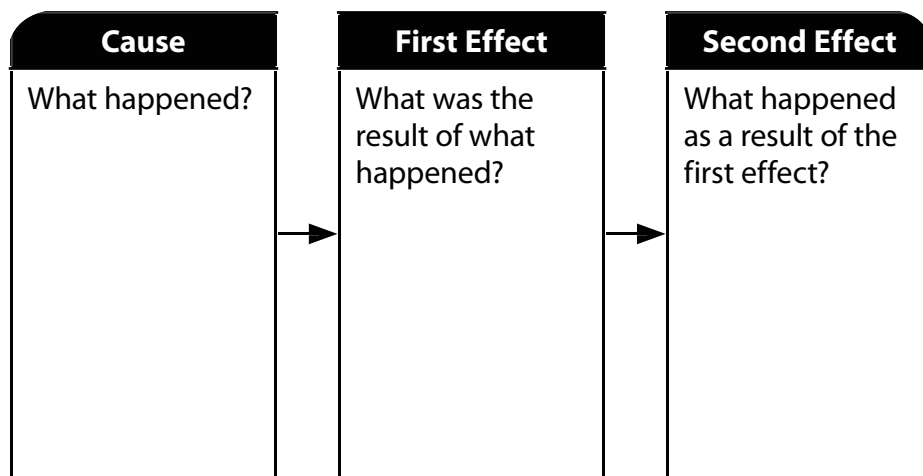
Practice

Read "Late!" Then complete the cause-and-effect organizer.

Late!

"Joanna!" Mom walked in and turned off the clock. "You'll miss the bus."
 "Huh?" Joanna lifted her head sleepily and looked at the time. "Oh no!" she jumped out of bed. "It's too late. I'll never make the bus now."
 "Well, hurry up. I'll drive you." Mom said. Joanna rushed to get dressed and ran downstairs.
 When they arrived at school, Joanne kissed her mom and jumped out of the car. She might just make it to class if she hurries. She entered the main hall. It was empty and silent. She slowed down. Suddenly, she wasn't in a hurry to get to class.

COPY READY



Apply

Choose a story from one of your Small Group Reading books. Work with a partner to find the cause and effects in the story.

Visualize

Review the Rules

To visualize, make a picture in your mind about what you are reading. Think about how the story details make you feel. Ask yourself

- *What do I see?*
- *What do I taste?*
- *What do I touch?*
- *What do I hear?*
- *What do I smell?*

Practice

Read "A Day at the Park." Circle the words that relate to the senses. Then, answer the question.

A Day at the Park

LaDonna likes swinging at the park because she always feels so relaxed there. The birds are chirping in the trees, and children are giggling as they play nearby. The fresh air blows on her face as she swings back and forth. Sometimes, fish splash in the lake. LaDonna holds on tight to the old, clunky swing chains. It is another sunny day.

Visualize what is happening in the passage. How did the passage make you feel? Explain why.

Apply

Share with a partner a scene from one of your Small Group Reading books. List details from the scene that help you visualize what is happening.

Writing Trait: Word Choice

Review the Rules

Writers choose their words carefully to make their writing clear. They use

- specific words and phrases to say exactly what they mean
- vivid, colorful words to help readers “see” what they are describing.

Practice

Read “Sophia’s First Day.” Fill in the spaces with specific, colorful words and details. Help the reader “see” what Sophia’s first day was like.

Sophia’s First Day

Sophia is getting ready for her first day at school. She _____ opens the closet door. Sophia’s closet is _____ with _____ . She wants to look _____ for her first day. Sophia grabs her _____ and her _____ . Her outfit is complete!

Apply

Add two sentences to the passage. Then, check your writing.

Does your writing have specific words and phrases? Yes _____ No _____

Does your writing have colorful words? Yes _____ No _____

Is your writing clear and interesting? Yes _____ No _____

Explain Narrative Poetry

Review the Rules

A narrative poem tells a story. A narrative poem

- has stanzas, or groups of lines separated by a space
- has rhythm
- can have a rhyme scheme, or pattern of rhyming words.

Practice

Read "Wild Horses." Then answer the questions.

Wild Horses

The palamino and dappled grays
Graze peacefully in the valley.
From time to time, they lift their heads
To share some happy neighs.

A sudden noise is cause for alarm
Their bodies start to quiver.
The horses head for the top of a hill
To get away from harm.

Manes fly and hooves pound
The horses soon reach the top.
There they rest as the sun goes down.
Standing like statues, not making a sound.

1. What is the poem about?

2. How many stanzas does the poem have? _____ How many lines are there
in each stanza? _____.
3. Circle the rhyming words in the poem. Then use letters to mark the rhyme scheme.

Apply

Tell a partner about a poem from one of your Small Group Reading books. Talk about the stanzas and rhythm, and if it has a rhyme scheme.

Theme

Review the Rules

The theme of a text is the important idea, message, or moral. You can identify the theme of a story from the

- title
- characters
- plot.

Ethan's Problem

Ethan is a star football player. He can run, tackle, and throw. He averages at least two touchdowns a game. There is not any position that Ethan cannot play. He works hard at football. Football is the most important thing in the world to Ethan.

But Ethan has a problem. Ethan does not do his homework. He talks back to his parents when they ask him to clean his room. He spends most of his free time playing video games. He is mean to his little brother. Ethan thinks to himself, "Why should I do my homework, clean my room, or listen to my parents? I am going to be a professional football player."

Then one day, Ethan's coach calls him. Ethan's school has suspended him from playing football. Ethan needs to be a better student. Ethan needs to listen. He needs to stop fighting with his brother.

The theme of this passage is that

Apply

Tell a partner about a theme from one of your Small Group Reading books. Tell about the title, characters, and plot.

Visualize

Review the Rules

A writer adds details to help readers visualize what they are reading. When you visualize something, you imagine how it looks, smells, tastes, or feels.

Example: The hot and sticky buns in the oven are ready to come out.

Practice

Read "First Skydive" and complete the chart.

First Skydive

This weekend I jumped out of a plane! As the plane rose into the air, my stomach jumped. But once we were in the air, my instructor reassured me. Many things about the jump made me feel calm and cool. First, I jumped with a partner. My partner was my instructor. He helped me every step of the way. I felt very safe. Second, there were so many things to do, that I did not have time to be scared. I was very busy making sure that my equipment was right. Third, I thought that I would feel like I was falling. It actually felt like my body was hanging in the air, suspended from a rope. Once the parachute opened, I could relax and look at the lush trees and tiny houses and feel the wind blow me around. Skydiving is extremely fun. I will definitely do it again someday.

Details	What I Visualize
Before the jump	
During the jump	

Apply

Tell a partner how an author in one of your Small Group Reading books uses details to create pictures for the reader.

Writing Trait: Voice

Review the Rules

Each writer uses a unique style of writing, or voice, that matches their writing topics. Writing with effective voice

- sounds real and natural
- has words that create interesting images in the reader’s mind.

Practice

Read “At the Lake.” Then complete the sentences to tell about the writer’s voice.

At the Lake

Joy couldn’t wait to jump into the clear blue lake. She raced down to the shore where her sister was cautiously dipping a toe into the water.

“C’mon! Joy laughed and grabbed Linda’s arm. They splashed forward into the icy water.

“Brrrr. It’s freezing!” screamed Linda.

“You can do it,” said Joy. “Just grit your teeth and dive in. You’ll warm up once you start moving.”

So Linda closed her eyes and jumped in, pumping her arms and legs as fast as she could. The girls swam until Dad called them in. “Anyone for a popsicle?” he asked.

“No way,” said Linda. “I’m a popsicle already!”

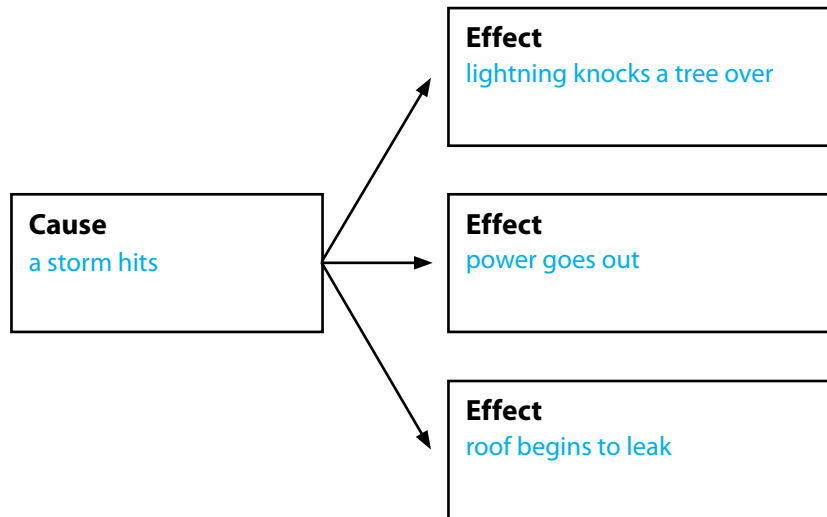
1. Some examples of colorful language the writer uses are _____
_____.
2. The characters seem real because _____
_____.
3. The characters’ dialogue seems real because _____
_____.
4. I could picture the part about _____
because the writer _____.

Apply

Write a paragraph about something you love to do. Be sure to write using your own unique voice. Share your writing with a partner.

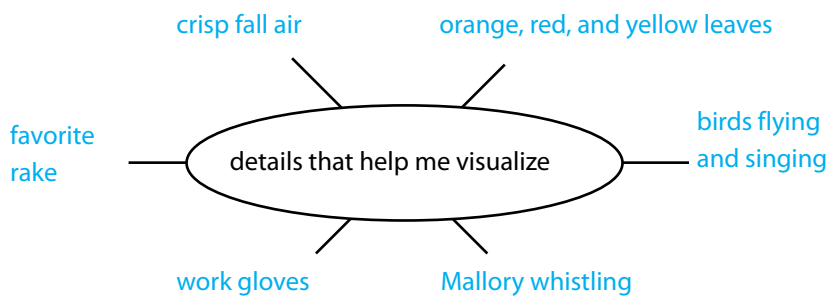
Reteaching Masters Answer Key

RT6.1 Cause and Effects



RT6.2 Visualize

Visualize Web



RT6.3 Author's Purpose

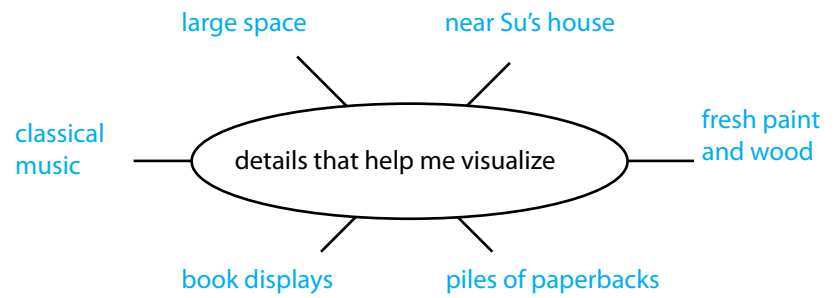
1. Author's Purpose: to inform
2. Clues: it tells what kids did in the past, in the 1800s; it explains how one of the old games was played
3. Author's Purpose: to persuade
4. Clues: it gives the author's opinion; it has words like *I think* and *we should*

RT6.4 Explain Relationships Between Events

1. Both events are about landing on the moon.
2. Circled signal words: In 1961; before the end of the decade; fall behind; nine years later; July 16, 1969; four days later; July 20, 1969. The signal words show that the events are related by time.
3. Kennedy wanted the nation to put a man on the moon before the end of the 1960s and that's what happened.

RT6.5 Visualize

Visualize Web

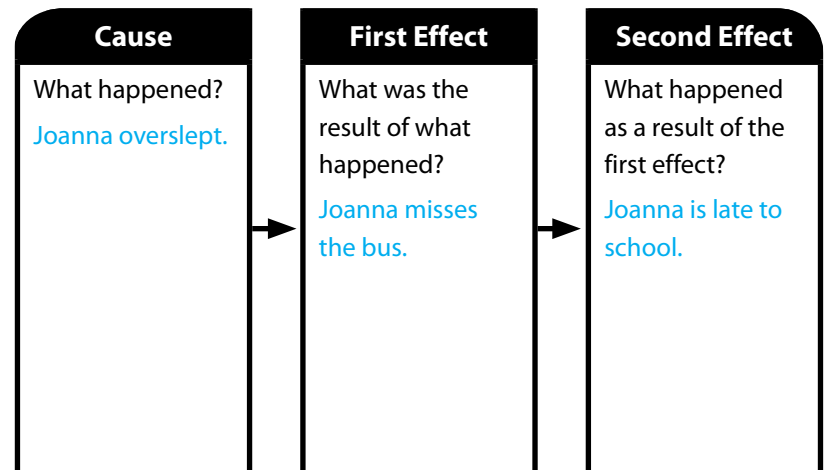


RT6.6 Writing Trait: Voice

Moon Landing and More

We watched a documentary about the first moon landing. It was so cool! I learned that Neil Armstrong was the first person to walk on the moon. Although it was a long time ago, I'm still excited to think that someone walked around up there. I try to imagine what that must have been like for Armstrong. By the time I am older, people may be walking on Mars. That would be awesome. Maybe I will be the first person to go to Mars.

RT6.7 Cause and Effect



Reteaching Masters Answer Key, continued

RT6.8 Visualize

A Day at the Park

LaDonna likes swinging at the park because she always feels so relaxed there. The birds are chirping in the trees, and children are giggling as they play nearby. The fresh air blows on her face as she swings back and forth. Sometimes, fish splash in the lake. LaDonna holds on tight to the old, clunky swing chains. It is another sunny day.

Possible response:

This passage makes me feel relaxed because of the sounds and feelings I visualize: chirping birds, giggling children, fresh air, splashing fish. It makes me want to go swing at the park.

RT6.9 Writing Trait: Word Choice

Possible responses:

Sophia's First Day

Sophia is getting ready for her first day at school. She carefully opens the closet door. Sophia's closet is packed with rows of skirts, sweaters, and jeans. She wants to look pretty and smart for her first day. Sophia grabs her favorite red shirt and her brand new brown pants. Her outfit is complete!

RT6.10 Explain Narrative Poetry

1. Possible answer: The poem is about some horses who were grazing until they heard a noise that made them run to the top of a hill.
2. The poem has three stanzas and four lines in each stanza.
3. Circled rhyming words: grays, neighs; alarm, harm; pound, sound
Rhyme scheme: abca

RT6.11 Theme

Possible response:

A person's character is more important than his accomplishments in sports.

RT6.12 Visualize

Metaphor Explanation

Details	What I Visualize
Before the jump nervous, then calm, cool; instructor helps me feel OK; busy checking equipment	Responses will vary, but should reflect excitement or fear.
During the jump my body hanging in the air, suspended from a rope; lush trees, tiny houses; feel the wind blow me around	Responses will vary, but students may say that the details made them feel as if they were flying like a bird.

RT6.13 Writing Trait: Voice

Possible answers:

1. Some examples of colorful language the writer uses are cautiously, grabbed, splashed, Brrr, freezing, grit your teeth.
2. The characters seem real because they act like people I know.
3. The characters' dialogue seems real because my friends might talk like that or use words like "C'mon, you can do it."
4. I could picture the part about stepping into freezing cold water because the writer says "Brrr. It's freezing,." "Just grit your teeth," and "Linda closed her eyes and jumped in."

Contents

Teaching Resources	Pages
Reading Level Translation Key	R2
Cumulative Key Word List	R3
Anthology Handbook	R4
Interactive Picture Dictionary	R17
Anthology Index	R23
Professional Resources	Pages
Research Base and Bibliography	R25
Scope and Sequence	S&S1
Common Core Standards Correlation	CC1
Additional Resources	Pages
Program Features and Resources Index	Index1
Skills Index	Index5
Acknowledgements	Ack1

Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Grade 5 Unit 6 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)
ad (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 6 appear in red type. For additional content words and story words, please see the Small Group Reading section.

Handbook Contents



- Strategies for Learning Language** 612
- Vocabulary Strategies** 614-619
 - Use What You Know 614
 - Use Context Clues 615
 - Use Word Parts 616
 - Beyond the Literal Meaning 618
- Reading Strategies** 620
- Writing and Research** 622-631
 - Prewrite 622-627
 - Use Information Resources
 - Books 623
 - Encyclopedias 624
 - Magazines and Experts 625
 - Internet 626
 - Draft 626
 - Revise 629
 - Edit and Proofread 630
 - Publish 631
- Writing Traits and Rubrics** 632-635
 - Focus and Coherence 632
 - Development of Ideas 633
 - Organization 634
 - Voice 635
 - Written Conventions 635
- Grammar, Usage, Mechanics, and Spelling** 636-659
 - Sentences 636
 - Nouns 639
 - Pronouns 644
 - Adjectives 646
 - Verbs 648
 - Adverbs 653
 - Prepositions 654
 - Capital Letters 655
 - Punctuation Marks 657

Strategies for Learning Language

These strategies can help you learn to use and understand the English language.



1 Listen actively and try out language.

What to Do	Examples
Repeat what you hear.	<p>You hear: Way to go, Joe! Fantastic catch!</p> <p>You say: Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i> Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p>You hear: "When did you know that something was missing?"</p> <p>You say: "I knew that something was missing when I got to class."</p>

2 Ask for help.

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "bringed" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p>You say: "Wait! Could you say that again more slowly, please?"</p> <p>Other options: "Does 'violet' mean 'purple'?" "Is 'enormous' another way to say 'big'?"</p>

3 Use gestures and body language, and watch for them.

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p>
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

4 Think about what you are learning.

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> • I can start a question with "is," "can," or "do". Do you have my math book? • I can start a question with "who," "what," "where," "when," "how," or "why" to get more information. Where did you put my math book?

Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

614

Page 614

Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
Definition Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous refers to something that causes harm or injury.
Restatement Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, or result in injuries to climbers.
Synonym Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. Also dangerous are very high altitudes that make it hard to breathe.
Antonym Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, but special gear keeps the climbers safe.
Examples Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. For example , they carry extra food, equipment for heavy snowfall, and first-aid kits.

615

Page 615

Vocabulary Strategies, *continued*

Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
 - key = button
 - + board = flat surface
 - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



laptop means "small portable computer," not "the top of your lap"

Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange
The prefix *re-* means "again." The word *arrange* means "to put in order."
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

616

Page 616

Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er
verb
The word *teach* means "to give lessons." The suffix *-er* means "one who."
A **teacher** is "a person who gives lessons."
noun
2. Put the meanings of the word parts together.

Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**
inter + rupt + ion
prefix **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**
inter + rupt + ion = interruption
break **a break in activity**

617

Page 617

Vocabulary Strategies, *continued*

Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert as sluggishly as a snail .	Cory and a snail	They both move very slowly.
His skin was like sheets of sandpaper .	skin and sandpaper	They are both rough and very dry.

Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The sun's rays were a thousand bee stings on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only companion was thirst .	friend and thirst	His thirst was always there with him.

Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The angry sun kept punishing him.	sun	has feelings
A cactus reached out to him.	cactus	is able to be friendly

618

Page 618

Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:

If the topic is Mars, I'm **all ears**.

Break a leg!

Rachel had to **eat her words**.

Give me a break!

Hang on.

I'm **in a jam**.

The joke was so funny, Lisa **laughed her head off**.

Juan was **steamed** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

I'm so tired, I just want to **veg out**.

Rob and Zak are together **24-seven**.

You can say that again.

Zip your lips!

What you mean:

If the topic is Mars, I'll **listen very carefully**.

Good luck!

Rachel had to **say she was wrong**.

That's ridiculous!

Wait.

I'm **in trouble**.

The joke was so funny, Lisa **laughed very hard**.

Juan was **very angry** when I lost his video game.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **all the time**.

I totally agree with you.

Be quiet!



619

Page 619

Reading Strategies

Good readers use a set of strategies before, during, and after reading. Knowing which strategy to use and when will help you understand and enjoy all kinds of text.

Plan and Monitor

Good readers have clear plans for reading. Remember to:

- **Set a purpose** for reading. Ask yourself: Why am I reading this? What do I hope to get from it?
- **Preview** what you are about to read. Look at the title. Scan the text, pictures, and other visuals.
- **Make predictions**, or thoughtful guesses, about what comes next. Check your predictions as you read. Change them as you learn new information.

Monitor, or keep track of, your reading. Remember to:

- **Clarify ideas and vocabulary** to make sure you understand what the words and passages mean. Stop and ask yourself: Does that make sense?
- **Reread, read on, or change your reading speed** if you are confused.

Determine Importance

How can you keep track of all the facts and details as you read? Do what good readers do and focus on the most important ideas.

- Identify the **main idea**. Connect details to the main idea.
- **Summarize** as you read and after you read.

Ask Questions

Asking yourself questions as you read keeps your mind active. You'll ask different types of questions, so you'll need to find the answers in different ways.

- Some questions are connected to answers **right there** in the text.
- Others cover more than one part of the text. So, you'll have to **think and search** to find the answers.

Not all answers are found in the book.

- **On your own** questions can focus on your experiences or on the big ideas of the text.
- **Author and you** questions may be about the author's purpose or point of view.

620

Page 620

Visualize

Good readers use the text and their own experiences to picture a writer's words. When you **visualize**, use all your senses to see, hear, smell, feel, and taste what the writer describes.

Make Connections

When you make connections, you put together information from the text with what you know from outside the text. As you read, think about:

- **your own ideas and experiences**
- what you know about the **world** from TV, songs, school, and so on
- **other texts** you've read by the same author, about the same topic, or in the same genre.

Make Inferences

Sometimes an author doesn't tell a reader everything. To figure out what is left unsaid:

- Look for what the author emphasizes.
- Think about what you already know.
- Combine what you read with what you know to figure out what the author means.

Synthesize

When you **synthesize**, you put together information from different places and come up with new understandings. You might:

- **Draw conclusions**, or combine what you know with what you read to decide what to think about a topic.
- **Form generalizations**, or combine ideas from the text with what you know to form an idea that is true in many situations.

621

Page 621

Writing and Research

Writing is one of the best ways to express yourself. Sometimes you'll write to share a personal experience. Other times, you'll write to give information about a research topic. Whenever you write, use the following steps to help you say what you want clearly, correctly, and in your own special way.

Prewrite

When you prewrite, you choose a topic and collect all the details and information you need for writing.

- 1 **Choose a Topic and Make a Plan** Think about your writing prompt assignment or what you want to write about.

- Make a list. Then choose the best idea to use for your topic.
- Think about your writing role, audience, and form. Add those to a RAFT chart.
- Jot down any research questions, too. Those will help you look for the information you need.

RAFT Chart

Role: scientist
Audience: my teacher and classmates
Form: report
Topic: honeybees

- 2 **Gather Information** Think about your topic and your plan. Jot down ideas. Or, use resources like those on pages 623–627 to find information that answers your questions. Take notes.



622

Page 622

Use Information Resources

Books

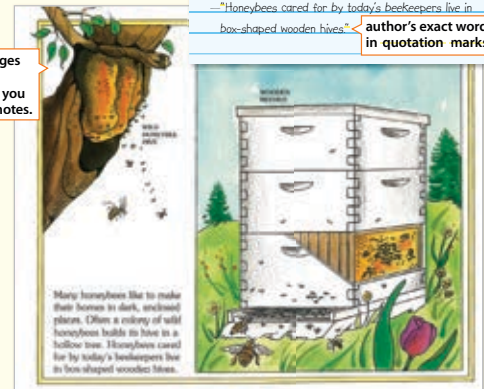


A book is a good source of information.

Notecard

Where do honeybees live? **research question**
 The Honey Makers, by Gail Gibbons, page 6 **name of source**
 —Many honeybees live in dark places like hollow trees. **notes in your own words**
 —"Honeybees cared for by today's beekeepers live in box-shaped wooden hives." **author's exact words in quotation marks**

Read the pages to find the information you need. Take notes.



623

Page 623

Writing and Research, continued

Encyclopedias

Each encyclopedia volume has facts about different topics.



guide words



1. Look up your topic in the correct encyclopedia **volume** or on the **CD-ROM**.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

article

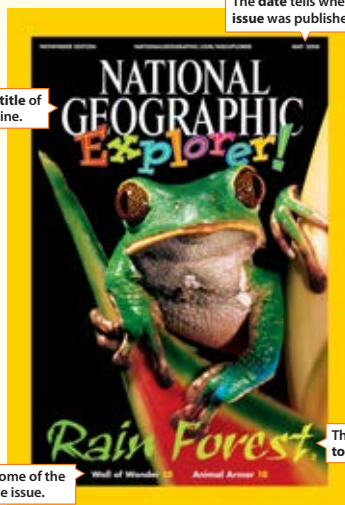
624

Page 624

Magazines

The date tells when the issue was published.

This is the title of the magazine.



This is the main topic of the issue.

These are some of the topics in the issue.

... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person's answers.
- Choose the notes you'll use for your writing



625

Page 625

Writing and Research, *continued*

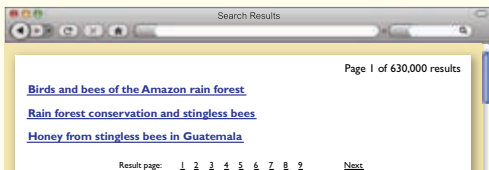
Internet

The Internet is a connection of computers that share information through the World Wide Web. It is like a giant library. Check with your teacher for how to access the Internet from your school.

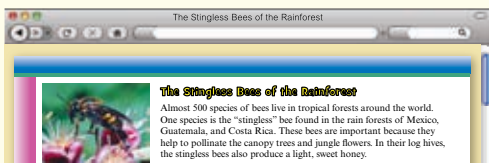
1. Go to a search page. Type in your key words. Click Search.



2. Read the list of Web sites, or pages, that have your key words. The underlined words are links to the Web sites.

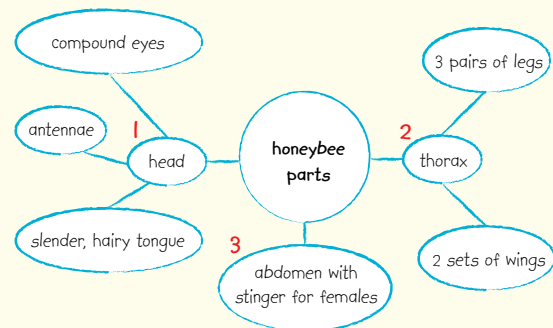


3. Click on a link to go directly to the site, or Web page. Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



4. **Get Organized** Think about all the details you've gathered about your topic. Use a list, a chart, or other graphic organizer to show what you'll include in your writing. Use the organizer to show the order of your ideas, too.

Cluster



Outline

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits
 - B. turn nectar into honey
- II. Honeybee homes
 - A. around the world
 - B. hives



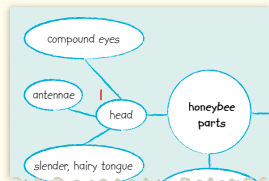
Writing and Research, *continued*

Draft

When you write your first draft, you turn all your ideas into sentences. You write quickly just to get all your ideas down. You can correct mistakes later.

Cluster

Turn your main idea into a topic sentence. Then add the details.



Beginning of a Description

One main part of a honeybee is the head. The bee's head seems to be mostly eyes! They are called compound eyes and have a lot of tiny lenses in them.

Outline

Turn the main idea after each Roman numeral into a topic sentence. Then turn the words next to the letters and numbers into detail sentences that tell more about the main idea.

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits

Beginning of a Report

The Helpful, Sweet Honeybee

You may think that all the honeybee does is make honey. But, believe it or not, this insect is always busy with another important job.

A honeybee helps keep plants growing. It helps to spread the pollen flowers and trees need to start new plants.

Revise

When you revise, you make changes to your writing to make it better and clearer.

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your main points.

You are describing a honeybee's hive. Isn't a bee's nest the same as a hive?

Yes, it is. I don't need the word "nest," so I'll take it out.

Your partner can help you discover what is unclear or what you need to add. Use your partner's suggestions to decide what you can do to make your writing better.

2. **Make Changes** Think about your draft and what you and your partner discussed. What changes will you make? Use Revising Marks to mark your changes.

Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

In the wild, honeybee scouts look for places to make hives and nests. The opening needs to be high off the ground. They look for openings in hollow tree trunks. That way the hive will be safe from predators harmful animals. A hive needs to hold thousands of bees and all they gather. the nectar and pollen

The best bee's nest will also face south so it stays warm.

Writing and Research, *continued*

Edit and Proofread

When you edit and proofread, you look for mistakes in capitalization, grammar, and punctuation.

- 1 Check Your Sentences** Check that your sentences are clear, complete, and correct. Add any missing subjects or predicates.
- 2 Check Your Spelling** Look for any misspelled words. Check their spelling in a dictionary or a glossary.
- 3 Check for Capital Letters, Punctuation, and Grammar** Look especially for correct use of
 - capital letters in proper nouns
 - apostrophes and quotation marks
 - subject-verb agreement
 - pronouns
 - verb tenses
- 4 Mark Your Changes** Use the Editing and Proofreading Marks to show your changes.
- 5 Make a Final Copy** Make all the corrections you've marked to make a final, clean copy of your writing. If you are using a computer, print out your corrected version.

It is crowded and busy inside a honeybee hive. A hive can have more than 50000 honeybees. Most of them are worker bees. The worker bees create wax from their bodies to build combs. The combs are layers of Cells, or holes. The cells hold nectar pollen, or larvae.

Editing and Proofreading Marks	
	Add.
	Take out.
	Replace with this.
	Check spelling.
	Capitalize.
	Make lowercase.
	Make new paragraph.

630

Page 630

Publish

When you publish your writing, you share it with others.

- 1 Add Visuals** Visuals can make your writing more interesting and easier to understand. Maybe you will
 - import photographs or illustrations
 - insert computer clip art
 - add graphs, charts, or diagrams
- 2 Present Your Writing** There are a lot of ways to share your finished work. Here are just a few ideas.
 - E-mail it to a friend or family member.
 - Send it to your favorite magazine or publication.
 - Turn it into a chapter for a group book about the topic.
 - Make a video clip of you reading it to add to a group presentation.



A Home for the Honeybee

In the wild, honeybee scouts look for places to make hives. They look for openings in hollow tree trunks. The opening needs to be high off the ground. That way the hive will be safe from predators. A hive also needs to be big enough for thousands of bees and all the nectar and pollen they gather. The best hive will also face south so it stays warm.



631

Page 631

Writing Traits

Good writing is clear, interesting, and easy to follow. To make your writing as good as it can be, check your writing to be sure it has the characteristics, or traits, of good writing.

Focus and Coherence

Writing is focused when the main idea is clear. It is coherent when all the ideas work together to tell about the same idea. What score can you give your or your partner's writing for focus and coherence? How can you make it better?

	Are the ideas related?	Is the writing complete?
4	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
3	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
2	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
1	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.

632

Page 632

Development of Ideas

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
4	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
3	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
2	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
1	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

633

Page 633

Writing Traits, *continued*

Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



634

Page 634

Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

635

Page 635

Grammar, Usage, Mechanics, and Spelling

Sentences

A sentence expresses a complete thought.

Kinds of Sentences

There are four kinds of sentences.

A **statement** tells something. It ends with a **period**.

Ned is at the mall now.
He needs a new shirt.

A **question** asks for information. It ends with a **question mark**.

Where can I find the shirts?

Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is, Do, Can, Are, and Will**.

Do you have a size 10?
Answer: Yes.
Are these shirts on sale?
Answer: No.

Other questions ask for more information. They start with words such as **Who, What, Where, When, and Why**.

What colors do you have?
Answer: We have red and blue.
Where can I try this on?
Answer: You can use this room.

An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

This is such a cool shirt!
I love it!

A **command** tells you what to do or what not to do. It usually begins with a **verb** and ends with a period.

Please bring me a size 10.
Don't open the door yet.

If a command shows strong emotion, it ends with an exclamation mark.

Wait until I come out!



636

Page 636

Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."

That is **not** a good color for me.
I **can't** find the right size.

Complete Sentences

A complete sentence has two parts.

The **subject** tells whom or what the sentence is about.

My friends buy clothes here.
The other store has nicer shirts.

The **predicate** tells what the subject is, has, or does.

My friends buy clothes here.
The other store has nicer shirts.

Subjects

All the words that tell about a subject is the **complete subject**.

My younger sister loves the toy store.

The **simple subject** is the most important word in the complete subject.

My younger sister loves the toy store.

A **compound subject** has two nouns joined together by the words **and** or **or**.

Terry **and** Brittany never shop at this store.
My mom **or** my dad always comes with me.

Predicates

All the words in the predicate is the **complete predicate**.

The stores open today at nine.

The **simple predicate** is the **verb**. It is the most important word in the predicate.

The stores open today at nine.

A **compound predicate** has two or more verbs that tell about the same subject. The verbs are joined by **and** or **or**.

We eat **and** shop at the mall.
Sometimes we see a movie **or** just talk with our friends.

637

Page 637

Sentences *(continued)*

Compound Sentences

When you join two sentences together, you can make a compound sentence.

Use a comma and the conjunction and to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, and I go with them.
Use a comma and the conjunction but to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, but I ride my bike.
Use a comma and the conjunction or to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, or you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An independent clause expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A dependent clause does not express a complete thought. It is not a sentence.	before it gets busy
To make a complex sentence , join an independent clause with one or more dependent clauses . If the dependent clause comes first, put a comma after it.	Before it gets busy, Mom and her friends walk around the mall for exercise.



Nouns

Nouns name people, animals, places, or things.

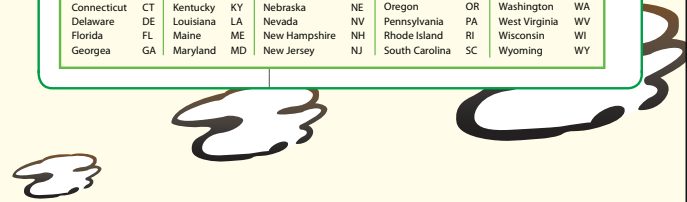
Common Nouns and Proper Nouns

There are two kinds of nouns.

A common noun names any person, animal, place, or thing of a certain type.	I know that girl . She rides a horse . I sometimes see her at the park . She walks her dog there.
A proper noun names a particular person, animal, place, or thing.	I know Marissa . I sometimes see her at Hilltop Park . She walks her dog Chase there.
<ul style="list-style-type: none"> Start all the important words with a capital letter. Start the names of streets, cities, and states with a capital letter. Also use capital letters when you abbreviate state names. 	Her family is from Dallas, Texas . They live on Crockett Lane .

Abbreviations for State Names in Mailing Addresses

Alabama AL	Hawaii HI	Massachusetts MA	New Mexico NM	South Dakota SD
Alaska AK	Idaho ID	Michigan MI	New York NY	Tennessee TN
Arizona AZ	Illinois IL	Minnesota MN	North Carolina NC	Texas TX
Arkansas AR	Indiana IN	Mississippi MS	North Dakota ND	Utah UT
California CA	Iowa IA	Missouri MO	Ohio OH	Vermont VT
Colorado CO	Kansas KS	Montana MT	Oklahoma OK	Virginia VA
Connecticut CT	Kentucky KY	Nebraska NE	Oregon OR	Washington WA
Delaware DE	Louisiana LA	Nevada NV	Pennsylvania PA	West Virginia WV
Florida FL	Maine ME	New Hampshire NH	Rhode Island RI	Wisconsin WI
Georgia GA	Maryland MD	New Jersey NJ	South Carolina SC	Wyoming WY



Nouns *(continued)*

Singular and Plural Count Nouns

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add -s to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes
For count nouns that end in a consonant plus y , change the y to i and then add -es . For nouns that end in a vowel plus y , just add -s .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children



Noncount Nouns

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

Weather Words	fog heat lightning thunder rain YES: Thunder and lightning scare my dog. NO: Thunders and lightnings scare my dog.
Food Words Some food items can be counted by using a measurement word such as cup, slice, glass, or head plus the word of . To show the plural form, make the measurement word plural.	bread corn milk rice soup YES: I'm thirsty for milk . I want two glasses of milk . NO: I'm thirsty for milks. I want milks.
Ideas and Feelings	fun help honesty luck work YES: I need help to finish my homework. NO: I need helps to finish my homework.
Category Nouns	clothing equipment mail money time YES: My football equipment is in the car. NO: My football equipments is in the car.
Materials	air gold paper water wood YES: Is the water in this river clean? NO: Is the waters in this river clean?
Activities and Sports	baseball dancing golf singing soccer YES: I played soccer three times this week. NO: I played soccers three times this week.

Grammar, Usage, Mechanics, and Spelling *continued*

Nouns *(continued)*

Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

Some jokes are funny.
Do you have a **favorite joke**?
I have **an uncle** who knows a lot of jokes.
It is **an event** when my uncle comes to visit.
He lives about **an hour** away from us.

He drives in **a** snow, **a** fog, or **a** ice to get here.

Uncle Raul is **the** uncle I told you about.
The jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.
He used to live in **Brazil**.
He speaks **English** and **Spanish**.
Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.
Sometimes he'll play **soccer** with me.
Then we go to **Sal's Café** to eat.
He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

This book has a lot of photographs.

Those books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

642

Page 642

Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?
The **men's** scores are the highest.



643

Page 643

Grammar, Usage, Mechanics, and Spelling *continued*

Pronouns

A pronoun takes the place of a noun or refers to a noun.

Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

Use **you** to speak to another person.

Use **she** for a girl or a woman.

Use **he** for a boy or a man.

Use **it** for a thing.

I am Jack. I want to find out about Mars.

Are you interested in Mars, too?



Julia thinks Mars is a good topic.
She will help write a report about the planet.

Jack downloaded some photos.
He added the pictures to the report.

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.

Use **we** for yourself and one or more other people.

Use **they** for other people or things.

Are you prepared for tomorrow?

Yes. Sam and I are ready. We give a report tomorrow.



Scott and Tyrone set up the video camera.
They will record each presentation.

644

Page 644

Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

Julia is a good speaker.
She tells the class about Mars.

The photos show the surface of Mars.
They are images from NASA.

Subject Pronouns

Singular	Plural
I	we
you	you
he, she, it	they

Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."
Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.

The class asked **them** about Mars.

Jack put **the report** online.

Jack put **it** online.

Object Pronouns

Singular	Plural
me	us
you	you
him, her, it	them

Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.

Use **ours** to show that you and one or more people own something.

Use **yours** to show that something belongs to one or more people you are talking to.

Use **his** for one boy or man. Use **hers** for one girl or woman.

For two or more people, places, or things, use **theirs**.

I wrote a report about the sun.
The report about the sun is **mine**.

Meg, Bob, and I drew diagrams.

The diagrams are **ours**.

Have you seen my report, Matt?
Yes, that report is **yours**.

Here is **Carole's** desk.
The desk is **hers**.

Ross and Clare made posters.
The posters are **theirs**.

Possessive Pronouns

Singular	Plural
mine	ours
yours	yours
his, hers	theirs

645

Page 645

Adjectives

An adjective describes, or tells about, a noun.

How Adjectives Work

Usually, an **adjective** comes before the noun it tells about. But, an **adjective** can also appear after verbs such as *is, are, look, feel, smell, and taste*.

You can buy **delicious** fruits at the market.

All the fruit looks **fresh**.
The shoppers are **happy**.

Adjectives describe

- what something is like
- the size, color, and shape of something
- what something looks, feels, sounds, or smells like

The market is a **busy** place.

The **round, brown** baskets are filled with fruits and vegetables.

The **shiny** peppers are in one basket. Another basket **has crunchy** cucumbers. The pineapples are **sweet and juicy**.



Some **adjectives** tell "how many" or "in what order."

The sellers have **two** baskets of beans.

The **first** basket is near the limes.

If you can count what you see, use:

many	several	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

If you can't count what you see, use:

many	not much
a lot of	only a little
few	not any
some	no

When you don't know the exact number of things, use the adjectives in the chart.

When there's a **lot of** sun, the sellers sit in the shade.

Possessive adjectives tell who owns something.

I pick out some oranges. **My** oranges are in the bag. That basket is **Ryan's**. **His** basket is full of apples. **The sellers'** chairs are in the shade. **Their** chairs are under umbrellas.

Adjectives That Compare

Adjectives can help you make a comparison, or show how things are alike or different.

To compare two things, add **-er** to the adjective. You will often use the word **than** in your sentence, too.

This is a **small** pineapple. The guava is **smaller than** the pineapple.



To compare three or more things, add **-est** to the adjective. Always use **the** before the adjective.

The lime is **the smallest** fruit of them all.

For some adjectives, change the spelling before you add **-er** or **-est**.

- If the adjective ends in silent **e**, drop the final **e** and add **-er** or **-est**.

large	nice
larger	nicer
largest	nicest

- If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty	crazy
prettier	crazier
prettiest	craziest

- If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add **-er** or **-est**.

big	sad
bigger	sadder
biggest	saddest

A few adjectives have special forms for comparing things.

good	bad	little
better	worse	less
best	worst	least

For adjectives with three or more syllables, do not use **-er** or **-est** to compare. Use **more**, **most**, **less**, or **least**.

YES: Of all the fruit, the guavas are the **most colorful**.
NO: Of all the fruit, the guavas are the colorfulst.
YES: The oranges are **more delicious** than the pears.
NO: The oranges are deliciouster than the pears.

When you make a comparison, use either **-er** or **more**; or **-est** or **most**. Do **not** use both.

The oranges are the **most** juicy of all the fruits.

Verbs

Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.

Action Verbs

An **action verb** tells what someone or something does.

The children **ride** bikes. They **wear** helmets for safety. They **pedal** as fast as they can.

The Verbs *Have* and *Be*

The verb **to have** tells what the subject of a sentence has.

I **have** a bicycle. It **has** twelve gears. My friend Pedro **has** a bicycle, too. Sometimes we **have** races.

Forms of the Verb *have*

have
has
had

The verb **to be** does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).

I **am** a fan of bicycle races. Pedro **is** excited about our next race.

Forms of the Verb *be*

am	was
are	were
is	

Linking Verbs

A few other verbs work like the verb **to be**. They do not show action. They just connect, or link, the subject of a word in the predicate. Some of these verbs are **look, seem, feel, smell, and taste**.

My bicycle **looks** fantastic! Pedro and I **feel** ready for the race.



Helping Verbs

A **helping verb** works together with an action verb. A helping verb comes before a **main verb**. Some helping verbs have special meanings.

- Use **can** to tell that someone is able to do something.
- Use **could, may, or might** to tell that something is possible.
- Use **must** to tell that somebody has to do something.
- Use **should** to give an opinion or advice.

Pedro and I **are racing** today. We **will do** our best.

We **can work** as a team.

We **may reach** the finish line first.

We **must pedal** hard to win!

You **should practice** more.

Contractions with Verbs

You can put a subject and verb together to make a **contraction**. In a contraction, an apostrophe (') shows where one or more letters have been left out.

They're riding fast. **They're** riding fast. **They're** riding fast.

You can make a contraction with the verbs **am, are, and is**.

Contractions with *Be*

I + am = I'm	she + is = she's
you + are = you're	where + is = where's
we + are = we're	what + is = what's

You can make a contraction with the helping verbs **have, has, and will**.

Contractions with *Have* and *Will*

I + have = I've	he + has = he's
you + have = you've	I + will = I'll
they + have = they've	it + will = it'll

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with *Not*

do + not = don't	have + not = haven't
did + not = didn't	has + not = hasn't
are + not = aren't	could + not = couldn't
was + not = wasn't	should + not = shouldn't

The contraction of the verb **can** plus **not** has a special spelling.

can + not = can't

Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, *(continued)*

Actions in the Present

All action verbs show when the action happens.

Verbs in the **present tense** show

- that the action happens now.

- that the action happens often.

To show the present tense for the subjects **he, she, or it**, add **-s** to the end of most action verbs.

- For verbs that end in **x, ch, sh, ss, or z**, add **-es**.

- For verbs that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For verbs that end in a vowel plus **y**, just add **-s**.

- For the subjects **I, you, we, or they**, do not add **-s** or **-es**.

The **present progressive** form of a verb tells about an action as it is happening. It uses **am, is, or are** and a main verb. The main verb ends in **-ing**.

Pedro **eats** his breakfast.
Then he **takes** his bike out of the garage.
Pedro and I **love** to ride our bikes on weekends.

Pedro checks the tires on his bike.
He finds a flat tire!

Pedro **fixes** the tire.
A pump **pushes** air into it.

"That should do it," he **says** to himself.

He **carries** the pump back into the garage.

I **arrive** at Pedro's house.
We **coast** down the driveway on our bikes.

We **are pedaling** faster.

I **am passing** Pedro!

He **is following** right behind me.



Actions in the Past

Verbs in the **past tense** show that the action happened in the past.

Yesterday, I **looked** for sports on TV.

The past tense form of a **regular verb** ends with **-ed**.

- For most verbs, just add **-ed**.
- For verbs that end in silent **e**, drop the final **e** before you add **-ed**.
- For one-syllable verbs that end in one vowel plus one consonant, double the final consonant before you add **-ed**.
- For verbs that end in **y**, change the **y** to **i** before you add **-ed**. For verbs that end in a vowel plus **y**, just add **-ed**.

I **watched** the race on TV.
The bikers **arrived** from all different countries.
They **raced** for several hours.

People **grabbed** their cameras.
They **snapped** pictures of their favorite racer.

I **studied** the racer from Italy.
I **stayed** close to the TV.

Irregular verbs do not add **-ed** to show the past tense. They have special forms.

The Italian racer **was** fast.
He **broke** the speed record!

Some Irregular Verbs

Present Tense	Past Tense
begin	began
do	did
have	had
make	made
take	took
ride	rode
win	won



Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, *(continued)*

Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

Tomorrow, Shelley **will clean** her bike.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.

She **will remove** all the dirt.

- use **am going to, are going to, or is going to** before the **main verb**.

She **is going to remove** all the dirt.
I **am going to help** her.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

The bike **will be** spotless.
Shelley **is going to be** pleased!

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

We **are not** going to stop until the bike shines.
Pedro **is not** going to believe it.
Her bike **will not** be a mess any longer.



Adverbs

An **adverb** tells more about a verb, an adjective, or another adverb.

How Adverbs Work

An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."

Josh **walks quickly** to the bus stop. (how)
He **will travel downtown** on the bus. (where)
He **will arrive** at school **soon**. (when)
Josh **never misses** a day of school. (how often)

An **adverb** can make an **adjective** or another adverb stronger.

Josh is **really good** at baseball.
He plays **very well**.

Some **adverbs** compare actions. Add **-er** to compare two actions. Add **-est** to compare three or more actions.

Josh **runs fast**.
Josh runs **faster** than his best friend.
Josh runs the **fastest** of all the players.



A few adverbs have special forms for comparing things.

well → better → best
badly → worse → worst

If the adverb ends in **-ly**, use **more, most, less, or least** to compare the actions.

Josh drops a ball **less** frequently than the other players.

When you use **adverbs** to make a comparison with **-er, -est**, or with a special form, do not also use **more** or **most**.

Josh jumps **more** higher than I do.
He is **more** better than I am at catching the ball.

Make sure to use an **adverb** (not an adjective) to tell about a verb.

I do not catch **well** at all.

Prepositions

A preposition links a noun or pronoun to other words in a sentence. A preposition is the first word in a prepositional phrase.

Prepositions

Some prepositions tell **where** something is.

above	under	beside	in front of	in back of	between
over	below	next to	by	behind	
	beneath	near			

Some prepositions show **direction**.

up	down	through	across	around	into
----	------	---------	--------	--------	------

Some prepositions tell **when something happens**.

before lunch	in 2003	on September 16
during lunch	in September	at four o'clock
after lunch	in the afternoon	from noon to 3:30

Other prepositions have many uses.

about	among	for	to
against	at	from	with
along	except	of	without

Prepositional Phrases

A prepositional phrase starts with a preposition and ends with a noun or a pronoun. Use prepositional phrases to add information or details to your writing.

At our school, we did many activities **for Earth Day**.
We picked up the trash **along the fence**.
Then we planted some flowers **next to it**.



Capital Letters

A word that begins with a capital letter is special in some way.

How to Use Capital Letters

A word that begins with a capital letter is special in some way.

Use a **capital letter** at the beginning of a sentence.
Our class is taking an exciting field trip. **W**e are going to an airplane museum.

Always use a capital letter for the pronoun **I**.
My friends and **I** can't wait!

Use a capital letter for a person's
• first and last name
• initials
• title
Matt J. Kelly and Matt Ross will ride with **Dr. Bye, Magdalena** and I are going with **Mrs. Liu**.

Use a capital letter for the names of
• the days of the week and their abbreviations
• the twelve months of the year and their abbreviations

Days of the Week	Months of the Year
S unday	S un.
M onday	M on.
T uesday	T ue.
W ednesday	W ed.
T hursday	T hurs.
F riday	F ri.
S aturday	S at.
	J anuary
	F ebruary
	M arch
	A pril
	M ay
	J une
	J uly
	A ugust
	S eptember
	O ctober
	N ovember
	D ecember

These months are not abbreviated.

Use a capital letter for each important word in the names of special days and holidays.
Earth **D**ay **F**ourth of **J**uly **H**anukkah
Thanksgiving

Capital Letters, (continued)

More Ways to Use Capital Letters

Use a capital letter for each important word in the names of
• public places, buildings, and organizations
• streets, cities, and states
• landforms and bodies of water, continents, and planets and stars

The **W**ilson **A**irplane **M**useum is in the **V**eterans **M**emorial **H**all. It's in the middle of **V**eterans **P**ark, right next to the **P**iney **W**oods **Z**oo.

The museum is on **F**light **A**venue. It is the biggest airplane museum in **F**lorida. It's the biggest in the whole **U**nited **S**tates!

Landforms and Bodies of Water	Continents	Planets and Stars
R ocky M ountains	A frica	E arth
S ahara D esert	A ntarctica	M ars
G rand C anyon	A sia	the B ig D ipper
P acific O cean	A ustralia	the M ilky W ay
C olorado R iver	E urope	
L ake E rie	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:

Kitty B. Perry
Downtown Pet Sales
2456 N. Yale Ave.
Houston, TX 77074

TX is the abbreviation for the state of Texas.

Question Mark

Use a **question mark**
• at the end of a question
• after a question that comes at the end of a statement.
Do you want to go to the pet store with me?
You can go right now, can't you?

Exclamation Point

Use an **exclamation point** at the end of a sentence to show strong feelings.
I'm glad you decided to come!
This is going to be fun!

Grammar, Usage, Mechanics, and Spelling *continued*

Punctuation, *(continued)*

Commas

Use a **comma**

- when you write large numbers
- to separate three or more things in the same sentence
- before the words **and**, **but**, or **or** in a compound sentence.

There are more than 1,300 pets at this store.
Should I get a dog, a cat, or a parrot?
I came to the store last week, and the salesperson showed me some dogs.
She was very helpful, but I couldn't make a decision.

Use a **comma** to set off

- short words like **Oh**, **Yes**, and **Well** that begin a sentence
- someone's exact words

Oh, what a hard decision!
Well, I'd better choose something.
The salesperson said, "This little dog wants to go with you."
I said, "I like it, but I like those cats, too!"

Use a **comma** between two or more adjectives that tell about the same noun.

Do I get a big, furry puppy?
Or do I get a cute, tiny kitten?

Use a **comma** in letters

- between the city and state
- between the date and the year
- after the greeting in a friendly letter
- after the closing

177 North Avenue
New York, NY 10033
October 3, 2010

Dear Aunt Mia,

Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.

Your niece,
Becca

Quotation Marks

Use quotation marks

- to show a speaker's exact words
- to show the exact words from a book or other printed material
- the title of a magazine or newspaper article
- the title of a chapter from a book.

"Ms. Perry, this is the dog for me!" Becca said.

The ad said "friendly puppies" for sale.

I saw the idea in the article "Keeping Your Pet Happy."

Now I'm on the chapter "Working Dogs" in my book.

Ms. Perry, this is the dog for me!



Use periods and commas inside quotation marks.

"Many dogs are good with people," Ms. Perry said.
"You just have to decide if you want to big dog or a little one."

Apostrophes

Use an **apostrophe** when you write a **possessive noun**.

My **neighbor's** dog is huge.
The **Smiths'** yard is just big enough for him.

Use an **apostrophe** to replace the letter or letters left out in a **contraction**.

Let's go back to the pet store.
I'll look some more for the best pet for me.

Anthology Picture Dictionary

Picture Dictionary

The definitions are for the words as they are introduced in the selections of this book.

Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds	Symbols for Short Vowel Sounds	Symbols for R-controlled Sounds	Symbols for Variant Vowel Sounds
b box	a hat	ar barn	ah father
ch chick	e bell	air chair	aw ball
d dog	i chick	ear ear	oi boy
f fish	o box	ir fire	oo book
g girl	u bus	or corn	ow cow
h hat	th Earth	ur girl	ü fruit
j jar	th father		
k cake	v vase		
ks box	w window		
kw queen	hw whale		
l bell	y yarn		
m mouse	z zipper		
n pan	zh treasure		
ng ring			

Parts of an Entry

The **entry** shows how the word is spelled.

The **pronunciation** shows you how to say the word and how to break it into syllables.

The **picture** helps you understand more about the meaning of the word.

magnify

(mag-nu-fi) **verb**

When you **magnify** something you make it appear larger.



The butterfly wings are easier to see when you **magnify** them.

part of speech

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

abolish ► analyze

abolish

(u-bah-lish) **verb**

When you officially end something, you **abolish** it.



The scientist works to **abolish** disease.

acquire

(u-kwir) **verb**

When you **acquire** something, it becomes yours.



She **acquired** a shirt from her mom.

affect

(i-fekt) **verb**

If something **affects** you, it changes you or your situation.



The snow can **affect** your plans.

absorb

(ub-zorb) **noun**

When you take something in and hold it, you **absorb** it.



The sponge **absorbs** the water.

adapt

(u-dapt) **verb**

If you **adapt**, you change.



Visitors to Japan must **adapt** to a new way of eating.

alternate

(awl-tur-nut) **adjective**

Alternate means different.



They must find an **alternate** location.

access

(ak-ses) **noun**

When you have **access** to something, you can get or use it.



At a library you have **access** to many books.

advantage

(ud-van-tij) **noun**

An **advantage** is something that helps you.



Being fast is an **advantage** in tennis.

analyze

(a-nu-liz) **verb**

To **analyze** means to examine in detail.



She **analyzed** the cell under a microscope.

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

apply ► barriers

apply

(u-pli) **verb**

To **apply** means to ask for or to request something, usually in writing.



The boy will **apply** for a job.

aquifer

(a-kwu-fur) **noun**

An **aquifer** is an area of water under the ground.



This **aquifer** holds a lot of water.

argument

(ar-gyü-munt) **noun**

An **argument** is a reason for a viewpoint.



There are **arguments** for keeping our streets clean.

assume

(u-süm) **verb**

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



Don't **assume** you know the way. Check your map!

atmosphere

(at-mu-sfear) **noun**

The **atmosphere** is a mixture of gasses that are all around a planet.



The sky divers made a circle in the **atmosphere**.

availability

(ü-vä-lü-bi-lü-tè) **noun**

Availability means having access.



The **availability** of books inspired him to read.

balance

(ba-lans) **noun**

You create **balance** by giving the right amount of importance to different things.



It is good to have a **balance** of work and play time.



barrier

(ber-è-ur) **noun**

A **barrier** prevents you from getting to something.



The wall was a **barrier** to freedom.

behavior ► capacity

behavior

(bi-hä-vyur) **noun**

Behavior is the way a person acts.



Their bad **behavior** got them in trouble.

benefit

(be-nü-fit) **noun**

A **benefit** is something that helps.



Fresh air and exercise are **benefits** of playing soccer.

biodegradable

(bi-ö-di-gräd-du-bul) **adjective**

When things are **biodegradable**, they break down.



Banana peels are **biodegradable**.

boomtown

(büm-town) **noun**

A **boomtown** is an area that gets a large increase in money or people.



When people find gold in an area, a small village can turn into a **boomtown**.

borrow

(be-nü) **verb**

When you **borrow** something, you get to use it because someone gives you permission.



It is fun to **borrow** books from the library.

business

(biz-nus) **noun**

A **business** is a place that makes, buys, or sells things.



She sells lotion in her makeup **business**.

canal

(ku-nal) **noun**

A **canal** is a narrow ditch that is used so water can travel from one area to another.



Boats use **canals** to travel to the ocean.

capacity

(kü-pä-su-tè) **noun**

Capacity is how much something can hold.




This bucket has a **capacity** for one gallon of water.

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

carnivore > **classify**


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

carnivore
(kar-nu-vor) *noun*
A **carnivore** is an animal that eats other animals.




A lion is a **carnivore**.

chlorophyll
(klor-u-fil) *noun*
Chlorophyll is the green part of plants that lets them use sunlight to help make their food.




Chlorophyll is what makes plants look green.

claim
(klām) *noun*
A **claim** is something that a person has a legal right to. An area of land was often called a claim.




Many prospectors found gold on their **claims**.

challenge
(cha-lun) *noun*
A **challenge** is a difficult task or situation.



Carrying all the books at once is a **challenge**.

channel
(cha-nul) *verb*
When you **channel** something, you move it from one area to another.



Farmers use pipes to **channel** water to the field.

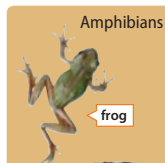
channel > **classify**

challenge > **channel**


claim > **classify**

classify
(kla-su-fi) *verb*
When you **classify** things, you put them into groups based on their similarities.


Amphibians



frog



toad



salamander

You can **classify** frogs, toads, and salamanders as **amphibians**.

channel > **classify**

challenge > **channel**

claim > **classify**

classify > **channel**

challenge > **channel**


claim > **classify**

664

climate > **consumer**


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

climate
(kli-mut) *noun*
Climate is the type of weather that usually happens in an area.




Penguins live in a cold **climate**.

conduct
(kon-duk) *verb*
An object **conducts** sound, heat, or electricity if it lets any of them pass through it.




Copper wire is used to **conduct** electricity.

conservation
(kon-sur-vā-shun) *noun*
When you turn off lights, you are practicing **conservation**. You are using energy carefully.




Conservation is good for the planet.

condensation
(kon-dun-sā-shun) *noun*
When water in the air cools down and forms drops, it is called **condensation**.




Condensation will form on windows when it is cold outside.

conflict
(kon-flikt) *noun*
A **conflict** is a disagreement between people or groups.




They had a **conflict** about responsibilities at home.

construction
(kun-struk-shun) *noun*
Construction is the process of building something.




The house is under **construction**.

conditions
(kun-di-shuns) *noun*
All of the details of a situation are its **conditions**.



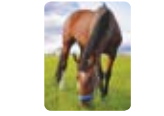
Some people want better working **conditions**.

consequence
(kon-su-kwens) *noun*
A **consequence** is the result of an action.



A flood is a **consequence** of heavy rain.

consumer
(kun-sū-mur) *noun*
A **consumer** eats plants or animals. All animals are consumers.



A horse is a **consumer** of grass.

climate > **consumer**

conduct > **climate**

conservation > **climate**

condensation > **climate**

conflict > **climate**

construction > **climate**

conditions > **climate**

consequence > **climate**


consumer > **climate**

665

cooperate > **custom**


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

cooperate
(kō-ah-pu-rāt) *verb*
When you **cooperate**, you work together.




We **cooperated** to clean up the messy room.

course
(kōrs) *noun*
A **course** is the direction or route something goes in.




The river's **course** takes it all the way to the ocean.

cost
(kawst) *noun*
The **cost** of something is how much you pay to buy it.




The **cost** of gas changes all the time.

country
(kun-trē) *noun*
A **country** is an area that has its own laws and government.




People can travel from one **country** to another.

credit
(kred-it) *noun*
If someone uses **credit** to pay for something, it means they will pay for it later.




She buys the flowers on **credit**.

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.

cooperate > **custom**

course > **cooperate**

cost > **course**

country > **course**

credit > **course**

current > **course**

custom > **course**

cooperate > **credit**

course > **credit**

cost > **credit**

country > **credit**

credit > **cost**

current > **credit**

custom > **credit**

666

debate > **development**

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

debate
(di-bāt) *verb*
When you **debate** an idea, you talk about it with someone who has a different opinion.



The boys **debated** which sport is best.

demands
(di-mānds) *noun*
Demands are things people ask for strongly.



Respect for one and all are her **demands**.

deplete
(di-plēt) *verb*
When you **deplete** something, you use it up.



They **depleted** the forest of trees.

debt
(det) *noun*
A **debt** is something you have to pay back.



She borrowed a dollar, and will pay back the **debt** next week.

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.

decrease
(di-krēs) *verb*
To **decrease** means to become less or smaller.



When I spend money, my savings **decrease**.

development
(di-ve-lup-munt) *noun*
Development is growth and progress.



This is a new **development** in technology.

debate > **development**

demands > **debate**

deplete > **debate**

debt > **debate**

demonstrate > **debate**

determine > **debate**

decrease > **debate**

development > **debate**

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.

dispose
(di-spōz) *verb*
When you **dispose** of something, you are throwing it away.



His chore is to **dispose** of the trash.

distinguish
(di-sting-gwish) *verb*
Distinguish means to tell the difference between two things.



It's hard to **distinguish** Chris from his twin Joe.

diversity
(du-vur-su-tē) *noun*
The **diversity** of a group is how different the members of the group are.



There is a **diversity** of students in my class.

earnings
(ur-nings) *noun*
Earnings are the payment someone receives for work.



She put all her **earnings** into her piggy bank.

education
(e-ju-kā-shun) *noun*
An **education** is all the knowledge and skills someone has learned.



She is proud of her college **education**.

effect
(i-fekt) *noun*
An **effect** is the result of something else.



A runny nose is an **effect** of a cold.

668

electrical > **escape**

electrical
(i-lek-tri-ku) *adjective*
Electrical power comes from an electricity source, such as a wall outlet or a battery.



The toaster will not work if it's not plugged into an **electrical** outlet.

energy
(e-nur-jē) *noun*
Energy is the power to do work.



It takes a lot of **energy** to run a marathon.

equality
(i-kwah-lu-tē) *noun*
When people have **equality**, they all have the same rights.



Equality in sports makes it possible for both men and women to play.

emancipation
(i-mant-su-pā-shun) *noun*
Emancipation is the act of setting a group of people free.



After their **emancipation**, many enslaved people started new lives.

entrepreneur
(on-tru-pru-nur) *noun*
An **entrepreneur** is someone who starts new businesses and is good at making money.



These **entrepreneurs** started a car-washing service.

employment
(im-ploi-munt) *noun*
Employment is work someone does to earn money.



His **employment** brings in extra money.

escape
(is-kāp) *verb*
To **escape** means to get away from a bad situation.




This dog **escapes** from his bath!

669


essential > **explanation**

essential
(i-sent-shul) *adjective*
Essential means important or necessary.




Water is **essential** for our survival.

evaporation
(i-vā-pu-rū-shun) *noun*
Evaporation is when a liquid changes into a gas or steam.




Evaporation happens when mom makes tea.

expansion
(ik-span-shun) *noun*
Expansion is when something gets bigger.




Blowing into a balloon causes its **expansion**.

establish
(i-sta-blish) *verb*
Establish means to put a person or thing in a successful position.



The win **established** him as captain.

event
(i-vent) *noun*
An **event** is something that happens.




The street fair is a big **event**.

ethnic
(eth-nik) *adjective*
An **ethnic** group is people who share the same culture or race, or are from the same country.



The United States is made up of many **ethnic** groups.

evidence
(e-vu-duns) *noun*
You use **evidence** to prove an idea.




The ball was **evidence** of how the window was broken.

expenses
(ik-spens-ez) *noun*
Expenses are the money spent on something.



Her medical **expenses** cost less than she expected.

explanation
(ek-splū-nā-shun) *noun*
An **explanation** gives a reason or makes something easy to understand.




The teacher's **explanation** of DNA was helpful.

670


explore > **ghost town**

explore
(ik-splor) *verb*
To **explore** means to look around a new place.




They found a new river to **explore**.

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.

frontier
(frun-tear) *noun*
A **frontier** is a new place where few, or no, people live.




Space is a **frontier** for us to explore.

favorable
(fā-vu-ru-bul) *adjective*
Something that is **favorable** is good.




They had **favorable** weather for the party.

freedom
(frē-dum) *noun*
Freedom is being able to say, think, and do what you want.




A bird has the **freedom** to fly.

generate
(je-nu-rāt) *verb*
When you **generate** something, you make it.




This family **generates** a lot of trash.

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**.

fresh water
(fresh wah-tur) *noun*
Fresh water is found in lakes and rivers. It contains almost no salt.



The Great Lakes, which border the U.S. and Canada, are full of **fresh water**.

ghost town
(gōst town) *noun*
A **ghost town** is a place no one lives anymore.




Many places in the West became **ghost towns** after all the gold and silver was gone.

671


gold rush > **income**

gold rush (göld rush) *noun*
A **gold rush** is when many people hurry to a place that has gold in the soil.




In 1849 California had a **gold rush**. People came from all over the world to find gold.

gourd (gord) *noun*
A **gourd** is a fruit with a hard shell that you can use as a container after the fruit is gone.




He drinks water from a **gourd**.

heat (hēt) *noun*
Heat is warmth from something that is hot.




Our cat likes the **heat** from the fireplace.

goods (goods) *noun*
Goods are things that are bought and sold.




This market sells many types of **goods**.

herbivore (hur-bu-vor) *noun*
An **herbivore** is an animal that only eats plants.




A rabbit is an **herbivore**.

immigration (i-mu-grä-shun) *noun*
Immigration is when you come to live in a country that is not where you were born.




The early 1900s was a time of great **immigration** from Europe to the U.S.

identity (i-den-ti-tē) *noun*
Your **identity** makes you who you are.



Playing music is part of this boy's **identity**.

income (in-kum) *noun*
Income is money that someone receives on a regular basis.




Her paycheck shows her weekly **income**.

672


individual > **law**

individual (in-du-vi-ju-wul) *noun*
An **individual** is a person.




Each **individual** at school is important.

investigate (in-ves-tu-gät) *verb*
When you **investigate** something, you try to find out more about it.




She **investigates** the insects on the leaf.

investor (in-ves-tur) *noun*
An **investor** buys something hoping it will make money.




She helps people become **investors** in start-up businesses.

insulate (in-su-lät) *verb*
To **insulate** something is to wrap or cover it so that heat, cold, or electricity will not get in or out.




If you **insulate** your pipes, they won't freeze when it gets cold.

influence (in-flü-uns) *verb*
If something **influences** you, it affects you.




Her kindness **influenced** me to be kind.

labor (lä-bur) *noun*
Labor is the hard work someone does.




A lot of time and **labor** goes into making a chair.

landfill (land-fil) *noun*
A **landfill** is a large area where garbage is stacked and then covered over with soil.



Bulldozers are used to move the garbage around in **landfills**.

law (law) *noun*
A **law** is a government's official rule.




The police remind people to follow the **law**.

673


limited resources > **nutrients**

limited resources (li-mu-tud rē-sors-ez) *noun*
Limited resources are things people need and use that are in very short supply.




Clean drinking water is a **limited resource**.

loan (lōn) *noun*
A **loan** is money that you borrow from someone else, or from a bank, and that you must repay.




Because of his good credit score, he got a **loan**.

magnify (mag-nu-fi) *verb*
When you **magnify** something you make it appear larger.




The butterfly wings are easier to see when you **magnify** them.

microscope (mi-kru-sköp) *noun*
A **microscope** is something that lets you see very small things by magnifying them, or making them look larger.




You can see red blood cells with a **microscope**.

mining (mi-ning) *noun*
Mining is digging for coal, or other precious things such as diamonds, silver, or gold.




Coal **mining** is hard and dangerous work.

nonviolence (non-vi-u-luns) *noun*
Nonviolence is to not use force.



These people believe in **nonviolence**. Their protest is peaceful.

nutrients (nü-trē-untz) *noun*
Nutrients are things found in food that help plants, animals, and people to survive.




The **nutrients** in fruit and vegetables help people stay healthy.

674


observe > **origin**

observe (üb-zurv) *verb*
Observe means to watch someone or something closely.




He **observes** birds in the trees.

obstacle (öb-sti-kul) *noun*
An **obstacle** is something that stops you from succeeding.




A broken leg is an **obstacle** to playing soccer.

omnivore (om-ni-vor) *noun*
An **omnivore** is an animal that eats both plants and meat.




Bears are **omnivores**.

oppose (ü-pöz) *verb*
Oppose means to disagree with an idea or action.




They protested to **oppose** the government's decision.

organization (ör-gu-nu-zä-shun) *noun*
An **organization** is a business or other official group.




This **organization** helps lost pets.

opportunity (ah-pur-tü-nu-tē) *noun*
An **opportunity** is a good chance to do something.



There is a job **opportunity** here.

origin (ör-u-jün) *noun*
An **origin** is the beginning of something or where something came from.



The **origin** of chocolate is the cacao bean.

675

partnership > **power**

partnership (part-nur-ship) *noun*
Individuals in a **partnership** work together and share the results of their work.



*The kids formed a **partnership** to sell cookies and lemonade.*

plantation (plan-tā-shun) *noun*
A **plantation** is a large farm, usually in a hot place, which grows crops such as coffee, cotton, or sugar.



*This tea **plantation** is in Japan.*

plastic (plas-tik) *noun*
Plastic is a synthetic, or human-made material, which is light weight. It is used for making many things.



*The toy duck is made of **plastic**.*

photosynthesis (fō-tō-sin-thu-sus) *noun*
Photosynthesis is the process that plants use to make their food.



*A scientist grows plants to study **photosynthesis**.*

pollution (pu-lū-shun) *noun*
Pollution is harmful substances that hurt the air, water, and soil.



*Car exhaust causes air **pollution**.*

population (pah-pyū-lā-shun) *noun*
A **population** is the number of people living in an area.



*This city's **population** is large.*

power (pow-ur) *noun*
Power is strength and energy.



*This machine has the **power** to lift heavy things.*

676

precipitation > **reduce**

precipitation (pri-si-pu-tā-shun) *noun*
Precipitation is rain, sleet, snow, or hail.



*When there is **precipitation**, it's good to take an umbrella.*

propose (prō-pōz) *verb*
Propose means to suggest something, such as an action.



*He **proposes** that his mom buy the blue shirt.*

producer (pru-dū-sur) *noun*
A **producer** makes things.



*This bush is a **producer** of blueberries.*

profit (prah-fut) *noun*
Profit is when someone sells something for more than it cost to buy or make.



*Our house sold for a large **profit**.*

protest (prō-test) *verb*
When you **protest**, you show that you do not like or agree with something.



*She **protests** that the paper was due the day before.*

ranching (ranch-ing) *noun*
Ranching is the business of raising animals on a ranch to be sold for their meat.



***Ranching** is hard work.*

recycle (rē-si-kuil) *verb*
When something is **recycled** it goes through a process that breaks it down into parts that can be used again.



*These cans were made from **recycled** aluminum.*

reduce (ri-dūs) *verb*
Reduce means to make something smaller or to use less of something.



*Our family tries to **reduce** the amount of trash we make.*

677

reflect > **require**

reflect (ri-flekt) *verb*
When light hits a mirror, it **reflects** the image, so you can see it.



*When a mirror **reflects** an image, the image is reversed.*

region (rē-jun) *noun*
A **region** is a large area or part of a place.




*Oregon is in the Northwest **region** of the United States.*

renewable (ri-nū-u-bul) *adjective*
Something is **renewable** when you can't use up all of it.



*Wind is a **renewable** resource.*

refuge (re-fyūj) *noun*
A **refuge** is a place where people go to be safe or to find shelter.



*These people found **refuge** from the rain.*

rely (ri-li) *verb*
If you **rely** on something, you need it.



*We **rely** on electricity in our home.*

require (ri-kwir) *verb*
Require means to need.




*A plant **requires** sunlight to survive.*

678


reservation > **services**

reservation (re-zur-vā-shun) *noun*
Reservations are places Native Americans were moved to in the 1800s.




*These Minionjou Sioux Native Americans are camping in tipis on a **reservation** in South Dakota.*

reuse (rē-yūz) *verb*
When you **reuse** something you use it again instead of throwing it into the trash.




*We **reused** this egg carton to sprout seeds.*

responsibility (ri-spon-su-bi-lu-tē) *noun*
A **responsibility** is something you should do.



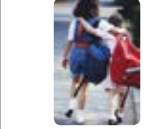
*It is my **responsibility** to walk the dog.*

risk (risk) *verb*
When you **risk** something, you are in danger of losing or harming it.




*If she does not wear a helmet, she **risks** hurting herself.*

route (rūt) *noun*
A **route** is a path to go someplace.




*Do you take the shortest **route** to school?*

runoff (run-of) *noun*
Runoff is water that starts as rain or snow on land, and ends up going into the ocean.




*When ice melts, the **runoff** flows into the sea.*

scarcity (skair-su-tē) *noun*
If there is a **scarcity** of something, there is not enough of it.



*There's a **scarcity** of water here.*

services (sur-vū-sez) *noun*
A **service** is work someone does for money, such as delivering mail.




*Delivering the mail is a **service**.*

679


settler > **specialize**

settler
(set-lur) *noun*
A **settler** is someone who moves to a new area to live.




These pioneers were **settlers** in the western United States.

shortage
(shor-tij) *noun*
Shortage is when you don't have enough.




In a water **shortage**, the grass turns dry and brown.

slavery
(slā-vu-rē) *noun*
Slavery is when one person owns another person.




Slavery was abolished in the United States by an amendment to our Constitution.

society
(sū-sī-u-rē) *noun*
A **society** is a group of people who share rules and customs.




Our **society** has safety rules.

solar
(sō-lur) *adjective*
Solar is something that comes from the sun.




Solar power heats and cools this home.

solution
(sū-lī-shun) *noun*
A **solution** is something that solves a problem.



Reading is a good **solution** for boredom.

specialize
(spe-shu-liz) *verb*
To **specialize** is to learn or know a lot about one thing.




He **specializes** in fixing bicycles.

680


speculate > **thermal**

speculate
(spe-kyu-lā) *verb*
When you **speculate**, you make a guess.




They **speculate** that people will buy lemonade.

store
(stor) *verb*
When you **store** something, you keep it somewhere until it is needed.




They **store** their stuffed bunny with the towels.

strike
(strik) *noun*
When people **strike**, they don't work because they do not agree with the boss or the company they work for.




These people are on **strike**.

supply
(su-plī) *verb*
To **supply** means to provide things people need.




Farms **supply** us with vegetables, such as lettuce.

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!

symbol
(sim-bul) *noun*
A **symbol** is something that stands for something else.




A heart shape is a **symbol** for love.

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

Anthology Index

Index

- A**
Adages and other sayings 594
Adjectives
see *Conventions, Grammar*
Adverbs
see *Conventions, Grammar*
Analogies 326, 360
Antonyms 62, 248, 326, 360
Ask questions 38, 538, 572, 573
of author 60, 127, 131, 543, 620
of text 82, 89, 93, 98, 103, 109, 116, 125
see also *Speaking*
Audience, writing for a particular 144, 450, 526
Author's purpose
evaluating 331, 405, 411, 412, 492
Author's style 25, 49, 99, 173, 245, 267, 271, 277, 323, 437, 517, 591
Author's viewpoint 460, 467, 471, 475, 483, 485, 487, 489
- C**
Cause and effect 380, 387, 389, 391, 403, 405, 407, 416, 433, 439, 445, 597
Characters, story
analyzing 17, 21, 24, 93, 101, 226, 349, 353, 363, 524
changes in 6, 24, 27
development of 6, 27, 349
functions of 80, 89, 101, 105, 336, 357, 359, 367
identifying 230, 570
roles of
characters 80, 89, 101, 105, 107, 144, 336, 359
conflicts 89, 101, 105, 144
relationships 336, 359, 365
Clarify 21, 33, 35, 42, 53, 57, 59, 63, 65, 67, 123, 334, 389
- Clauses** 143
Compare
and contrast 40, 61, 142, 214, 368, 448, 524, 602
author's purpose 412, 492
content 182, 287, 445
characters 518, 524
figurative language 254, 288
genre 36, 214, 448
ideas 602
literary language 68
See also *figurative language*
online documents 142
procedures 566
texts 110, 142, 254, 288, 332, 368, 412, 448, 492, 523
themes 368
Comparisons, making 17, 21, 24, 49, 59, 155, 211, 287, 303, 445, 461, 494, 518, 523
Compound words 440, 616
Conclusions, drawing
see *Synthesize*
Confirm predictions 8, 244, 271, 436, 509, 513
Connections, making
text to self 137, 228, 304, 311, 315, 327, 338, 339, 405, 473, 521, 538, 549, 572, 621
text to text 29, 63, 103, 338, 345, 361, 363, 441, 485, 538, 561, 572, 579, 621
text to world 29, 177, 209, 249, 281, 287, 313, 321, 327, 329, 357, 485, 524, 538, 565, 572, 621
Context clues, using to determine meanings
multiple meaning 484, 520
unfamiliar words 404, 440, 520, 615
Conventions, in writing
capitalization 37, 219, 302, 323, 333, 630
- parts of speech
adjectives 333, 369, 373, 453, 529
adverbs 453, 493, 529
conjunctions 69, 147, 369, 373
nouns 183, 215, 219, 369, 373
prepositions 525, 529
pronouns 413, 449, 630
verbs 69, 255, 289, 567, 603, 630
punctuation
apostrophes 289, 369, 373, 630
commas 147
of quotations 291, 295, 630
of sentences 37, 147, 219
sentences 37, 143, 146, 147, 630
Roman numerals 302, 325
subject-verb agreement 69, 73, 255, 289, 630
- D**
Define and explain
see *Speaking*
Determine importance
identify main idea and details 100, 116, 179, 181, 186, 188, 189, 195, 197, 201, 209, 213, 228, 302, 315, 317, 319, 321, 322, 325, 331, 332, 361, 397, 409, 482, 498, 538, 563, 620
summarize 156, 157, 167, 177, 199, 203, 235, 249, 325, 433, 452, 479, 519, 538, 620
Dictionary 28
Drama, elements of 420, 421, 423, 429, 436, 437
Dramatic adaptations of texts 421, 437

684

Page 684

- E**
Earth science
saving energy 463
waste 465–491
recycling 465–491, 485–491
Economics
entrepreneurs 561–565, 595–601
starting a business 541–557
Ecosystems and their food chains
desert 177–181
ocean 191–205, 209–213
Explain 17, 29, 133, 171, 251, 529, 345, 393, 395, 489, 599
see also *Speaking*
- F**
Facts
Identifying 324
interpreting from
graphics 125, 129, 181, 201, 211, 213, 311, 313
verifying 112, 134
Fiction, elements of 570, 593
Figurative language
see *Imagery*
Fluency 27, 61, 101, 135, 175, 207, 247, 279, 325, 359, 403, 439, 483, 519, 559, 593
Foreshadowing 288
- G**
Generalizations
see *Synthesize*
Genres
advertisement 482, 558
article 137, 249, 281, 327, 370, 384, 402, 464, 482, 492, 561, 566
autobiography 44, 60
blog 9, 116, 117, 118, 134
biography 262, 278, 279
cartoon 260, 498
description 99, 517
diary 25, 26, 36
documentary 63, 75
editorial 261, 530
e-mail 499
essay 148, 405, 485, 492, 592
friendly letter 402
history article 249, 384, 402
how-to article 137
interview 43, 189, 190, 206, 214, 216
journal 25, 26, 74, 374
legend 361
magazine article 370, 595
myth 70, 84, 98, 100, 102, 103, 110, 144
narrative poem 441, 448, 450
newspaper article 561, 566
oral history 29, 36
personal narrative 70, 157, 229, 305, 419
persuasive article 464, 482
persuasive essay 463, 526
play 420, 437, 438, 448
poetry 358, 441, 443, 521, 523
procedural text 540, 558, 566, 604
realistic fiction 158, 174, 340, 358
report 323, 339
research report 290
science article 209, 214, 327
science feature 306, 324
science fiction 83, 383
short story 500, 518
story 10, 152, 245, 573
social studies article 281
speech 539
tale 230, 246
thank-you letter 246
Glossary (picture dictionary) 660–691
Goal and outcome 114, 121, 131, 133, 135, 496, 503, 513, 519, 604
- Grammar**
adjectives 333, 369, 646, 647
adverbs 493, 653
articles 642
capitalization 655, 656
compound subject 69
conjunctions 73, 143, 638
nouns 37, 69, 73, 183, 215, 369, 639, 640, 641, 643
prepositions 525, 654
pronouns 413, 449, 644, 645
punctuation
apostrophes 369, 643, 659
commas 147, 638, 658
end-of-sentence marks 37
exclamation point 657
periods 657
question marks 657
quotation marks 659
sentences 37, 111, 143, 636, 637, 638
verbs 69, 255, 289, 567, 603, 648, 649, 650, 651, 652
Graphic organizers
author's purpose chart 412, 492
author's viewpoint chart 460, 483, 527
cause-and-effect chain 416, 439
cause-and-effect organizer 380, 403, 451
character chart 6, 27, 80, 101, 145, 366, 359
cluster 627
comparison chart 68, 110, 142, 214, 254, 288, 332, 368, 448, 566, 602
concept map 74, 220, 296, 374, 454, 530, 608
diagram 113, 153, 185, 301
expanded meaning map 115, 259, 381
goal and outcome chart 114, 135, 496, 519
mind map 148
outline 294, 302, 325,

685

Page 685

Index, continued

- 371, 627
plot diagram 154, 175
sequence chain 258, 279, 536, 559, 605
story map 570, 593
t-chart 71
theme chart 226, 247
Venn diagram 36, 40, 61, 524
vocabulary example chart 155, 303, 571
web 182
word map 337, 461
word web 41, 360
- Graphics**, using
to gain an overview 477, 543
to locate information 125, 129, 181, 201, 211, 213, 311, 313, 471, 540, 551
- H**
Homographs 404
Human rights
equality 229
farm workers 263–277
freedom 249–253
justice for women 281–287
labor organizations 263–277
protesting 261
underground railroad 249–253
- I**
Idioms 171, 327, 485, 560, 619
Inferences, making 63, 107, 139, 163, 228, 229, 235, 249, 253, 260, 261, 281, 283, 285, 441, 481, 521, 538, 572, 590, 595, 597, 599, 621
Imagery 254
description 109, 275, 288, 325, 329, 349, 353, 377, 403, 447, 485
similes 57, 68, 281, 288, 367, 517, 618
metaphors 33, 53, 68, 288, 309, 491, 618
personification 618
Immigration
immigrant journeys 29–35
immigrant stories 63–67
refugees 44–59
- J**
Judgments, make 479, 553, 601
- L**
Listening
ask for and give information 4, 5, 26, 75, 149, 151
carry out commands 78
dialogue 38, 184, 224, 334, 414
discussions 74, 83, 110, 142, 148, 185, 220, 257, 288, 296, 335, 368, 374, 412, 415, 448, 454, 459, 460, 530, 608
language structures 4, 38, 112, 152, 184, 224, 256, 300, 334, 378, 383, 414, 419, 458, 459, 463, 494, 499, 534, 568, 569
media
MP3 4, 38, 152, 184, 224, 256, 300, 334, 378, 414, 458, 494, 534, 568
video 3, 77, 151, 223, 299, 337, 377, 457, 533
negotiation 256
performances 149, 147, 221, 437, 531
poems 61, 207, 325, 378, 450, 453, 531
presentations 73, 147, 219, 295, 373, 375, 453, 455, 529, 531, 607, 609
songs 4, 78, 112, 152, 256, 300, 359, 458, 494, 534, 568
speakers
asking questions 38, 83, 153
making comments 72, 146, 218, 295, 372, 373, 452, 528, 606
take notes 217, 219, 302, 336, 416, 496
verify 112, 134
Literary devices/language 33, 53, 57, 68, 109, 281, 288, 309, 326, 327, 349, 353, 358, 367, 447, 491, 517, 618
Logical order 217, 295, 627
see also *Sequence*
- M**
Main idea and details
see *Determine importance*
Metaphors 68, 618
see also *Imagery*
Media, non-print
MP3 4, 9, 28, 38, 152, 184, 224, 256, 300, 334, 378, 414, 458, 494, 534, 568
Internet 3, 7, 26, 28, 41, 45, 60, 62, 77, 81, 100, 102, 115, 120–133, 137–138, 140, 149, 134, 136, 155, 174, 176, 187, 206, 208, 223, 227, 246, 259, 278, 299, 303, 324, 337, 358, 377, 381, 402, 404, 417, 438, 440, 457, 461, 482, 497, 518, 533, 537, 560, 571, 592
presentations 295
use of 624, 626
video 3, 77, 151, 223, 299, 337, 381, 457, 533
Monitor comprehension
see *Plan and monitor*
Multiple meaning words
see *Context clues*
- N**
Narrator 10, 262, 267, 500, 574
Nouns
see *Conventions, Grammar*
- P**
Paraphrasing
paraphrase 27, 101, 123, 141, 175, 205, 239, 247, 253, 285, 319, 322, 325, 399, 403, 452, 481, 483, 568
vs. plagiarism 294
Personification 618
see also *Imagery*
Plan and monitor
preview and predict 8, 538, 572, 620
monitor and clarify 42, 334, 538, 547, 561, 572, 620
Plot
events 114, 154, 171, 175, 226, 570, 579, 585
problem or conflict 89, 93, 154, 163, 167, 171, 175
resolution 154, 167, 175
turning point 154, 175
Poetry 358, 441, 450, 451, 521
rhyme 443, 450, 451
rhythm 450, 451, 521
sound effects 521, 523
Point of view
first person 44, 500, 516
third person, forms of 84, 262, 267, 574, 585
Predictions
make 8, 18, 22, 29, 50, 54, 58, 90, 94, 164, 168, 236, 240, 268, 272, 276, 346, 350, 354, 364, 365, 366, 424, 430, 434, 504, 510, 514, 580, 586
confirm 8, 244
see also *Plan and Monitor*
Prefixes 176, 616
Prepositional phrases
see *Conventions, Grammar*
Preview 8
see also *Plan and Monitor*
Problem and solution 469, 475
- Process**
steps in 139, 536, 547, 559, 606
see also *Paraphrasing*
Pronouns
see *Conventions, Grammar*
Purpose for reading
enjoyment 12, 86, 160, 232, 342, 362, 422, 502, 576
get information 46, 120, 192, 264, 308, 386, 466, 542
- R**
Reading aloud 37, 72, 73, 146, 218, 295, 373, 375, 377, 450, 452, 453, 528, 531, 559, 606
expression 27, 61, 207, 247, 359, 439, 593
intonation 101, 175, 403, 483, 519
phrasing 135, 279, 325, 559
Reading strategies see *Ask questions, Determine importance, Make connections, Make inferences, Plan and monitor, Synthesize, Visualize*
Relationships
explicit 179, 182, 189, 195, 201, 209, 213, 302, 319, 322, 325, 331, 361, 397, 409, 563
implicit 24, 63, 107, 139, 163, 199, 205, 209, 228, 229, 235, 249, 253, 260, 261, 281, 283, 285, 441, 481, 498, 499, 509, 516, 521, 545, 551, 563, 590
Research report 290–291
documenting sources 293, 623
generating topics 292, 294
research plan 292
generating 292, 293, 622
following 622
improving focus 632
sources 292, 293
skimming and scanning
- taking notes 293, 622, 624
see also *Paraphrasing*
Roots 102, 136, 617
- S**
Settling the West
Alaska 419
vaqueros 405–411
westward expansion 385–401
Sequence 258, 275, 279, 283, 403, 412
Setting 70, 158, 226, 230, 340, 570
Similes 68, 618
see also *Imagery*
Solar energy 119–133
solar cooker 137–141
Sound effects, in poetry 521, 523
Speaking
ask and answer questions 7, 26, 38, 39, 60, 83, 100, 117, 149, 153, 187, 217, 225, 257, 297, 301, 335, 455, 497, 524, 537
ask for and give information 4, 5, 26, 75, 149, 151
clarify 334, 358
compare 3, 37, 40, 110, 142, 155, 517, 518
debate 297, 482
define 300, 324, 375
describe 79, 100, 101, 135, 174, 175, 377, 378, 380, 383, 402, 403, 413, 419, 517
engage in conversation 184, 206
explain 6, 17, 26, 27, 29, 43, 100, 133, 135, 246, 247, 251, 278, 300, 301, 324, 329, 334, 345, 375, 380, 393, 395, 416, 455, 489, 536, 539, 599

686

Page 686

687

Page 687

Index, continued

express
 ideas 36, 68, 83, 182, 214, 254, 288, 302, 332, 373, 375, 412, 448, 457, 459, 463, 492, 533, 534, 535, 558, 559, 566, 569, 602
 opinions 3, 6, 224, 299, 300, 414, 438, 457, 460
 feelings 419, 439

give
 commands 78, 100
 presentations 73, 147, 219, 295, 373, 375, 453, 455, 529, 531, 607, 609
 justify 224, 225, 246
 make predictions 9
 narrate 75, 152, 174, 453
 negotiate 256, 258, 278
 perform 27, 147, 149, 221, 299, 359, 437, 455, 531, 609
 persuade 3, 458, 459, 482, 529, 531
 provide suggestions 72, 146, 218, 295, 372, 452, 528, 606
 recite 61, 207, 325, 359, 450, 453, 531
 restate 78, 568, 592
 retell 27, 61, 72, 73, 101, 135, 146, 154, 175, 247, 279, 325, 359, 372, 403, 439, 483, 496, 519, 528, 570, 591, 593, 606
 role-play 75, 149, 227, 297, 299
 tell
 a story 152, 174, 453
 about a story/article 7, 81, 155, 227, 303, 381, 461, 537

Spelling
 base words with inflectual endings 183, 255, 333, 373, 567
 contractions 289
 homographs 404
 plural nouns 183, 219

vowel changes 607
 using resources to check 630

Strategies for reading comprehension
see Ask questions, Determine importance, Make connections, Make inferences, Plan and monitor, Synthesize, Visualize

Suffixes 208, 616, 617

Summarize
see Determine importance

Synonyms 62, 280, 326, 360

Synthesize
 Draw conclusions 24, 199, 205, 209, 498, 499, 509, 516, 521, 538, 545, 551, 563, 572, 621
 Form generalizations 67, 105, 462, 463, 467, 473, 487, 491, 538, 565, 572, 621

T

Test-taking strategies 26, 60, 100, 134, 174, 206, 246, 278, 324, 358, 402, 438, 482, 518, 592

Text features
 bar graph 464, 469, 551
 by-line 561
 caption 35, 65, 193, 260, 279, 519
 diagram 118, 125, 129, 181, 201, 211, 213, 311, 313
 chart 141, 190, 195, 197, 545, 549, 555, 557
 graphics 477
 guide words 624
 headings 193, 543
 illustration 540, 543, 553, 569
 labels 135, 439
 map 203, 251, 384, 395, 397, 401
 photograph 137, 141, 195, 257, 335, 418

pie chart 471
 table 190, 203, 306, 309, 317
 time line 384, 391, 557
 title 8, 188, 226, 625

Textual evidence
 using, to support
 comprehension 462, 463, 499, 551, 563

Text structure 137, 540

Theme 226, 247, 570
 as affected by historical events 239, 277
 compare and contrast, across cultures 368, 590
 related to personal experience 244

Thesaurus 62

Topic 71, 145, 156, 217, 228, 260, 290, 292, 332, 371, 451, 527, 605

V

Verbs
see Conventions, Grammar

Visualize 193, 382, 383, 387, 393, 399, 401, 407, 411, 418, 423, 429, 447, 503, 538, 572, 595, 601, 621

Vocabulary
 academic 6, 7, 41, 81, 115, 155, 187, 227, 259, 303, 337, 381, 417, 461, 497, 537, 571
 science 79, 113, 153, 185, 301, 335, 459, 495
 social studies 5, 39, 225, 257, 379, 415, 535, 569
 strategies
 ask questions 7, 81, 497, 537
 expanded meaning
 map 115, 259, 381
 role-play 227
 study cards 417
 use what you know 614
 vocabulary example
 chart 155, 303, 571

688

word families 614
 word map 337, 461
 word webs 41, 360

W

Water

Earth's water supply 307–322
 water shortages 305, 339
 wetlands 327–331

Word origins

see Roots

Writing

paragraphs 60, 75, 100, 174, 206, 220, 247, 518
 sentences 6, 26, 37, 69, 81, 83, 111, 116, 134, 143, 146, 147, 183, 215, 255, 278, 279, 289, 323, 324, 333, 356, 369, 377, 413, 449, 455, 482, 493, 497, 519, 525, 558, 567, 591, 602
see also Writing forms

Writing forms

advertisement 482, 558
 autobiography 60
 biography 278
 blog 134
 caption 75, 221, 279, 519
 chant 27, 149
 description 99, 403, 454, 517
 dialogue 437, 438
 diary entry 25, 74
 e-mail 75
 editorial 530
 essay 148, 592
 friendly letter 75, 149, 402
 interview 216
 introduction 297
 jokes 455
 journal 374
 labels 439
 legend 375
 letter 75, 149, 246, 402
 list 75, 77, 455, 457, 533

magazine article 370, 608

myth 100, 144

narrative poem 450

ode 221

personal narrative 70, 419

persuasive article 482

persuasive essay 526

play 437, 438

poem 61, 207, 221, 325, 358, 531

poster 296, 375, 483

procedural text 558, 604, 609

realistic fiction 174

report 323

research report 290–291

science feature 324

song 27, 149, 359

story 245

thank-you letter 246

tip 324

see also Research Reports

Writing process

drafting 71, 145, 217, 294, 371, 451, 527, 605, 628
 editing 73, 147, 219, 295, 373, 453, 529, 607, 630
 revising 72, 146, 217, 295, 372, 452, 528, 606, 629
 prewrite
 planning 71, 145, 217, 292, 294, 371, 451, 527, 605, 622
 organizing 71, 145, 217, 294, 371, 451, 527, 605, 622
 publishing 73, 147, 219, 295, 373, 453, 529, 607, 631

Author

Arellano, Juan Estevan 361
 Berti, Lisa 327
 Block, Cheryl 191
 Cerullo, Mary M. 209
 Costigan, Shirleyann 421
 Culhane, Thomas Taha
 Rassam 119

Dau, John Bul 45

Delacre, Lulu 103

de Rothschild, David 485

Edwards, Phyllis 405

Erlbach, Arlene 541

Gilbert, Greta 595

Hereford, Nancy-Jo 281

Hiscock, Bruce 159, 173

Kessler, Cristina 341

Kimmel, Eric A. 85, 99

Krull, Kathleen 263

Lamadrid, Enrique R. 361

Lawlor, Veronica 29

Lorbiecki, Marybeth 465

Milway, Katie Smith 575, 591

Noble, Michael 385

Pérez, Amada Irma 11, 25

Rider, Jane 561

Salisian, Diane 177

Siebert, Diane 437, 441

Silverstein, Shel 521

Soto, Gary 501, 517

Strauss, Rochelle 307, 323

Tingle, Tim 231, 245

Winkler, Peter 249

Illustrator

Bridges, Jeanne Rorex 231
 Canga, C. B. 421
 D'Andrade, Hugh 441
 Fernandes, Eugenie 575
 Gonzales, Chuck 501
 Gonzalez, Maya Christina 11
 Heyer, Marilee 85
 Hiscock, Bruce 159, 173
 Krudop, Walter Lyon 341
 Lawlor, Veronica 29
 Morales, Yuyi 263
 Silverstein, Shel 521

Photographer

Allard, William Albert 405

689

Research Base and Bibliography

Language and Literacy

- Asher, J., & Price, B.** (1967). The learning strategy of total physical response: Some age differences. *Child Development*, 38, 1219–1227.
- Asher, J.** (1969). The total physical response approach to second language learning. *The Modern Language Journal*, 53, 1.
- Au, K.** (2006). *Multicultural issues and literacy achievement*. Mahwah, NJ: Lawrence Erlbaum.
- August, D., & Hakuta, K.** (1998). *Educating language-minority children*. Washington, DC: National Research Council.
- August, D., & Shanahan, T. (Eds.).** (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Erlbaum.
- August, D. L., & Shanahan, T.** (2006). Synthesis: Instruction and professional development. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bailey, A. (Ed.).** (2006). *The language demands of school: Putting academic English to the test*. New Haven, CT: Yale University Press.
- Bauman, J. F., Russell, N.S., & Jones, L. A.** (1992). Effects of think-aloud instruction on elementary students' comprehension abilities. *Journal of Reading Behavior*, 24 (2), 143–172.
- Berg, C.** (1999). The effects of trained peer response on esl students' revision types and writing quality. *Journal of Second Language Writing*, 8 (3), 215–241.
- Bicais, J., & Correia, M. G.** (2008). Peer-learning spaces: A staple in the English learner's tool kit for developing language and literacy. *Journal of Research in Childhood Education*, 22(4), 363–375.
- Biemiller, A.** (1999). *Language and reading success*. Newton Upper Falls, MA: Brookline Books.
- Blum-Kulka, S., & Snow, C. E.** (2004). Introduction: The potential of peer talk. *Discourse Studies*, 6(3), 291–306.
- Brice, A., & Roseberry-McKibben, C.** (1999). Turning frustration into success for English language learners. *Educational Leadership*, 56(7), 53–55.
- Brown, A., Campoine, J., and Day, J.** (1981). Learning to learn: On training students to learn from texts. *Educational Researcher*, 10, 14–24.
- Bruner, J., Goodnow, J., & Austin, G. A.** (1967). *A study of thinking*. New York: Science Editions.
- Callow, J.** (2008, May). Show me: principles for assessing students' visual literacy. *The Reading Teacher*, 61(8), 616–626.
- Celce-Murcia, M., Brinton, D., & Goodwin, J.** (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge: Cambridge University Press.
- Chamot, A. U., & O'Malley, J. M.** (1994) *The calla handbook: implementing the cognitive academic language learning approach*. White Plains, NY: Addison Wesley Longman.
- Collier, V. P.** (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Elizabeth, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.
- Collier, V. P., & Thomas, W. P.** (1989). How quickly can immigrants become proficient in school English? *Journal of Educational Issues of Language Minority Students*, 5, 26–38.
- Crandall, J. (Ed.).** 1987. *ESL through content area instruction: mathematics, science, social studies*. Englewood Cliffs, NJ: Prentice Hall.
- Cummins, J.** (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Buffalo, NY: Multilingual Matters.
- Cunningham-Flores, M.** (1998). *Improving adult esl learners' pronunciation skills*. National Center for ESL Literacy Education.
- Day, J. P.** (2002). We learn from each other: Collaboration and community in a bilingual classroom. In R. Allington & P. H. Johnston (Eds.), *Reading to learn: Lessons learned from exemplary fourth-grade classrooms* (pp. 99–122). New York: Guildford Press.
- Diaz-Rico, L. T., & Weed, K. Z.** (2002). *The crosscultural, language, and academic development handbook: A complete K–12 reference guide*. Boston, MA: Allyn & Bacon.
- Dickinson, D. K., & Tabors, P. (Eds.).** (2001). *Beginning literacy with language*. Baltimore: Brookes.
- Dong, Y. R.** (2006/2007). Learning to think in English. *Educational Leadership, Best of 2006–2007*, 9–13.
- Dressler, C.** (2006). First and second-language literacy. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Droop, M., & Verhoeven, L.** (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38(1), 78–103.
- Dutro, S., & Moran, C.** (2002). Rethinking English language instruction: An architectural approach. In G. Garcia (Ed.), *English learners reading at the highest level of English literacy*. Newark, DE: International Reading Association.
- Echevarria, J., Short, D., & Vogt, M.** (2008). *Making content comprehensible. The sheltered instruction observation protocol*. Boston, MA: Pearson.
- Echevarria, J., Vogt, M. A., & Short, D. J.** (2004). *Making content comprehensible for English learners: The SIOP model* (2nd ed.). Boston, MA: Allyn & Bacon.
- Feldman, K., & Kinsella, K.** (2005). *Create an active participation classroom. The CORE Reading Expert*. Retrieved from www.corelearn.com/pdfs/Newsletters/CORE%202005%20Spring%20Newsletter.pdf. **Fillmore, L. W.** (2004). *The role of language in academic development*. In Excerpts from a presentation by Lily Wong Fillmore at the Closing the Achievement Gap for EL Students conference. Santa Rosa, CA: Sonoma County Office of Education. Retrieved from www.scoe.k12.ca.us/aiming_high/docs/AH_language.pdf.

- Fitzgerald, J.** (1995). English-as-a-second-language learners' cognitive reading processes: A review of research in the United States. *Review of Educational Research*, 65, 145–190.
- Fitzgerald, J.** (1993). Literacy and students who are learning English as a second language. *The Reading Teacher*, 46, 638–647.
- Francis, D., Lesaux, N., & August, D.** (2006). Language instruction. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 365–413). Mahwah, NJ: Erlbaum.
- Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H.** (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions*. Retrieved from www.centeroninstruction.org/files/ELL1-Interventions.pdf.
- Gambrell, L. B., Morrow, L. M., & Pressley, M. (Eds.)**. (2007) *Best Practices in Literacy Instruction*. New York: Guilford.
- Garcia, G., & Beltran, D.** (2005) Revisioning the blueprint: Building for the academic success of English learners. In G. Garcia (Ed.), *English learners: Reaching the highest levels of English literacy*. Newark: DE: International Reading Association.
- Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D.** (2006). *Educating English language learners: A synthesis of research evidence*. New York: Cambridge University Press.
- Genesee, F. & Geva, E.** (2006). Cross-linguistic relationships in working memory, phonological processes, and oral language. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gersten, R., & Baker, S.** (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children*, 66, 454–470.
- Gibbons, P.** (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Girard, V.** (2005). English learners and the language arts. In V. Girard (Ed.), *Schools moving up: A WestEd initiative*. Retrieved November 8, 2006, from www.schoolsmovingup.net/cs/wested/view/e/140
- Goldenberg, C.** (2006). *Improving achievement for English learners: Conclusions from 2 research reviews*. Retrieved from www.colorincolorado.org/article/12918
- Goldenberg, C.** (2004). *Successful school change: Creating settings to improve teaching and learning*. New York: Teachers College Press.
- Goldenberg, C.** (1992–1993). Instructional conversations: promoting comprehension through discussion, *The Reading Teacher*, 46 (4), 316–326.
- Goldenberg, C., Rueda, R., & August, D.** (2006). Sociocultural influences on the literacy attainment of language-minority children and youth. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 269–318). Mahwah, NJ: Erlbaum.
- High, J.** (1993). *Second language learning through cooperative learning*. San Clemente, CA: Kagan Publishing.
- Hill, J., & Flynn, K.** (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D., & Johnson, R.** (1995). *Creative controversy: Intellectual challenge in the classroom* (3rd ed.). Edina, MN: Interaction Book Company.
- Kagan, S.** (1990). Cooperative learning for students limited in language proficiency. In M. Brubaker, R. Payne & K. Rickett (Eds.), *Perspectives on small group learning*. Oakville, Ontario, Canada.
- Kagan, S.** (1992). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Kim, Y., & Turner, J. D.** (2006). Creating literacy communities in multicultural and multilingual classrooms: Lessons learned from two European American elementary teachers. In R.T. Jimenez & V.O. Pang (Eds.), *Race, Ethnicity, and Education Volume 2: Language and Literacy in Schools* (pp.219–236). Westport, CT: Praeger Publishing Group.
- Kirschner, P. A., Sweller, J., and Clark, R. E.** (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist*, 41, 75–86.
- Krashen, S.** (1987). *Principles and practices in second language acquisition*. New York: Prentice-Hall.
- Leeman, J.** (2003). Recasts and second language development: Beyond negative evidence. *Studies in Second Language Acquisition*, 25, 37–63.
- Lesaux, N. K.** (2006). Development of literacy of language minority learners. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lesaux, N., & Siegel, L.** (2003). The development of reading in children who speak English as a second language. *Developmental Psychology*, 39, 1005–1019.
- Lesaux, N. K., Lipka, O., & Siegel, L.S.** (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. *Reading and Writing: An Interdisciplinary Journal*, 19(1), 99–131.
- Lesaux, N. K. & Crosson, A.C.** (2005). Addressing variability and vulnerability: Promoting the academic achievement of English learners in San Diego. In R. Hess (Ed.), *Urban reform: Lessons from San Diego*(pp. 263–281). Cambridge, MA: Harvard Education Press.
- Lyman, F. T.** (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), *Mainstreaming Digest* (pp. 109–113). College Park: University of Maryland Press.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E.** (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.** (2004). *Building academic background*. Alexandria, VA: MCREL, ASCD.
- Mayer, R.** (2003). *Learning and instruction*. New Jersey: Pearson Education, Inc.

- Medina-Jerez, W., Clark, D.B., Medina, A., & Ramirez-Marin, F.** (2007). Science for ELLs: Rethinking our approach. *The Science Teacher*, 74, 52–56.
- Miller, J. F., Heilmann, J., Nockerts, A., Iglesias, A., Fabiano, L., & Francis, D. J.** (2006). Oral language and reading in bilingual children. *Learning Disabilities Research & Practice*, 21, 30–43.
- Morrison Institute for Public Policy.** (2006). *Why some schools with Latino children beat the odds and others don't*. Tempe, AZ: Author.
- National Research Council.** (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.
- Novak, J. D.** (1995). Concept mapping: a strategy for organizing knowledge. In S. M. Glynn & R. Duit (eds.), *Learning Science in the Schools: Research Reforming Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Pearson, P. D., & Gallagher, G.** (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology*, 8, 112–123.
- Powell, M.** (1996). *Presenting in English*. Hove: Language Teaching Publications.
- Saenz, L. M., Fuchs, L. S., & Fuchs, D.** (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children*, 71, 231–247.
- Rousculp, E. E., & Maring, G. H.** (1992). Portfolios for a community of learners. *Journal of Reading*, 35, 378–385.
- Samway K., & McKeon, D.** (2007). *Myths and realities: best practices for English language learners*. Portsmouth NH: Heineman.
- Saunders, W. M., & Goldenberg, C.** (1999). Effects of instructional conversations and literature logs on limited- and fluent-English proficient students' story comprehension and thematic understanding. *Elementary School Journal*, 99(4), 277–301.
- Saunders, W. M., Foorman, B. P., & Carlson, C. D.** (2006). Do we need a separate block of time for oral English language development in programs for English learners? *The Elementary School Journal*, 107, 181–198.
- Scarcella, R.** (2003). *Academic English: A conceptual framework*. Los Angeles: Language Minority Research Institute.
- Scarcella, R.** (2003). *Accelerating academic English: A focus on the English learner*. Oakland, CA: Regents of the University of California.
- Schleppegrell, M. J.** (2001). Linguistic features of the language of schooling. *Linguistics and Education*, 12, 431–459.
- Schleppegrell, M. J.** (2004). *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Erlbaum.
- Seidlitz, J.** (2008) *Navigating the ELPS: Using the new standards to improve instruction for English language learners*. San Antonio, TX: Canter Press. **Seidlitz, J. & Perryman, B.,** (2008) *Seven steps to building an interactive classroom: Engaging all students in academic conversation*. San Antonio TX: Canter Press.
- Shanahan, T. & Beck, I.L.** (2006). Effective literacy teaching for English-language learners. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Snow, C. E., & Fillmore, L. W.** (2000). *Clearinghouse on languages and linguistics*. Retrieved from www.cal.org/ericcll/teachers/teacher.pdf.
- Tabors, P., Paez, M., & Lopez, L.** (2003). Dual language abilities of bilingual four- year olds: Initial findings from the Early Childhood Study of language and literacy development of Spanish-speaking children. *NABE Journal of Research and Practice*, 1(1), 70–91.
- Taba, H.** (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace & World.
- Thornburry, S.** (2005). *How to teach speaking*. Essex, England: Pearson.
- Turner, J. D., & Kim, Y.** (2005). Learning about building literacy communities in multicultural and multilingual communities from effective elementary teachers. *Literacy Teaching and Learning*, 10, 21–42.
- Turner, J.** (2007). Beyond cultural awareness: Prospective teachers' visions of culturally responsive teaching. *Action in Teacher Education*, 29(3), 12–24.
- Uchikoshi, Y.** (2005). Narrative development in bilingual kindergarteners: Can Arthur help? *Developmental Psychology*, 41, 464–478.
- Vail, N. J. and Papenfuss, J.** (1993). *Daily oral language plus*. Evanston, IL: McDougal, Littell.
- Vaughn, S., Cirino, P. T., Linan- Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al.** (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43, 449–487.
- Weaver, C.** (1996). *Teaching grammar in context*. Portsmouth, NH: Boynton, Cook Publishers.
- Wennerstrom, A.** (1993). Content-based pronunciation. *TESOL Journal*, 1(3), 15–18.
- Wong-Fillmore, L. & Snow, C.** (2000). *What teachers need to know about language*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.
- Zwiers, J.** (2008). *Building Academic Language*. Newark, DE: Jossey-Bass/International Reading Association.

Vocabulary

- August, D., Carlo, M., Dressler, C., & Snow, C.** (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice*, 20, 50–57.
- Bauman, J. F., & E. Kame'enui (Eds.).** (2004). *Vocabulary Instruction: Research to Practice*. New York: Guilford. **Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F.** (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction (2nd Ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Beck, I. L., McKeown, M.G., & Kucan, L.** (2002). *Bringing words to life*. New York: The Guilford Press.
- Beck, I. L., & McKeown, M. G.** (1991). Conditions of vocabulary acquisition. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 789–814). White Plains, NY: Longman.

- Beck, I. L., McKeown, M. G., & Omanson, R. C.** (1987). The effects and uses of diverse vocabulary instructional techniques. In M.G. McKeown & M.E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp.147–163). Mahwah, NJ: Lawrence Erlbaum Associates.
- Biemiller, A.** (2004). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J.F. Baumann & E. Kame'enui (Eds.), *Vocabulary instruction: Bringing research to practice* (pp.209–242). Mahwah, NJ: Lawrence Erlbaum Associates.
- Blachowicz, C. L. Z., & Fisher, P. J. L.** (2000). Vocabulary instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 503–523). White Plains, NY: Longman.
- Blachowicz, C. L. Z., Fisher, P. J. L., Ogle D., & Watts-Taffe, S.** (2006). Vocabulary: Questions from the classroom. *Reading Research Quarterly*, 41, 524–539.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & White, C. E.** (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39, 188–215.
- Carlo, M. S., August, D., & Snow, C. E.** (2005). Sustained vocabulary-learning strategies for English language learners. In E. H. Hiebert & M. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp.137–153). Mahwah, NJ: Lawrence Erlbaum Associates.
- Coxhead, A.** (2000). A new Academic Word List. *TESOL Quarterly*, 34(2): 213–238.
- Eyraud, K., Giles, G., Koenig, S., & Stoller, F.** (2000). The word wall approach: Promoting L2 vocabulary learning. *English Teaching Forum*, 38, pp. 2–11.
- Graves, M. F.** (2006). *The vocabulary book: Learning and instruction*. New York: Teacher's College Press.
- Harrington, M. J.** (1996). Basic instruction in word analysis skills to improve spelling competence. *Education*, 117, 22. Available at: www.questia.com.
- Kieffer, M. J., & Lesaux, N. K.** (in press). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. *The Reading Teacher*.
- Lehr, F., Osborn, J., & Hiebert, E. H.** (2004). *A focus on vocabulary*. Honolulu, HI: Pacific Regional Educational Laboratory. Available at: www.prel.org/programs/rel/vocabularyforum.asp.
- Nagy, W. E., & Scott, J. A.** (2000). Vocabulary processes. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research: Vol. 3* (pp. 269–284). New York: Longman.
- Nagy, W. E., & Stahl, S. A.** (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Roser, N., & Juel, C.** (1982). Effects of vocabulary instruction on reading comprehension. In J.A. Niles & L.A. Harris (Eds.), *Yearbook of the National Reading Conference: Vol. 31. New inquiries in reading research and instruction* (pp. 110–118). Rochester, NY: National Reading Conference.
- Ruddell, M. R., & Shearer, B. A.** (2002). “Extraordinary,” “tremendous,” exhilarating,” “magnificent”: Middle school at-risk students become avid word learners with the vocabulary-self collection strategy (VSS). *Journal of Adolescent and Adult Literacy*, 45(4), 352–363.
- Stahl, S. A.** (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.
- Stahl, S. A., & Nagy, W. E.** (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- White, T., Sowell, J., & Yanagihara, A.** (1989). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302–308.
- Wixson, K. K.** (1986). Vocabulary instruction and children's comprehension of basal stories. *Reading Research Quarterly*, 21(3) 317–329.

Reading

- Allington, R. L.** (2001). *What really matters for struggling readers: Designing research-based programs*. New York, NY: Addison Wesley Educational Publishers Inc.
- Baker, L.** (2004). Reading comprehension and science inquiry: Metacognitive connections. In E.W. Saul (Ed.), *Crossing borders in literacy and science instruction: Perspectives on theory and practice*. Newark, DE: International Reading Association; Arlington, VA: National Science Teachers Association (NSTA) Press.
- Beck, I. L.** (2006). *Making sense of phonics: The hows and whys*. New York: Guilford Press.
- Beck, I. L., & McKeown, M. G.,** (2001). Inviting students into the pursuit of meaning. *Educational Psychology Review*, 13(3), 225–241.
- Beck, I. L., McKeown, M. G., Hamilton, R. L., and Kucan, L.** (1997). *Questioning the Author: An approach for enhancing student engagement with text*. Delaware: International Reading Association.
- Boulware, B. J., & Crow, M.** (2008, March). Using the concept attainment strategy to enhance reading comprehension. *The Reading Teacher*, 61(6), 491–495.
- Cain, K. & Oakhill, J.** (1998). Comprehension skill and inference-making ability: Issues and causality. In C. Hulme and R.M. Joshi (Eds.), *Reading and spelling: Development and disorders*. London: Lawrence Erlbaum.
- Cain, K. & Oakhill, J.** (2000). Inference making ability and its relation to comprehension failure in young children. *Reading and Writing: An Interdisciplinary Journal*, 11,489–503.
- Calhoon, M. B., Al Otaiba, S., Cihak, D., King, A., & Avalos, A. C.** (2006). *Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first grade classrooms*. Manuscript submitted for publication.
- Cirino, P. T., Vaughn, S., Linan-Thompson, S., Cardenas-Hagan, E., Fletcher, J. M., & Francis, D. J.** (2007). *One year follow-up outcomes of Spanish and English interventions for English language learners at-risk for reading problems*. Manuscript submitted for publication.
- Crawford, E. C., & Torgesen, J. K.** (2006). *Teaching all students to read: Practices from Reading First schools with strong intervention outcomes*. Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org.

- Cunningham, A. E., & Stanovich, K.** (1998). *What reading does to the mind*. *American Educator*, 22 (1), 8–15.
- Denton, C. A., Anthony, J. L., Parker, R., & Hasbrouck, J. E.** (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal*, 104, 289–305.
- Dole, J., Duffy, G., Roehler, L., & Pearson, P.** (1991). Moving from the old to the new: Research in reading comprehension instruction. *Review of Educational Research*, 61, 239–264.
- Duke, N. K., & Pearson, P. D.** (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed.) (pp. 205–242). Newark, DE: International Reading Association.
- Fielding, L., Kerr, N., & Rosier, P.** (2007). *Annual growth for all students, catch-up growth for those who are behind*. Kennewick, WA: The New Foundation Press.
- Garcia, G. E.** (2000). Bilingual children's reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research: Volume III* (pp. 813–834). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gerber, M., Jimenez, T., Leafstedt, J., Villaruz, J., Richards, C., & English, J.** (2004). English reading effects of small-group intensive instruction in Spanish for K–1 English learners. *Learning Disabilities Research & Practice*, 19(4), 239–251.
- Head, M., & Readence, J.** (1986). Anticipation guides: Meaning through prediction. In E. Dishner, T. Bean, J. Readence, & D. Moore (Eds.), *Reading in the Content Areas*, Dubuque, IA: Kendall/Hunt.
- Kosanovich, M., Ladinsky, K., Nelson, L., & Torgesen, J.** (2006). *Differentiated reading instruction: Small group lesson structures for all students*. Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org.
- Lehr, F. & Osborne, J.** (2006). *Focus on comprehension*. Honolulu, HI: Pacific Regional Educational Laboratory. Available at: www.prel.org/programs/rel/comprehensionforum.asp.
- Lesaux, N. K., & Kieffer, M. J.** (in press). Sources of reading comprehension difficulties for language minority learners and their classmates in early adolescence. *American Educational Research Journal*.
- Lesaux, N. K., & Siegel, L. S.** (2003). The development of reading in children who speak English as a second language. *Developmental Psychology*, 39(6), 1005–1019.
- Lesaux, N. K., Lipka, O., & Siegel, L. S.** (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. *Reading and Writing: An Interdisciplinary Journal*, 19, 99–131.
- Linan-Thompson, S., & Hickman-Davis, P.** (2002). Supplemental reading instruction for students at risk for reading disabilities: Improve reading 30 minutes at a time. *Learning Disabilities Research and Practice*, 17(4), 242–251.
- Linan-Thompson, S., Vaughn, S., Hickman-Davis, P., & Kouzeka-nani, K.** (2003). Effectiveness of supplemental reading instruction for second-grade English language learners with reading difficulties. *The Elementary School Journal*, 103(3), 221–238.
- McMaster, K. L., Kung, H., Han, I., & Cao, M.** (in press). Peer-assisted learning strategies: A “tier 1” approach to promoting responsiveness to beginning reading instruction for English learners. *Exceptional Children*.
- McKeown, M. G., Beck, I. L., & Worthy, M. J.** (1993). Grappling with text ideas: Questioning the author. *Reading Teacher*, 46, 560–66.
- National Reading Panel.** (2000). *Report of the National Reading Panel: Teaching children to read*. Bethesda, MD: National Institute of Child Health and Human Development.
- Ogle, D. S.** (1986). K-W-L group instructional strategy. In A. S. Palincsar, D. S. Ogle, B. F. Jones, & E. G. Carr (Eds.), *Teaching reading as thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Palincsar, A. S., & Brown, A. L.** (1985). Reciprocal teaching: Activities to promote reading with your mind. In T. L. Harris & E. J. Cooper (Eds.), *Reading thinking and concept development: Strategies for the classroom*. New York: The College Board.
- Pressley, M.** (2000). What should comprehension instruction be the instruction of? In M. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research: Vol. 3* (pp. 545–561). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pressley, M., & Afflerbach, P.** (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale, NJ: Erlbaum.
- Proctor, C. P., Carlo, M., August, D., & Snow, C.** (2005). Native Spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology*, 97, 246–256.
- Quiroga, T., Lemos-Britton, Z., Mostafapour, E., Abbott, R. D., & Berninger, V. W.** (2002). Phonological awareness and beginning reading in Spanish-speaking ESL first graders: Research into practice. *Journal of School Psychology*, 40, 85–111.
- Riedel, B. W.** (2007). The relation between DIBELS, reading comprehension, and vocabulary in urban, first grade students. *Reading Research Quarterly*, 42, 460–466.
- Saunders, W. M., & Goldenberg, C.** (1999). Effects of instructional conversations and literature logs on limited- and fluent- English-proficient students' story comprehension and thematic understanding. *Elementary School Journal*, 99, 277–301.
- Schlick Noe, K., & Johnson, N.** (1999). *Getting started with literature circles*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Slavin, R., & Cheung, A.** (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research*, 75, 247–284.
- Snow, C. E., Burns, M. S., & Griffin, P.** (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Swanson, H. L., Sáez, L., & Gerber, M.** (2004). Do phonological and executive processes in English learners at risk for reading disabilities in grade 1 predict performance in grade 2? *Learning Disabilities Research & Practice*, 19, 225–238.
- Taylor, W.** (1953). Close procedure a new tool for measuring readability. *Journalism Quarterly*, 30, 415–433.

Torgesen, J. K. (2006). *A principal's guide to intensive reading interventions for struggling readers in early elementary school*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.

Turner, J., & Chapman, J. (1995). Context use in early reading development: Premature exclusion of a source or individual differences? *Issues in Education*, 1, 97–100.

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43, 449–487.

Vaughn, S., Mathes, P., Linan-Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., et al. (2006). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems. *Elementary School Journal*, 107, 153–180.

Vaughn, S., Linan-Thompson, S., & Hickman-Davis, P. (2003). Response to treatment as a means for identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–410.

Vaughn, S., Mathes, P., Linan-Thompson, S., & Francis, D. (2005). Teaching English language learners at risk for reading disabilities to read: Putting research into practice. *Learning Disabilities Research and Practice*, 20(1), 58–67.

Verhoeven, L. (1990). Acquisition of reading in a second language. *Reading Research Quarterly*, 25, 90–114.

Verhoeven, L. T. (2000). Components in early second language reading and spelling. *Scientific Studies of Reading*, 4, 313–330.

Willhelm, J. (2002). *Action strategies for deepening comprehension*. New York: Scholastic.

Writing

Britton, J. (1983). Writing and the story of the world. In B. Kroll & E. Wells (Eds.), *Explorations in the development of writing theory, research, and practice* (p. 3–30). New York: Wiley.

Calderón, M., Hertz-Lazarowitz, R., & Slavin, R. (1998). Effects of bilingual cooperative integrated reading and composition on students transitioning from Spanish to English reading. *Elementary School Journal*, 99, 153–165.

Celce-Murcia, M. (2002). On the use of selected grammatical features in academic writing. In M. C. Colombi & M. J. Schleppegrell (Eds.), *Developing advanced literacy in first and second languages* (pp. 143–158). Mahwah, NJ: Erlbaum.

Cunningham, P., & Allington, R. (2003). *Classrooms that work*. New York: Pearson Education, Inc.

Dyson, A. H. (1989). *Multiple worlds of child writers: Friends learning to write*. New York: Teachers College Press.

Elbow, P. (1998). *Writing with power*. Oxford: Oxford University Press.

Fisher, D., & Frey, N. (2008). Releasing responsibility. *Educational Leadership*, 66(3), 32–37.

Fisher, D., & Frey, N. (2007). *Scaffolded writing instruction: Teaching with a gradual-release framework*. New York: Scholastic.

Fisher, D., Frey, N., & Rothenberg, C. (2008). *Content area conversations: How to plan discussion-based lessons for diverse language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fearn, L., & Farnan, N. (2001). *Interactions: Teaching writing and the language arts*. Boston: Houghton Mifflin.

Kirby, D., Kirby, D. L., & Liner, T. (2004). *Inside out: Strategies for teaching writing*. Portsmouth, NH: Heinemann.

McCarrier, A., Pinnell, G. S., & Fountas, I. C. (2000). *Interactive writing: How language and literacy come together, K–2*. Portsmouth, NH: Heinemann.

Samway, K. (2006). *When English language learners write: connecting research to practice*. Portsmouth: Heineman.

Schleppegrell, M. J., & Go, A. L. (2007). Analyzing the writing of English learners: A functional approach. *Language Arts*, 84(6), 529–538.

Strong, W. (2001). *Coaching writing: The power of guided practice*. Portsmouth, NH: Heinemann-Boynton/Cook.

Fluency

Breznitz, Z. (2006). *Fluency in reading*. Mahwah, NJ: Lawrence Erlbaum Associates.

Crosson, A. C., & Lesaux, N. K. (in press). Revisiting assumptions about the relationship of fluent reading to comprehension: Spanish-speakers' text-reading fluency in English. *Reading and Writing: An Interdisciplinary Journal*.

Downhower, S. L. (1987). Effects of repeated reading on second grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), 389–406.

Geva, E., & Yaghoub-Zadeh, Z. (2006). Reading efficiency in native English-speaking and English-as-a-second-language children: The role of oral proficiency and underlying cognitive-linguistic processes. *Scientific Studies of Reading*, 10, 31–57.

Kuhn, M. R. (2005). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher*, 58, 338–344.

Kung, S. H. (2009). *Predicting the success on a state standards test for culturally and linguistically diverse students using curriculum-based oral reading measures*. Unpublished doctoral dissertation, University of Minnesota.

LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6, 293–323.

Maurice, K. (1983). The fluency workshop. *TESOL Newsletter*, 17, 4.

Osborn, J., Lehr, F., & Hiebert, E. H. (2003). *A Focus on Fluency*. Honolulu, HI: Pacific Resources for Education and Learning. Available at www.prel.org/programs/rel/rel.asp.

Pikulski, J., & Chard, D. (2005). Fluency: the bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510–521.

Samuels, S. J., & Farstrup, A. E. (2006). *What research has to say about fluency instruction*. Newark, DE: International Reading Association.

Schilling, S. G., Carlisle, J. F., Scott, S. E., & Zeng, J. (2007). Are fluency measures accurate predictors of reading achievement? *The Elementary School Journal*, 107, 429–448.

Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B. J., Linan-Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. *Remedial and Special Education*, 21(6), 325–335.

Technology

Fisher, D., & Frey, N. (in press). *Literacy 2.0: Language, literacy and learning in a new century* [working title]. Bloomington, IN: Solution Tree.

Gee, J. P. (2007). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.

International Reading Association. (May 2009). *New literacies and 21st century technologies: A position statement of the International Reading Association*. Newark, DE: Author. Used with permission.

Leu, D. J., O'Byrne, W. I., Zawilinski, L., McVerry, J. G., & Everett-Cacopardo, H. (2009). Expanding the new literacies conversation. *Educational Researcher*, 38(4), 264–269.

Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press. Partnership for 21st Century Skills. (2009). Framework for 21st century learning. Retrieved from www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120.

Ybarra, R. & Green, T. (2003). Using technology to teach ESL/EFL students to develop language skills. *The Internet TESL Journal*, 9, n.p.

Assessment

Afflerbach, P. (2007). *Understanding and using reading assessment K–12*. Newark, DE: International Reading Association.

Carpenter, S. K., Pashler, H., Cepeda, N. J., and Alvarez, D. (2007). Applying the principles of testing and spacing to classroom learning. In D. S. McNamara and J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (p. 19). Nashville, TN: Cognitive Science Society.

Carpenter, S. K., Pashler, H., Wixted, J. T., and Vul, E. (in press). The effects of tests on learning and forgetting. *Memory & Cognition*.

Dempster, F. N., & Perkins, P. G. (1993). Revitalizing classroom assessment: Using tests to promote learning. *Journal of Instructional Psychology*, 20, 197–203.

Dominguez de Ramirez, R., & Shapiro, E. S. (2006). Curriculum-based measurement and the evaluation of reading skills of Spanish-speaking English language learners in bilingual education classrooms. *School Psychology Review*, 35, 356–369.

Edwards, P., Turner, J. D., & Mokhtari, K. (2008). Balancing the assessment of and the assessment for learning in support of student literacy achievement. *Reading Teacher*, 61, 682–684.

Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Frey, N., & Heibert, E. (2002). Teacher-based assessment of literacy learning. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of Research on the Teaching of English Language Arts* (2nd ed.), pp.608–618. Mahwah, NJ: Lawrence Erlbaum.

Gersten, R., Dimino, J., & Jayanthi, M. (in press). Development of a classroom observational system. In B. Taylor & J. Ysseldyke (Eds.), *Reading instruction for English language learners: The Bond symposium*. New York: Teachers College.

Goodman, Y. (2002). Informal methods of evaluation. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of Research on the Teaching of English Language Arts* (2nd ed.), pp. 600–607. Mahwah, NJ: Lawrence Erlbaum.

Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684–686.

Limbos, M. (2006). Early identification of second language students at risk for reading disability. *Dissertation Abstracts International*, 66 (10-A), 3566A.

Schumm, J. S. & Arguelles, M. E. (2006). No two learners are alike: The importance of assessment and differentiated instruction. In J. S. Schumm (Ed.), *Reading assessment and instruction for all learners*. New York: Guilford Press.

Torgesen, J. K. (2006). *A comprehensive K–3 reading assessment plan: Guidance for school leaders*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.

Townsend, D., Lee, E., & Chiappe, P. (2006). *English or Spanish? The efficacy of assessing Latinola children in Spanish for risk of reading disabilities*. Paper presented at the meeting of the Society for the Scientific Study of Reading, Vancouver, BC, Canada.

Wiley, H. I., & Deno, S. L. (2005). Oral reading and maze measures as predictors of success for English learners on a state standards assessment. *Remedial and Special Education*, 26, 207–214.

Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

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.
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	

T256, T258a, T262, T268, T277a, T279o, T279q, T280c, T287a, T289e, T300, T302a, T306, T314, T323b, T325o, T326c, T331a, T333c, T333e, T334, T336a, T340, T350, T357a, T359q, T360c, T367a, T369c, T369e, T378, T380a, T384, T394, T401a, T403o, T404c, T411a, T413c, T413e, T414, T416a, T420, T430, T437b, T439q, T440c, T447a, T449c, T449e, T458, T460a, T464, T472, T481a, T483o, T484c, T491a, T493c, T494, T496a, T500, T510, T519q, T520c, T523a, T525c, T525e, T534, T536a, T540, T548, T557a, T559o, T560c, T565a, T567c, T567e, T568, T574, T586, T591b, T593q, T594c, T601a, T603e

writing activities T6, T8–T9, T17, T25a, T26, T28b, T35, T36a, T37, T37d, T37g, T37h, T40, T42–43, T52–53, T59, T60, T62b, T66–67, T69, T69d, T69g, T74, T75, SG1.8, SG1.9, SG1.14, SG1.15, SG1.20, SG1.21, SG1.26, SG1.27, T80, T82–T83, T93, T99a, T100, T102b, T109, T110a, T111, T111d, T111g, T114, T116–T117, T122–123, T132–133, T136b, T141, T142a, T143, T143d,

T143g, T148, SG2.8, SG2.9, SG2.14, SG2.15, SG2.20, SG2.21, SG2.26, SG2.27, T154, T156–T157, T166–167, T173a, T174, T176b, T181, T182a, T183, T183d, T183g, T186, T188–T189, T197, T205, T206, T208b, T213, T215, T215d, T215g, T220, T221, SG3.8, SG3.9, SG3.14, SG3.15, SG3.20, SG3.21, SG3.26, SG3.27, T226, T228–T229, T239, T245a, T246, T248b, T253, T255, T255d, T255g, T258, T260–T261, T266–267, T276–277, T278, T280b, T287, T289, T289d, T289g, T296, T297, SG4.8, SG4.9, SG4.14, SG4.15, SG4.20, SG4.21, SG4.26, SG4.27, T302, T304, T313, T323a, T324, T326b, T333, T333d, T333g, T336, T338, T348–349, T357, T358, T360b, T367, T369, T369d, T369g, T374, SG5.8, SG5.9, SG5.14, SG5.15, SG5.20, SG5.21, SG5.26, SG5.27, T380, T382–T383, T393, T400–T401, T402, T404b, T411, T413, T413d, T413g, T416, T418–T419, T428–429, T437a, T438, T440b, T447, T449, T449d, T449g, T454, SG6.8, SG6.9, SG6.14, SG6.15, SG6.20, SG6.21, SG6.26, SG6.27, T460, T462–T463, T471,

T480–481, T482, T484b, T491, T493, T493d, T493g, T496, T498–T499, T508–509, T517a, T518, T520b, T523, T524b, T525d, T525g, T530, SG7.8, SG7.9, SG7.14, SG7.15, SG7.20, SG7.21, SG7.26, SG7.27, T536, T538, T547, T557, T558, T560b, T564–565, T567, T567d, T567g, T570, T572, T585, T591a, T592, T594b, T601, T603, T603d, T603g, T608, SG8.8, SG8.9, SG8.14, SG8.15, SG8.20, SG8.21, SG8.26, SG8.27

writing projects T27a–T27d, T37i–T37l, T70–T73, T101a–T101d, T111i–T111l, T144–T147, T175a–T175d, T183i–T183l, T216–T219, T247a–T247d, T255i–T255l, T290–T295, T333i–T333l, T359a–T359d, T370–T373, T413i–T413l, T439a–T439d, T450–T453, T493i–T493l, T519a–T519d, T526–T529, T567i–T567l, T593a–T593d, T604–T607

writing stations T1h, T27i, T37q, T61g, T75i, T101i, T111q, T135g, T149i, T175i, T183q, T207g, T221i, T247i, T255q, T279g, T297i, T325g, T333q, T359i, T375i, T403g, T413q, T439i, T455i, T483g, T493q, T519i, T531i, T559g, T567q, T593i

A

- Academic talk** *see Program Features and Resources Index*
- Academic vocabulary** T6a–T7, T7–T8, T35a, T40a–T41, T67a, T80a–T81, T109a, T114a–T115, T141a, T154a–T155, T181a, T186a–T187, T213a, T226a–T227, T253a, T258a–T259, T287a, T302a–T303, T331a, T336a–T337, T367a, T380a–T381, T411a, T416a–T417, T447a, T460a–T461, T491a, T496a–T497, T523a, T536a–T537, T565a, T570a–T571, T601a
- Activate prior knowledge** SG4, SG6, SG7, SG10, SG12, SG13, SG16, SG18, SG19, SG22, SG24, SG25 (in each unit)
- Active voice** T567w–T567x
- Adages** T593q–T594, T594c, T603c, T603e
- Adjectives** T332a
of comparison T325k–T325l, T333u–T333v
demonstrative T297n
order of T297m
possessive T359m–T359n, T368a
in predicate T297m–T297n
proper T325l, T333u
- Adverb clauses** T483k–T483l
- Adverbial element** T75m
- Adverbs** T455m–T455n, T492a, T493u–T493v
- Alliteration** T439o
- Analogy** T325o–T326, T326c, T333c, T333e
- Analyze** SG1.11, SG1.15, T140, SG2.9, SG2.15, SG2.27, SG4.9, SG8.8, SG8.26
approach to theme T369f
audio and images T376
author’s reasons/evidence RT7.3
cause and effect T55, T106–107, T210, T352–353, T364–365, T486–487, T490
character traits SG6.15, SG6.21
characters T88–89, T91, T92, T95, T98, RT2.1, RT2.4, T252, T342–343, T346–347, T351, T584
characters’ actions SG6.26
characters’ feelings T21, SG6.21, SG6.27
characters’ motives T16, T422–423, T433, T513
character’s point of view T512
characters’ responses T360a–T360b, RT5.10
details T58, T108
elements of fiction T576–577, T580–581, T584, T587, T590
facts and interpretations T69f
features of historical text T396–397
figurative language T103, T506–507, T511
film editing T76
genres T29, T108, T241
ideas T594a–T594b, RT8.9
plot T426–427
poetic elements T522
points of view T30–31, T32–33, T34, T37f, T88–89, T99, T104–105, SG4.5, SG4.16, RT4.5, T386–387, T466–467, T470
problem and solution SG1.8, SG3.8
realistic fiction T170–171
rhythm in poetry T522
sensory details T98
setting T160–161, SG5.21
text (reading) T192–193
text features T196, T316–317, T386–387, T512
text structures, chronology SG6.22, SG6.23
theme T234–235, T237
visuals T90, T322, T437
- Antonyms** T61o–T62, T62c, T247q–T248, T248c, T369c
- Apostrophe** T359m–T359n
- Apply word knowledge** *see Vocabulary*
- Approach to topic** T111f, T111g
- Articles** T149m

- Ask for and give information** T4
- Ask questions** T25, T38, T80a, T82, T86–87, T88–89, T92, T95, T98, T99, T116, T128–129, T137, T138, T140, RT2.2, RT2.6, RT2.9, RT2.12, RT2.13, T252, T398–399, T514–515, T544–545, T560c, T562–563, T584, T591
- Assessment** *see Program Features and Resources Index*
- Audience** T207m–T207n
- Audio** *see Program Features and Resources Index*
- Auditory effects** T2
- Author monographs** BP1–BP27
- Author study**
Delacre, Lulu T75j, SG2.68
Erlbach, Arlene T531j, SG8.68
Hiscock, Bruce T149j
Kessler, Cristina SG5.68
Krull, Kathleen SG4.68
Pérez, Amada Irma T1i, SG1.68
Siebert, Diane T413r, SG6.68
Silverstein, Shel SG7.68
Soto, Gary T493r, SG7.68
Strauss, Rochelle T297j
Tingle, Tim T221j, SG4.68
- Author’s point of view** T88–89, T99, T386–387, T459a, T466–467, T470, T473, T474–475, T478–479, T482a, T521, RT7.1
- Author’s purposes**
compare T411a, T413g, RT6.11, T491a
determine T284–285, T327, T517
evaluate T204, T209
identify T404a–T404b, T406–407, T408–409, T410, T413f, RT6.3
in writing T207m–T207n
- Author’s use of reasons/evidence** SG5.4, SG5.5, T484a–T484b, T486–487, T488–489, T493f, T493g, SG7.4

B

- Best practices**
choose variety of reading strategies T541, T575
encourage active listening T41
encourage elaboration T14–15, T32–33, T37h, T45, T115, T159, T252, T303, T381, T390, T417, T525h, T571
encourage participation T81, T140, T143h, T178, T250, T369h, T410, T424–425, T449h, T582–583
encourage respect T7, T119, T208a, T231, T259, T263, T413h, T497, T504–505
group strategically T5, T85, T191, T227, T280b, T493h, T537
invite critical thinking T111h, T169, T215h, T512
link to experience T96–97, T106–107, T272–273, T328, T333h, T337, T366, T442–443, T461, T522, T567h
model academic language T36, T69h, T183h, T210, T242–243, T282–283, T286, T468–469, T473, T549, T603h
- Bias** T559m
- Bibliography** T531p
- Big question** *see Program Features and Resources Index*
- Build background** T2, SG1.4, SG1.6, SG1.7, SG1.10, SG1.12, SG1.13, SG1.16, SG1.18, SG1.19, SG1.22, SG1.24, SG1.25, T76, SG2.6, SG2.7, SG2.12, SG2.13, SG2.18, SG2.19, SG2.24, SG2.25, T150, T154a, T222, T298, T376, T456, T460a, T532
- Build on others’ ideas** T114a

C

- Capitalization**
beginning of sentences T11
of proper adjectives T325l, T333u
proper nouns T149n
of titles T183u
- Cause/effect** SG1.5, T245, SG5.23, T379a, T402a, T415a, T438a, RT6.1, RT6.7
analyze T55, T106–107, T210, T352–353, T364–365, T486–487, T490
explain T200–201, T388–389, T391, T392, T398–399, T400, T422–423, T424–425, T426–427, T431, T433, T436
identify T522
see also Text structure: cause and effect
- Centers** *see Program Features and Resources Index*
- Characters, story** RT1.1, T79a, T100a, T231, T246a, T335a, T358a, RT5.7
actions of SG2.9, SG6.26, SG7.21, SG8.26
analyze *see Analyze: characters*
compare T102a–T102b, T103, T104–105, T108, T356, T361, T362–363, T364–365, T366, T523a
describe T238
development of T5a, T12–13, T14–15, T19, T22–23, T24, T26a
feelings of T21, SG3.8, SG3.15, SG5.21, SG6.21, SG6.27
motivations of T16, SG2.8, SG2.14, SG2.15, SG3.9, SG3.15, SG3.21, SG4.15, SG4.21, T422–423, T433, T513, SG8.20, SG8.21
responses of T360a–T360b, RT5.10
roles of T369d
traits of SG3.9, SG5.26, SG5.27, SG6.15, SG6.21, SG7.26
viewpoint of T512
- Chronology** SG4.5, SG4.10, SG6.22, SG6.23, SG8.10, SG8.11
- Clarify** T334
information T40a
language T32–33
meanings T21, T30–31, T444–445
- Clauses** *see Adverb clauses; Dependent clauses; Independent clauses*
- Cognates** *see English-Spanish cognates*
- Comma**
between adjectives T297m
in complex sentences T135k–T135l
in compound sentences T135k
following introductory elements T75m–T75n, T101m–T101n, T111u, T483k–T483l
in a series T111u
- Command** T135m
- Compare**
accounts T37d
approach to theme T111g, T369g, T525g
author’s purposes T411a, T413g, RT6.11, T491a
characters T102a–T102b, T103, T104–105, T108, T356, T361, T362–363, T364–365, T366, T523a
characters’ roles T369d
concepts T183g
content T181a
elements of setting T344–345
events T111a–T111b, T111d
facts and interpretations T69g
figurative language T253a
genres T35a, T213a, T437, T447a
ideas T601a
language T67a, T287a, T432
main ideas T215g
myths T109a
online documents T141a

points of view **T28a, T37g, T57, RT1.4**
 procedures **T565a**
 relationships between events **T603g**
 scenes **T449d**
 settings **T242–243, T434–435**
 story events **RT2.5, RT8.10**
 structure of poetry **RT7.10**
 text features **T138**
 text structures **T183a–T183b, RT3.5, RT4.11, T567a–T567b, T567d**
 cause and effect **SG6.16, SG6.17, SG7.22, SG7.23**
 chronology **SG4.5, SG4.10, SG8.10, SG8.11**
 problem and solution **SG8.4, SG8.5**
 texts **T331a**
 themes **T367a, T449g**

Compare/Contrast **T21, T39a, T50–51, T55, T58, T60a, SG1.9, SG1.14, SG1.17, SG1.23, SG1.27, RT1.7, T91, T99, SG2.5, SG2.11, SG2.15, SG2.21, SG2.26, SG2.27, T169, T172, T177, T194–195, SG3.20, T238, T274–275, SG4.5, SG4.15, SG4.21, SG4.23, SG4.27, SG5.11, SG5.14, SG5.17, T390, SG6.5, SG6.14, SG6.20, SG6.26, T485, T494, T517, SG7.9, SG7.11, SG7.14, SG7.20, SG7.21, SG7.27, SG8.9, SG8.11, SG8.15, SG8.23**

Complete sentences **T11–T1m, T27n, T36a**

Complex sentences **T135k–T135l, T135m, T142a**

Compound sentences **T135k, T135m, T142a**

Compound words **T439q–T440, T440c, T449c, T449e**

Comprehend questions **T104–105, T106–107, T120–121, T130–131**

Comprehension strategies *see Strategies for reading comprehension; and specific reading strategy*

Concept maps **T3, T77, T151, T223, T299, T377, T413e, T457, T533**

Concepts
 compare **T183g**
 explain **T183d, RT8.3**
 relate **T176a–T176b, T177, T179, T180, T183f, RT3.4**

Conclusions, draw **SG1.14, SG1.15, SG1.27, SG2.14, SG2.27, T179, T180, SG3.8, SG3.26, T269, T282–283, SG4.9, SG4.15, SG4.20, SG4.27, T310–311, T330, SG5.8, SG5.9, SG5.21, SG5.26, SG5.27, SG6.9, T496a, T502–503, T506–507, T512, T516, T521, T522, SG7.8, SG7.15, SG7.21, SG7.26, T542–543, T549, T552–553, T580–581, T587, T591, T600, SG8.8, SG8.9, SG8.14, SG8.15, SG8.20, SG8.21, SG8.27**

Conclusions, writing **T559n**

Concrete words **T413w–T413x**

Confirm predictions **T92, T234–235**

Conjunctions
 coordinating **T111u, T135k**
 correlative **T37v, T61k**
 subordinating **T135k–T135l, T483k–T483l**

Connect across texts **SG3, T29, T63, SG1.9, SG1.15, SG1.21, SG1.27, T103, T137, SG2.9, SG2.15, SG2.21, SG2.27, T177, T209, SG3.9, SG3.14, SG3.21, SG3.27, T249, T281, SG4.9, SG4.15, SG4.21, SG4.27, T327, T361, SG5.9, SG5.15, SG5.21, SG5.27, T405, T441, SG6.9, SG6.15, SG6.21, SG6.27, T485, T521, SG7.9, SG7.15, SG7.21, SG7.27, T560c, T595, SG8.9, SG8.15, SG8.21, SG8.27**

Connect to what you know **T302a**

Connections, making **RT5.2, RT5.5, RT5.8, RT5.12**
 text to self **T125, T310–311, T312, T316–317, T322, T366, T408–409, T437, T584**
 text to text **T328, T329, T338, T342–343, T346–347, T352–353, T356, T361, T364–365, T517, T562–563**
 text to world **T178, T304, T327, T362–363, T546**

Content vocabulary *see Vocabulary*

Context clues, use to determine meaning **T56, SG1.22, T493c, T493e, T519q–T520, T520c, T525c, T525e**

Conventions, in writing
 capitalization **T11, T149n, T183u, T325l, T333u**
 parts of speech

adjectives **T297m, T297m–T297n, T325k–T325l, T325l, T332a, T333u, T333u–T333v, T359m–T359n, T368a**
 adverbs **T455m–T455n, T492a, T493u–T493v**
 articles **T149m**
 conjunctions **T37v, T61k, T111u, T135k, T135k–T135l, T483k–T483l**
 interjections **T111u**
 nouns **T149m–T149n, T175m–T175n, T182a, T183v, T207i–T207j, T207k–T207l, T214a, T359m–T359n, T368a**
 prepositions **T519m–T519n**
 pronouns **T375n, T403k, T403l, T412a, T413u, T413u–T413v, T439m–T439n, T448a**
 verbs **T221m–T221n, T247m, T247n, T255s–T255t, T255u, T279i–T279j, T279k, T279k–T279l, T288a, T297m, T531m, T531m–T531n, T531m–T531n, T531n, T559k–T559l, T566a, T567u, T567u–T567v, T567w–T567x, T593m, T593m–T593n, T602a**

punctuation
 apostrophe **T359m–T359n**
 commas **T75m–T75n, T101m–T101n, T111u, T135k–T135l, T483k, T483k–T483l**
 exclamation point **T111u**
 semicolon **T111w**
 of titles **T183u**
 spelling *see Spelling*
 subject-verb agreement **T247n, T279l, T439m**

Critical viewing **T34**

Cross-curricular teamwork activities *see Program Features and Resources Index*

D

Daily grammar *see Program Features and Resources Index: Grammar*

Daily language arts *see Program Features and Resources Index: Grammar; Program Features and Resources Index: Spelling; Program Features and Resources Index: Writing*

Daily spelling and word work *see Program Features and Resources Index: Spelling*

Daily writing skills *see Program Features and Resources Index: Writing*

Define and explain **T300**

Dependent clauses **T27m–T27n, T101m, T135k–T135l**

Describe **SG1.5, SG1.11, SG2.11, SG2.17, SG2.23, SG4.5, SG4.23, SG5.5, SG5.17, SG6.5, SG6.11, SG6.17, SG6.23, SG7.5, SG7.17, SG7.23, SG8.5, SG8.11, SG8.17**
 characters **T238**
 experiences **T378**
 features of myths **T96–97**
 setting **T86–87, T162–163, T232–233**
 steps in a process **T173**
 viewpoint **T37a**
 visual and auditory effects **T2**

Details **SG1.11, SG1.17, SG1.23, SG2.5, SG2.11, SG2.17, SG2.23, SG4.5, SG4.23, SG5.5, SG5.23, SG6.5, SG6.17, SG7.5, SG7.11, SG7.17, SG7.23, SG8.5, SG8.11, SG8.17**
 analyze **T58, T108**
 determine importance **T196, T199, T200–201**
 identify **T206a, T208a–T208b, RT3.9, T308–309, T312, T315, T320–321, SG5.16, SG5.17, T598–599**
 main ideas and **T206a, T210, T212, T215f, RT3.8, T301a, T324a, RT5.1**
 sensory **T98**
 summarize **SG8.22, SG8.23**
 supporting **RT3.10, SG5.10, SG5.11**
 use in writing **T75o–T75p, T359o–T359p**

Determine **SG6.23**
 author's purposes **T284–285, T327, T517**
 goal and outcome **T504–505, T506–507, T511, T512, T514–515, T516**
 importance **T156, T188, T192–193, T194–195, T200–201, T204, T209, T210, T212, RT3.2, RT3.6, RT3.9, RT3.12, T556, T578–579, T582–583, T590, T600**

importance of main idea and details *see Details; Main idea*
 points of view **T576–577**
 sequence **T284–285, T391**
 steps in a process **T329, T352–353**
 theme **T241, T244, T356, T369a–T369b, RT5.11, T449a–T449b, T449f, T520a–T520b, T522, T525f, RT7.10**
see also Word meanings, determine

Dialogue **T333w–T333x, T432**

Dictionary **T27l, T27q, T28c, T37c, T37e, T61j, T101l, T247l, T325j, T439l, T567t**

Differentiation strategies *see Program Features and Resources Index*

Digital library *see Program Features and Resources Index: Technology*

Direct address **T101m–T101n**

Discuss a question **T143d**

Discuss an idea **T603d**

Discuss generalizations **T493d**

Drama
 compare settings in **T434–435**
 elements of **T421**

E

e Visuals *see Technology*

Elaborate on ideas **T416a**

Engage in conversation **T184**

English-Spanish cognates **T5, T7, T39, T41, T79, T81, T102, T113, T115, T153, T155, T227, T301, T303, T379, T381, T459, T461, T535, T537**

Evaluate **SG1.15, SG1.17, SG1.21, SG2.5, SG2.8, SG2.15, SG2.21, SG2.27, SG4.5, SG4.14, SG4.23, SG4.26, SG5.5, SG5.11, SG5.17, SG5.23, SG6.11, SG6.23, SG7.11, SG7.14, SG7.17, SG7.23, SG7.27, SG8.5, SG8.17, SG8.23, SG8.27**
 author's purpose **T204, T209**
 information **T570a**

Events
 compare relationships between **T603g**
 explain **T69d**
 explain relationships between **T69a–T69b, SG1.4, SG1.5, SG1.16, SG1.17, RT1.10, T126–127, SG2.16, SG2.17, T280a–T280b, T286, T333a–T333b, RT5.4, T413a–T413b, RT6.4, T603a–T603b, T603f**
 share **T413d**

Evidence
 find in reading **T320–321, T391, T395, T468–469**
 gathering **T255w–T255x**
 use as support **T255x**

Exclamation **T135m**

Exclamation point **T111u**

Expand word knowledge *see Vocabulary*

Explain **SG1.5, SG1.8, SG1.9, SG1.11, SG1.14, SG1.20, SG1.23, SG1.26, SG2.5, SG2.8, SG2.9, SG2.11, SG2.14, SG2.17, SG2.20, SG2.21, SG2.23, SG2.26, SG3.8, SG3.9, SG3.14, SG3.21, SG3.26, SG3.27, SG4.5, SG4.8, SG4.14, SG4.20, SG4.23, SG4.26, SG4.27, T300, SG5.5, SG5.8, SG5.9, SG5.11, SG5.14, SG5.15, SG5.17, SG5.23, SG5.27, SG6.5, SG6.8, SG6.11, SG6.14, SG6.17, SG6.21, SG6.23, SG6.26, SG6.27, SG7.5, SG7.8, SG7.9, SG7.11, SG7.15, SG7.17, SG7.20, SG7.21, SG7.23, SG7.26, SG8.5, SG8.8, SG8.11, SG8.14, SG8.17, SG8.20, SG8.23, SG8.26, SG8.27**

Explorer books *see Program Features and Resources Index: Small group reading*

Express ideas clearly **T380a, T534**

Express opinions **T410, T414**

F

Facts

analyze **T69f**
compare **T69g**

Facts and opinions

RT1.9
distinguish **T62a**, T64–65, T204
recognize T63

Family newsletters

see *Program Features and Resources Index*

Fiction

analyze T170–171
elements of **T246a**, **T569a**, T576–577, T580–581,
T584, T587, T590, **T592a**, RT8.6

Fiction books

see *Program Features and Resources Index*:

Small group reading

Figurative language

T511
analyze T103, T506–507
compare **T67a**, **T253a**, T287a
explain T362–363
interpret **T46–47**, **T236**, **T248a–T248b**, T249, **T250**,
T252, RT4.4
writing with **T248b**, **T439o–T439p**
see also *Alliteration; Metaphor; Onomatopoeia;*
Personification; Simile

Fluency

accuracy and rate T12–13, T19, T29, T46–47, T55,
T63, T86–87, T95, T103, T120–121, T130–131,
T137, T160–161, T169, T177, T192–193, T199,
T209, T232–233, T241, T249, T264–265, T269,
T281, T308–309, T315, T327, T342–343, T351,
T361, T386–387, T395, T405, T422–423, T431,
T441, T466–467, T474–475, T485, T502–503,
T511, T521, T542–543, T550–551, T560c, T561,
T576–577, T587, T595
expression T5a, T8, T12–13, T19, T102a, T103, T110,
T111b, T185a, T188, T192–193, T199, T257a,
T260, T264–265, T269, T280a, T281, T288,
T335a, T338, T342–343, T351, T360a, T361,
T368, T369b, T415a, T418, T422–423, T431,
T440a, T441, T447a, T449b, T521, T524, T569a,
T572, T576–577, T587
intonation T62a, T63, T68, T69b, T79a, T82, T86–87,
T95, T142, T153a, T156, T160–161, T169, T176a,
T177, T182, T183b, T225a, T228, T232–233, T241,
T326a, T327, T332, T379a, T382, T386–387,
T395, T459a, T462, T466–467, T474–475, T498,
T502–503, T511, T594a, T595, T601a, T603b
oral reading assessment T27, T61, T101, T135, A2.1–
A2.3, T175, T206a, A3.1–A3.3, T247, T278a,
A4.1–A4.3, T325, T359, T403, T439, A6.1–A6.3,
T483, T519, A531–A535.3, A7.1–A7.3, T559, T593,
A8.1–A8.3
phrasing T28a, T29, T36, T37b, T39a, T42, T46–47,
T55, T113a, T116, T120–121, T130–131, T136a,
T137, T143b, T208a, T209, T214, T215b, T248a,
T249, T254, T301a, T304, T308–309, T315, T404a,
T405, T411a, T413b, T484a, T485, T492, T493b,
T542–543, T550–551, T560a, T560c, T561, T567b

Foreshadowing

T270–271, T287a

Forms of *be* and *have*

T279k–T279l, **T288a**

Future-perfect-tense verbs

T593m

Future-progressive-tense verbs

T567v

Future-tense verbs

T593n, **T602a**
Generalizations, form SG1.27, SG3.26, SG4.14, SG4.20,
SG4.26, SG5.17, SG6.9, SG6.15, T462, T468–469,
T470, T473, T478–479, T485, T488–489, T490,
SG7.14, SG7.20, RT7.2, T542–543, T550–551,
T582–583, T596–597, SG8.9

Genres

see *Genres at a Glance, page xxii–xxiv*

Give and carry out commands

T78

Glossary

see *Picture Dictionary*

Goal and outcome SG1.21, **T113a–T113b**, **T134a–T135**,
RT2.8, SG3.20, SG4.9, SG4.15, SG4.21, SG4.26,
SG5.20, SG6.15, **T495a**, T504–505, T506–507, **T518a**,
SG7.8, SG7.14, SG7.26, RT7.7, SG8.14
determine T511, T512, T514–515, T516
explain T120–121, T128–129, T130–131
identify SG6.26

see also *Text structure: goal and outcome*

Grammar

writing and **T1m**, **T27n**, T36a, T36a–T37, **T37v**, **T61l**,
T68a, T68a–T69, **T75n**, **T101n**, T110a, T110a–
T111, **T111v**, **T135l**, T142a, T142a–T143, **T149n**,
T175n, T182a, T182a–T183, **T183v**, **T207l**, T214a,
T214a–T215, **T221n**, **T247n**, T254a, T254a–T255,
T255v, **T279l**, T288a, T288a–T289, **T297n**, **T325l**,
T332a, T333, **T333v**, **T359n**, T368a, T369, **T375n**,
T403l, T412a, T413, **T413v**, **T439n**, **T439v**, T448a,
T449, **T455n**, T492a, T493, **T493v**, **T519n**, **T524a**,
T525, **T531n**, **T559l**, T566a, T567, **T567v**, **T593n**,
T602a, T603

see also *Adjectives; Adverb clauses; Adverbs;*
Capitalization; Complete sentences; Complex sentences;
Conjunctions; Dependent clauses; Forms of be and
have; Future-progressive-tense verbs; Future-tense
verbs; Helping verbs; Independent clauses; Interjections;
Linking verbs; Nouns; Past-progressive verbs; Past-
tense verbs; Phrases; Predicates; Prepositional phrases;
Prepositions; Program Features and Resources Index;
Pronouns; Sentences; Subjects; Subject-verb agreement;
Verbs

H

Helping verbs

T255u, T531m–T531n, **T593m–T593n**

Historical text

T396–397

Homographs

T403o–T404a, **T404c**, **T413c**, **T413e**

Homophones

T1j–T1k, **T37s–T37t**, **T75k–T75l**, **T101k–**
T101l, **T111s–T111t**, **T149k–T149l**, **T175k–T175l**,
T183s–T183t, **T207i–T207j**, **T221k–T221l**, **T247k–**
T247l, **T255s–T255t**, **T279i–T279j**, **T297k–T297l**,
T333s–T333t, T403i, **T413s–T413t**, **T439k–T439l**,
T455k–T455l, **T493s–T493t**, T519l, **T531k–T531l**,
T559i–T559j

I

Ideas

analyze **T594a–T594b**, RT8.9
compare **T601a**
connect in reading **T333d**, T400–T401
connect in writing **T279m–T279n**
develop in writing see *Writing process: draft, write ideas;*
Writing traits: ideas
discuss T603d
explain relationships between **SG2.10**, SG2.11, **T280a–**
T280b, T281, T286, RT4.10, **T326a–T326b**,
T327, T328, T329, T330, RT5.3, **SG7.10**, SG7.11,
T596–597, T598–599, T600
integrate **T333g**, **T455o–T455p**

Idioms

T559o–T560, **T560c**, T567c, T567e

Imagery

T106–107, T287a

see also *Metaphor; Simile*

Images, analyze

T376

Indefinite pronouns

T439m–T439n

Independent clauses

T27m–T27n

Independent reading

SG68 (each unit), T1i, T27j, T61h,
T75j, T101j, T135h, T149j, T247j, T255r, T279h,
T359j, T403h, T439j, T483h, T519j

Independent work

see *Program Features and Resources Index*:

Learning stations

Inferences, make

T14–15, T25, T32–33, SG1.9, SG1.20,
SG1.26, SG2.9, SG2.11, SG2.14, **SG2.22**, SG2.23,
T173, T177, T199, T212, SG3.21, SG3.27, **T228–T229**,
T232–233, T234–235, T237, T244, T245, T249, T250,

T251, **T258a**, **T260**, T264–265, T269, T272–273,
T274–275, T284–285, T286, SG4.5, **SG4.22**, SG4.23,
RT4.2, RT4.6, RT4.9, RT4.12, T308–309, T315,
T316–317, T366, T390, **T392**, T400, T408–409, T437,
T442–443, T446, SG6.8, SG6.11, SG6.20, SG6.23,
T555, T578–579, T588–589, T591, T595, **SG8.16**,
SG8.17, SG8.23

Information

ask for and give **T4**
connect **T336a**
evaluate **T570a**
finding in sources **T255w–T255x**
integrate **T143g**, **T455o–T455p**, **T567g**
summarize **T143f**, **T154a**, **T567f**
verify T116

Interactive whiteboard lessons

see *Program Features and Resources Index: Technology*

Interjections

T111u

Interpretations

T69f–T69g

Introductions, writing

T1n–T1o, **T559n**

Introductory elements

T75m–T75n, **T101m–T101n**,
T111u, **T483k–T483l**

Judgments, make SG1.9, SG1.21, SG2.8, SG2.20, T204,
SG3.15, SG3.20, SG3.21, SG3.27, SG4.9, SG4.21,
SG4.27, SG5.8, SG5.9, SG5.15, T395, SG6.9, SG6.21,
SG7.8, SG7.15, SG7.27, SG8.8, SG8.9, SG8.15, SG8.21,
SG8.26

Justify

T224

L

Language and literacy teamwork activities

see *Program Features and Resources Index: Learning stations*

Language functions

see *Listening; Speaking*

Learning stations

see *Program Features and Resources Index:*

Differentiation

Learning strategies

see *Program Features and Resources Index*

Lesson planners

see *Program Features and Resources Index*

Linking verbs

T247m, T297m

Listen critically

T460a

Listening

to carry out commands **T78**
to clarify **T30–31**, T32–33, **T40a**, **T334**, T444–445
to identify the message **T456**
to listen critically **T460a**
to media
MP3/CD T5, T11, T19, T26, T38, T61g, T78,
T85, T94, T112, T113, T119, T124, T125,
T152, T159, T168, T174, T185, T186a, T187,
T191, T199, T221i, T224, T231, T241, T247i,
T256, T257, T263, T269, T300, T301, T307,
T315, T324, T335, T341, T351, T378, T379,
T396–397, T414, T415, T421, T431, T438, T458,
T459, T465, T494, T495, T501, T511, T518,
T534, T541, T549, T575, T587
videos T2, T3, T76, T111q, T135g, T149i, T175i,
T183q, T207g, T222, T247i, T255q, T279g,
T279h, T297i, T298, T325g, T333q, T377,
T403g, T439i, T455i, T456, T457, T460a, T483g,
T493q, T519i, T532, T559g, T593i
to presentations T453

Literary analysis

see *Analyze: characters; Characters, story;*

Plot; Setting

Literary language, compare

T287a

see also *Figurative language; Foreshadowing; Imagery;*

Metaphor; Onomatopoeia; Personification; Simile

M

- Main idea** SG1.5, SG1.17, SG1.23
compare **T215g**
details and **T185a**, T206a, T210, T212, T215f, RT3.8, **T301a**, T324a, RT5.1
determine importance T196, T199, T200–201, T204, T591
identify T206a, T215d, T245, T308–309, T315, T320–321, **T333f**, **SG5.22**, SG5.23, T517, T598–599
implied **T215a–T215b**, RT3.11
summarize **SG8.22**, SG8.23
- Map and talk** T5a, T39a, T79a, T113a, T153a, T185a, T225a, T257a, T301a, T335a, T379a, T415a, T459a, T495a, T535a, T569a
- Media**
analyze film editing **T76**
identify the message **T456**
- Meet the author/illustrator**
Hiscock, Bruce T173
Kimmel, Eric A. T99
Milway, Katie Smith T591
Pérez, Amada Irma T25
Siebert, Diane T437
Soto, Gary T517
Strauss, Rochelle T322
Tingle, Tim T245
- Metaphor** **T67a**, **T248a–T248b**, **T250**, **T439o**
- Modeled writing** *see Writing models*
- Monitor and clarify** T48–49, T50–51, T56, T58, T64–65, T251, T560c
- Multiple oral histories, identify** RT4.5
- Multiple-meaning words** **T483o–T484**, **T484c**, **T493c**, **T493e**
- My Vocabulary Notebook** *see Program Features and Resources Index: Technology*
- Myths** T96–97, **T109a**

N

- Narrative poetry, explain** RT6.10
- Narrator** T11, **T222**
- Negative sentences** **T37u**
- Negotiate** **T256**
- Nonfiction books** *see Program Features and Resources Index: Small group reading*
- Note cards** T292, **T293**, **T375p**
- Note-taking** **T297o–T297p**, **T375o–T375p**
- Nouns**
collective **T183v**, **T2071**
common/proper **T149m–T149n**
count/noncount **T207k–T207l**
irregular **T207k–T207l**
plural **T175m–T175n**, **T182a**, **T207i–T207j**, **T207k–T207l**, **T214a**
possessive **T359m–T359n**, **T368a**

O

- Online documents** **T141a**, **T183w**, **T183x**
- Online lesson planners** *see Program Features and Resources Index: Technology*
- Online resources** *see Program Features and Resources Index: Technology*
- Onomatopoeia** **T354–355**, **T439o**
- Opinions**
express T330, T410
form SG1.14, SG1.26, SG3.14, SG3.15, SG3.26, SG4.14, SG4.20, SG5.9, SG5.14, SG5.15, SG5.20, SG5.26, SG5.27, SG6.8, SG6.9, SG6.15, SG6.20, SG6.27, SG7.9, SG7.15, SG7.20, SG7.27, SG8.15, SG8.20, SG8.21
identify **T247o**

support of **T226a**, **T403m–T403n**
write **T247o–T247p**

Oral language *see Listening; Speaking*

Outlining **T297p**

P

- Paragraphs, introductory** **T27p**
- Paraphrase** T25, T173, T194–195, T245, T282–283, **T375o**
- Participial phrases** **T75m–T75n**
- Past-perfect verbs** **T531m–T531n**, **T567u**
- Past-progressive verbs** **T531m**, **T567u**
- Past-tense verbs** **T559k–T559l**, **T566a**, **T567u**
- Personification** **T248a–T224b**
- Persuade** **T458**
- Persuasive techniques** **T559m–T559n**
- Phonics** *see Reach into Phonics*
- Phonics games** *see Program Features and Resources Index: Technology*
- Phrases** **T27m–T27n**
participial **T75m–T75n**
prepositional **T519m–T519n**, **T524a**
- Picture Dictionary facsimiles** R17–R22 (each unit)
- Plan and monitor** **T8**, **T42**, RT1.2, RT1.5, RT1.8, RT1.11, T549, T560c, T595
- Plan for discussions** **T6a**
- Plot** **T149o**, **T153a**, T164–165, T172, **T174a**, RT3.1, **T246a**, T426–427, T576–577, T587
- Poetry**
analyze elements of T522
compare structure of RT7.10
explain elements of **T525a–T525b**
explain narrative poetry **T440a–T440b**
explain structure T441, T442–443, T444–445, T446
- Points of view** **T20**, T45, T85, T263, T501
analyze T30–31, T32–33, T34, **T37f**, T99, T104–105, SG4.5, **SG4.16**, RT4.5
author's T88–89, T99, T386–387, **T459a**, T466–467, T470, T473, T474–475, T478–479, **T482a**, T521, RT7.1
characters' SG1.8, **T512**
compare **T28a**, **T37g**, T57, RT1.4
describe **T37a–T37b**
determine T576–577
identify T485
narrator's T575
in your writing T52–53, **T61m–T61n**
- Possessive words** **T359m–T359n**, **T368a**, **T413u**
- Power writing** *see Program Features and Resources Index: Writing*
- Power writing routine** BP47
- Precise language** **T175o–T175p**
- Predicate adjective** **T297m**
- Predicates**
compound **T61k–T61l**
simple/complete **T11–T11m**, **T27n**
- Predict** **T10**, T12–13, T16, T19, T22–23, T24, **T28c**, T29, T30–31, T34, **T44**, T50–51, **T62c**, T84, T91, T95, **T102c**, **T118**, **T136c**, T158, T164–165, T169, **T176c**, **T190**, **T208c**, **T230**, T237, T241, **T248c**, T249, **T262**, T269, T272–273, **T280c**, T281, **T306**, **T326c**, **T340**, T346–347, T351, **T360c**, **T384**, **T404c**, T405, **T420**, T424–425, T431, T436, **T440c**, **T464**, **T484c**, **T500**, T504–505, T511, T514–515, **T520c**, **T540**, **T560c**, **T574**, T580–581, T587, **T594c**
see also Confirm predictions
- Prefixes** **T175q–T176**, **T176c**, T183c, T183e
- Prepositional phrases** **T519m–T519n**, **T524a**
- Prepositions** **T519m–T519n**
- Present-perfect tense verbs** **T279k–T279l**
- Present-progressive tense verbs** **T255v**

Present-tense action verbs **T247n**, **T254a**

Preview and Predict *see Predict*

Problem-solution SG1.20, SG3.9
analyze SG1.8, SG3.8
identify SG1.15, SG1.27, SG2.21, SG3.20, SG4.8, SG5.20, SG5.26, SG6.20, SG6.27, SG7.9, SG8.14
recognize **T562–563**
see also Text structure: problem and solution

Procedural text

compare **T565a**
explain T544–545, T546, T550–551, T556
write **T593o–T593p**

Pronouns

agreement **T403l**, **T412a**
demonstrative **T413u–T413v**, **T439n**
indefinite **T439m–T439n**
kinds of **T448a**
object **T375n**
possessive **T413u**, **T439n**
reflexive **T403k**
subject **T375m**

Proverbs **T593q–T594**, **T594c**, T603c, T603e

Punctuation *see Apostrophe; Commas; Exclamation point; Semicolon*

Purpose for reading *see Set a purpose*

Q

Questions **T101m**, **T135m**

R

- RAFT (Role, Audience, Form, Topic)** T27b, T37j, T59, T61a, T175b, T207a, T216, T247b, T255j, T279a, T325a, T333j, T359b, T403a, T413j, T439b, T450, T493j, T519b, T567j, T593b, T604
- Reach Into Phonics** *see Program Features and Resources Index*
- Read poetry** **T525d**
- Reading comprehension test** A1.4–A1.6, A1.7–A1.8, A1.13–A1.16, A1.20–A1.21, A1.26–A1.31, A2.4–A2.5, A2.10–A2.11, A2.15–A2.16, A2.22–A2.30, A3.4–A3.5, A3.10–A3.13, A3.17–A3.20, A3.26–A3.32, A4.4–A4.5, A4.10–A4.15, A4.19–A4.20, A4.26–A4.33, A5.4–A5.5, A5.11–A5.12, A5.16–A5.18, A5.23–A5.31, A6.4–A6.5, A6.11–A6.13, A6.17–A6.18, A6.23–A6.30, A7.4–A7.5, A7.11–A7.14, A7.18–A7.19, A7.24–A7.30, A8.4–A8.6, A8.12–A8.13, A8.17–A8.18, A8.23–A8.29
- Reading options** *see Program Features and Resources Index: Differentiation strategies*
- Reading routines** SG2–SG3, BP28–BP33
- Reading strategies** *see Strategies for reading comprehension; and specific reading strategy*
- Reasons and evidence** RT7.3
author's use of **SG5.4**, SG5.5, **T484a–T484b**, T486–487, T488–489, **T493f**, **T493g**
explain uses of **SG7.4**, SG7.5
identify **T476–477**
provide in writing **T403m–T403n**, **T519o–T519p**
- Reflexive pronouns** **T403k**
- Relate to personal experience** T14–15, T25
- Relate words** **T61o–T62**, **T62c**, **T247q–T248**, **T248c**, **T279o–T279p**, **T280c**, **T359q–T360**, **T360c**, **T369c**, **T369e**
see also Analogies; Antonyms; Homographs; Homophones; Synonyms
- Relationships between individuals, explain** **SG6.4**, **SG6.5**, **T560a–T560b**, T562–563
- Repetition in poetry** **T439o**
- Research** *see Program Features and Resources Index*
- Research report**
edit and proofread **T295**

text (reading) T18, T37r, **T54**, T94, T125, T139, T160–161, T164–165, T168, T172, T173, T179, T180, **T198**, T240, T250, **T268**, T314, **T350**, **T394**, **T430**, **T472**, T510, **T548**, **T586**

visual information **T211**

Synonyms **T61o–T62**, **T62c**, **T279o–T279p**, **T280c**, **T359q–T360**, T360c, T369c

see also *Thesaurus*

Synthesize T130–131, SG5.11, **T462**, **T498**, SG7.5, SG7.23, RT7.5, RT7.8, RT7.11, T542–543, T549, T550–551, T552–553, T580–581, T582–583, T587

see also *Conclusions, draw; Generalizations, form*

T

Tag questions **T101m**

Talk about it T26, T60, T100, T134, T149, T174, T206, T221, T246, T278, T297, T358

Technical data, interpret **T202–203**

Technology see *Program Features and Resources Index*

Technology routines BP55–BP56

Tell a story **T152**

Test-taking strategies see *Program Features and Resources Index*

Text features T48–49, **T138**

caption T328

chart T140, T191, T196, **T318–319**

diagram T119, T128–129, T180, T310–311, **T318–319**, T474–475

graph T316–317, T465, T470–T471

of historical text **T396–397**

illustrations/photographs **T90**, T139, T328, T490, T512, T541

map T251, T385, T386–387

of online articles T138

table T307, **T318–319**

time line T385

Text structure

compare **T183a–T183b**, RT3.5, RT4.11, **T567a–T567b**, **T567d**

identify **T284–285**

types of

cause and effect T406–407, **T438a**, **SG6.16**, **SG6.17**, **SG7.22**, **SG7.23**

chronology **SG4.5**, **SG4.10**, **SG6.22**, **SG6.23**, **SG8.10**, **SG8.11**

goal and outcome T130–131, **T134a–T135**, **SG3.20**, **T495a**

see also *Goal and outcome*

logical order **T247p**

problem and solution **SG2.21**, **SG8.4**, **SG8.5**
see also *Problem-solution*

procedural text T535a, T546, T556, T558a

see also *Procedural text*

sequence T264–265, T274–275, **T278a**

Theme **T225a**, RT4.1

analyze T234–235, T237, T590

analyze approach to **T369f**

compare T367a, **T449g**

compare approaches to **T369g**, **T525g**

determine T101j, T241, T244, **T246a**, T356, **T369a–T369b**, RT5.11, **T449a–T449b**, **T449f**, **T520a–T520b**, T522, **T525f**, RT7.10

Thesaurus **T61o–T62**, **T62c**, T69c, T69e, T207j, T369c

Titles **T183u**

Topic selection see *Writing process: prewriting*

Topic sentence T27p, **T359o**

Topics, introduce in writing **T27o–T27p**

Transitions **T221o–T221p**, **T279m–T279n**, **T593p**

Try it together T28, T62, T102, T136, T176, T208, T248, T280, T326, T360, T404, T440, T484, T520, T560, T594

U

Unit planner see *Program Features and Resources Index: Lesson planners*

Unit projects see *Program Features and Resources Index*

Use quotes to explain **SG1.10**, **SG1.11**, **T136a–T136b**, T137, T138, T139, RT2.10, **SG4.4**, **SG4.5**

V

Verbs

active voice **T567w–T567x**

agreement with subject **T247n**, **T279l**

irregular **T279k**, **T531n**, **T559k–T559l**

spelling of **T255s–T255t**, **T279i–T279j**

transitive/intransitive **T221m–T221n**

use correct tense **T567u–T567v**

see also *Forms of be and have; Future-perfect-tense verbs;*

Future-progressive-tense verbs; Future-tense verbs;

Helping verbs; Linking verbs; Past-perfect verbs; Past-

progressive verbs; Past-tense verbs; Present-perfect tense

verbs; Present-tense action verbs

Verify **T112**, T116

Viewpoint see *Author's point of view; Points of view*

Visual information, summarize **T211**

Visualize T19, T22–23, **SG1.21**, **SG1.26**, **T382**, T388–389, T392, T398–399, T400, T406–407, T408–409, T410, **T418**, T424–425, T426–427, T431, T433, T441, T442–443, T444–445, T446, RT6.2, RT6.5, RT6.8, RT6.12, T466–467, T552–553, T588–589, T596–597

Visuals

analyze **T90**, T322, T437

describe **T2**

interpret T178

use T169, T405

Vocabulary

academic vocabulary see *Academic vocabulary*

apply word knowledge T25b, T59a, T99b, T133a, T173b, T205a, T245b, T277a, T323b, T357a, T401a, T437b, T481a, T517b, T557a, T591b

expand word knowledge T10, **T44**, T84, T118, T158, T190, T230, T262, T306, T340, T384, T420, T464, T500, T540, T574

science **T78–T79**, T109a, **T112–T113**, T141a, **SG2.5**, **SG2.11**, **SG2.17**, **SG2.23**, **T152–T153**, T181a, **T184–T185**, T213a, **T300–T301**, T331a, **T334–T335**, **SG5.5**, **SG5.11**, **SG5.17**, **SG5.23**, **T414–T415**, **T458–T459**, **T494–T495**, **SG7.5**, **SG7.11**, **SG7.17**, **SG7.23**

share word knowledge T18, T54, T94, T124, T168, T198, T240, T268, T314, T350, T394, T430, T472, T510, T548, T586

social studies **T4–T5**, T35a, **T38–T39**, T67a, **SG1.5**, **SG1.11**, **SG1.17**, **SG1.23**, **T224–T225**, T253a, **T256–T257**, T287a, **SG4.5**, **SG4.11**, **SG4.17**, **SG4.23**, T367a, **T378–T379**, T411a, T447a, **SG6.5**, **SG6.11**, **SG6.17**, **SG6.23**, T491a, T523a, **T534–T535**, T565a, **T568–T569**, T601a, **SG8.5**, **SG8.11**, **SG8.17**, **SG8.23**

story words see *Program Features and Resources Index: Vocabulary*

strategies

analogies **T325o–T326**, **T326c**, **T333c**, **T333e**

antonyms **T247q–T248**, **T248c**

compound words **T439q–T440**, **T440c**, **T449c**, **T449e**

homographs **T403o–T404**, **T404c**, **T413c**, **T413e**

idioms **T559o–T560**, **T560c**, **T567c**, **T567e**

multiple-meaning words **T483o–T484**, **T484c**, **T493c**, **T493e**

prefixes **T175q–T176**, **T176c**, T183c, T183e

relate words **T359q–T360**, **T360c**, **T369c**, **T369e**

sayings **T593q–T594**, **T594c**, T603c, T603e

suffixes **T207o–T208**, **T208c**, T215c, T215e

synonyms **T279o–T279p**, **T280c**

use a dictionary **T27q**, **T28c**, T37c, T37e

use a thesaurus **T61o–T62**, **T62c**, T69c, T69e
use context clues **T519q–T520**, **T520c**, **T525c**, **T525e**

word origins **T101q–T102**, **T102c**, T111c, T111e, **T135o–T136**, **T136c**, **T143c**, T143e, T176c

test A1.9–A1.10, A1.17, A1.22–A1.23, A1.32–A1.34, A2.6–A2.7, A2.12, A2.17–A2.18, A2.31–A2.33, A3.6–A3.7, A3.14, A3.21–A3.22, A3.33–A3.34, A4.6–A4.7, A4.16, A4.21–A4.22, A4.34–A4.35, A5.6–A5.7, A5.13, A5.19–A5.20, A5.32–A5.33, A6.6–A6.7, A6.14, A6.19–A6.20, A6.31–A6.32, A7.6–A7.7, A7.15, A7.20–A7.21, A7.31–A7.32, A8.7–A8.8, A8.14, A8.19–A8.20, A8.30–A8.31

Vocabulary games see *Program Features and Resources Index: Technology*

Vocabulary routines BP34–BP43

W

Watch-out words see *Spelling: commonly misspelled words*

Web sites **T183w**, T255x

Word meanings

clarify **T30–31**, T444–445

determine **SG1.22**, **SG1.23**, **T449c**, **T449e**, **T483o–T484**, **T484c**

see also *Compound words; Context clues, using to determine meaning; Dictionary; Prefixes; Root words; Suffixes*

distinguish T555

Word origins, Greek/Latin **T101q–T102**, **T102c**, T111c, T111e, **T135o–T136**, **T136c**, **T143c**, **T143e**, T176c

Word parts see *Prefixes; Root words; Suffixes*

Write about it see *Program Features and Resources Index: Writing*

Writer's craft T25a, T99a, T173a, T245a, T323a, T437a, T517a, T591a

Writing see *Program Features and Resources Index*

grammar and **T1m**, **T27n**, T36a, **T37v**, **T61l**, T68a, **T75n**, **T101n**, T110a, **T111v**, **T135l**, T142a, **T149n**, **T175n**, T182a, **T183v**, **T207l**, T214a, **T221n**, **T247n**, T254a, **T255v**, **T279l**, T288a, **T297n**, **T325l**, T332a, **T333v**, **T359n**, T368a, **T375n**, **T403l**, T412a, **T413v**, **T439n**, **T439v**, T448a, **T455n**, T492a, **T493v**, **T519n**, **T524a**, **T531n**, **T559l**, T566a, **T567v**, **T593n**, T602a

to reinforce grammar T37, T69, T111, T143, T183, T215, T255, T289, T333, T369, T413, T449, T493, T525, T567, T603

Writing forms

advertisement **SG2.27**, T183s, T558, **T567i–T567l**, T593i, **SG8.8**, **SG8.15**, **SG8.20**, **SG8.27**

advice T567g

biography T266–267, **T279a–T279b**

blog post T111q, T148, **SG2.9**, **SG3.8**, **T333i–T333l**, T493d, **SG7.15**, **SG7.27**

book review **SG2.26**, **SG3.15**, **SG3.21**, **SG5.15**, **SG5.27**, **SG6.9**, **SG6.15**, **SG6.27**, **SG8.15**, **SG8.27**

brochure **SG2.9**, **SG4.15**, **SG5.14**, **SG5.20**, **SG6.9**, **SG6.14**, **SG7.20**, **SG7.21**, **SG8.15**

captions/labels **SG1.27**, **SG2.20**

cartoon T483g

character sketch T6, **SG2.8**, **SG2.15**, **SG3.15**, **SG4.8**, **SG4.9**, **SG4.21**, **SG5.26**, **SG5.27**, **SG6.9**, **SG6.15**, **SG6.20**, **SG6.26**, T493q, **SG7.21**, **SG7.26**

comparison T40, T69g, **T101o**, T102b, **T111i–T111l**, T148, T149i, T220, T369g, **T449g**, T560b, T567d, T603g

demonstration **SG8.20**

description T17, T27i, T99a, **SG2.15**, T166–167, T175i, T183d, T197, T208b, T215d, T239, T248b, T258, T325g, T333q, T375i, T413d, T413g, T413q, T428–429, T454, T455i, T519i, **SG8.8**, **SG8.21**

dialogue T61g, **SG1.9**, **SG1.15**, **SG1.26**, **SG2.26**, T255q, **SG4.21**, **SG4.26**, **T359a–T359d**, **SG5.8**, T437a, T438, **SG7.26**, **SG8.14**

diary entry T1h, T27i, T74, **SG4.15**, **SG7.21**

Skills Index, continued

dictionary entry SG8.21
editorial **T413i–T413l**, T530, SG7.8
email SG1.20, SG2.15, SG3.26, SG3.27, SG4.9, SG5.9, SG5.20, SG5.21, SG5.27, SG7.26, SG8.27
essay **T111i–T111l**, SG4.14, T592
evaluation T493g
explanation **T28b**, T37h, T111d, T122–123, T136b, T143g, T176b, T183g, T215g, T225a, T276–277, SG4.26, T333d, T440b, T455, T518, SG7.15, T531i, T585, T594b
expository paragraph **T37i–T37l**
facts T62b
field notes T207g
graphic novel SG4.20
guide SG1.26, SG7.21
headlines SG3.27
informational article SG7.9
instructions/how-to/procedure T111q, T132–133, T135g, **T493i–T493l**, SG7.9, SG7.14, T536, T538–T539, T557, T572–T573, **T604–T607**
interview questions/answers SG1.8, SG1.14, SG1.20, SG1.21, SG1.26, SG1.27, T82, SG2.8, SG2.14, T205, **T216–T219**, SG3.8, SG3.20, SG4.14, SG4.21, SG4.26, SG4.27, SG5.8, SG5.9, SG5.15, SG5.20, SG6.8, SG6.14, SG6.15, SG6.21, SG7.8, SG7.20, SG8.8, SG8.15, SG8.21
journal entry SG1.8, SG1.9, SG1.14, SG1.15, SG1.20, SG1.21, SG1.26, SG1.27, SG2.8, SG2.9, SG2.14, SG2.15, SG2.20, SG2.21, SG2.26, SG2.27, SG3.8, SG3.9, SG3.14, SG3.15, SG3.20, SG3.21, SG3.26, SG3.27, SG4.8, SG4.9, SG4.14, SG4.15, SG4.20, SG4.21, SG4.26, SG4.27, T374, SG5.8, SG5.9, SG5.14, SG5.15, SG5.20, SG5.21, SG5.26, SG5.27, **T439a–T439d**, SG6.8, SG6.9, SG6.14, SG6.15, SG6.20, SG6.21, SG6.26, SG6.27, SG7.8, SG7.9, SG7.14, SG7.15, SG7.20, SG7.21, SG7.26, SG7.27, SG8.8, SG8.9, SG8.14, SG8.15, SG8.20, SG8.21, SG8.26, SG8.27
letter T75, SG1.8, SG1.14, SG1.21, SG1.26, T149, SG3.9, SG3.15, T246, T247i, T247l, SG4.20, SG4.27, SG5.15, SG5.21, SG6.8, SG6.9, SG6.20, SG6.27, SG7.8, SG7.27
list SG1.8, SG1.14, SG1.20, SG2.8, SG2.14, SG2.20, SG2.21, SG2.26, SG3.9, SG3.20, SG3.26, SG4.14, SG5.8, SG5.14, SG5.21, SG6.8, SG7.8, SG7.14, SG8.9
log T297i
magazine article **T370–T374**, T608, SG8.26
menus T531i
motto T493s
myth **T144–T147**
narrative T37d, T59, **T70–T73**, SG1.20, T413q
news article SG2.8, T255q, SG4.20, SG4.27
news brief SG1.9, SG3.21, SG3.27, SG5.15, SG5.21, SG6.14, SG6.15, SG7.15, SG8.14
news report SG1.21, SG2.14, SG3.14, SG4.9, SG4.20, SG5.8, SG6.8, T567q
newspaper article SG4.15, SG7.26
observation notes SG2.9
opinion SG1.9, SG2.9, SG2.15, SG2.21, SG2.26, T174, T183q, SG3.8, SG3.9, SG3.20, SG3.21, SG3.26, SG3.27, T221i, T247i, **T247o–T247p**, **T255i–T255l**, T279g, T280b, SG5.26, SG5.27, T403g, SG6.21, SG6.26, T460, T484b, **T519o–T519p**, SG8.9, SG8.14, SG8.20
paraphrase T609
persuasion SG1.9, SG2.27, T480–481, **T526–T529**, SG7.9
photo-essay T455
plan T37q
play/skit T61i, T149, T175l, T183s, T483i, T567s
poem T135j, SG2.27, T221, **T450–T453**, T519l, T520b, T525d, T531, SG8.9
posters/signs T296, T297l, T375, SG8.8
prediction T8–T9
product review T559g
proposal T567q
proverb T603d
questions T82–T83, T134
realistic fiction **T593a–T593d**
research report **T135a–T135b**, **T183i–T186l**, **T207a–T207b**, SG3.8, **T290–T295**, T325a–T325b, **T483a–T483d**, **T559a–T559b**, SG8.9, SG8.14
response T35, T66–T67, T109, T141, T143d, T154, T181, T213, T253, T287, T331, T367, T411, T447, T491, T523, T525g, T564–565, T601
script SG8.20, SG8.27
song/chant T149, T609
speech SG1.21, SG1.27, SG2.27, SG3.15, SG3.21, T221k, SG4.14, SG4.21, SG4.26, SG7.9, SG7.14
sports article SG4.27
story/legend/tale/sequel T61g, SG1.15, SG1.27, T75i, **T101a–T101d**, T101i, SG2.14, **T149o–T149p**, **T175a–T175d**, T207j, T245a, **T247a–T247d**, SG4.9, SG4.15, T359i, T369d, T375, **T493w–T493x**, T496, T508–509, **T519a–T519d**, SG7.20, SG7.27, T570, SG8.26
summary SG1.14, T111g, T156–T157, T186, T207h, T279g, T297, T324, T358, T547, T593i
thank-you note SG1.15, SG3.14, SG3.20, SG3.26, SG4.8, SG5.20, SG5.26, SG6.14, SG6.20, SG6.21, SG6.27, SG7.20, SG8.26
tongue twisters T183t
website SG8.21
Writing models T27a, T37i, T70, T101a, T111i, T144, T175a, T216, T247a, T255i, T290, T333i, T359a, T370, T413i, T439a, **T450**, T493i, T519a, T526, T567i, T593a, T604
Writing process
draft, write ideas **T27b**, **T37j**, **T71**, **T101b**, **T111j**, **T145**, **T175b**, **T217**, **T247b**, **T255j**, **T294**, **T333j**, **T359b**, **T371**, **T413j**, **T439b**, **T451**, **T493j**, **T519b**, **T527**, **T567j**, **T593b**, **T605**
edit and proofread **T27d**, **T37l**, **T72**, **T101d**, **T111l**, **T146**, **T175d**, **T218**, **T247d**, **T255l**, **T295**, **T333l**, **T359d**, **T372**, **T413l**, **T439d**, **T452**, **T493l**, **T519d**, **T528**, **T567l**, **T593d**, **T606**
prewrite
choose topic **T27b**, **T37j**, **T70**, **T101b**, **T111j**, **T144**, **T175b**, **T216**, **T247b**, **T255j**, **T292**, **T333j**, **T359b**, **T370**, **T413j**, **T439b**, **T450**, **T493j**, **T519b**, **T526**, **T567j**, **T593b**, **T604**
create research plan **T292**
create story elements **T450**
gather information **T70**, **T144**, **T216**, **T292–T293**, **T370**, **T526**, **T604**
list research questions **T292**
organize **T27b**, **T37j**, **T70**, **T101b**, **T111j**, **T144**, **T175b**, **T216**, **T247b**, **T255j**, **T294**, **T333j**, **T359b**, **T370**, **T413j**, **T439b**, **T450**, **T493j**, **T519b**, **T526**, **T567j**, **T593b**, **T604**
publish and present
with a group **T73**, **T147**, **T219**, **T295**, **T373**, **T453**, **T529**, **T607**
make final copy **T27d**, **T37l**, **T101d**, **T111l**, **T175d**, **T247d**, **T255l**, **T333l**, **T359d**, **T413l**, **T439d**, **T493l**, **T519d**, **T567l**, **T593d**
share with others **T27d**, **T37l**, **T101d**, **T111l**, **T175d**, **T247d**, **T255l**, **T333l**, **T359d**, **T413l**, **T439d**, **T493l**, **T519d**, **T567l**, **T593d**
on your own **T73**, **T147**, **T219**, **T295**, **T373**, **T453**, **T529**, **T607**
revise
make changes **T27c**, **T37k**, **T72**, **T101c**, **T111k**, **T146**, **T175c**, **T218**, **T247c**, **T255k**, **T294**, **T333k**, **T359c**, **T372**, **T413k**, **T439c**, **T452**, **T493k**, **T519c**, **T528**, **T567k**, **T593c**, **T606**
read, retell, respond **T27c**, **T37k**, **T72**, **T101c**, **T111k**, **T146**, **T175c**, **T218**, **T247c**, **T255k**, **T294**, **T333k**, **T359c**, **T372**, **T413k**, **T439c**, **T452**, **T493k**, **T519c**, **T528**, **T567k**, **T593c**, **T606**
revising/editing test A1.11–A1.12, A1.18–A1.19, A1.24–A1.25, A1.35–A1.38, A2.8–A2.9, A2.13–A2.14, A2.19–A2.21, A2.34–A2.37, A3.8–A3.9, A3.15–A3.16, A3.23–A3.25, A3.35–A3.38, A4.8–A4.9, A4.17–A4.18, A4.23–A4.25, A4.36–A4.39, A5.8–A5.10, A5.14–A5.15, A5.21–A5.22, A5.34–A5.37, A6.8–A6.10, A6.15–A6.16, A6.21–A6.22, A6.33–A6.36, A7.8–A7.10, A7.16–A7.17,

A7.22–A7.23, A7.33–A7.36, A8.9–A8.11, A8.15–A8.16, A8.21–A8.22, A8.32–A8.35

Writing routines BP47–BP51

Writing skills

choose and focus the topic **T37w**
cite sources **T531o–T531p**
combine sentences **T325m–T325n**
develop research questions **T37x**
elaborate on a topic **T359o–T359p**
establish a purpose/identify audience **T207m–T207n**
evaluate sources **T183w–T183x**
explain a concept **T175o–T175p**
find information **T255w–T255x**
integrate information **T455o–T455p**
introduce topic **T27o–T27p**
organize ideas **T101o–T101p**
paraphrasing/quoting **T375o–T375p**
point of view **T61m–T61n**
provide reasons and evidence **T519o–T519p**
sequence events **T149o–T149p**
strong introduction **T1n–T1o**
support opinions **T403m–T403n**
take and organize notes **T297o–T297p**, **T375o–T375p**
use active voice **T567w–T567x**
use concrete words and phrases **T413w–T413x**
use dialogue **T333w–T333x**
use figurative language **T439o–T439p**
use persuasive techniques **T559m–T559n**
use sensory details **T75o–T75p**
use transitions **T221o–T221p**, **T279m–T279n**, **T593p**
use variety of sources **T111w–T111x**
vary sentences **T135m–T135n**
write a procedure **T593o–T593p**
write a strong ending **T493w–T493x**
write concisely **T483m–T483n**
writing an opinion **T247o–T247p**

Writing traits RT2.7, RT6.6, RT6.9, RT6.13, RT7.6, RT7.9, RT7.12, RT8.5, RT8.8, RT8.12
conventions *see Conventions, in writing*
fluency **T175a**, RT3.3, **T291**, RT4.13, **T333i**, RT5.6, **T493i**
ideas **T37i**, RT1.6, **T255i**, RT4.7, **T370**, RT5.13, **T519a**
organization **T27a**, RT1.3, **T111i**, **T216**, RT3.13, **T247a**, RT4.3, **T604**
voice **T70**, RT1.12, **T144**, **T359a**, RT5.9, **T413i**, **T450**, **T526**, **T567i**, **T593a**
word choice **T101a**, RT2.3, RT3.7, **T439a**

Y

Yes/no answers **T101m–T101n**

Index of Authors

Adamczyk, Peter SG2.19, SG2.21
Arellano, Juan Estevan T361–T367
Ashley, Moana SG3.24, SG3.26
Baker, Lucy SG3.25, SG3.27
Bale, K. A. SG5.19, SG5.21, SG5.25, SG5.27
Bausum, Ann SG4.25, SG4.27
Bell, Cathleen Davitt SG2.7, SG2.9, SG2.13, SG2.15
Berti, Lisa T327–T331
Blackaby, Susan SG8.10–SG8.11
Block, Cheryl T191–T205
Blos, Joan W. SG3.19, SG6.21, SG6.25, SG6.27
Braun, Eric SG4.18, SG4.20
Brook, Bonnie SG1.16–SG1.17
Bul Dau, John T37r, T45–T52-53
Burford, Betty SG8.13, SG8.15
Burgan, Michael SG5.7, SG5.9
Capeci, Anne SG3.6, SG3.8, SG3.12, SG3.14
Cappacio, George SG4.6, SG4.8
Ceruleo, Mary M. T209–T213

Christopherson, Sara Cohen SG2.16–SG2.17
 Cohon, Rhody SG2.6, SG2.8, SG2.12, SG2.14
 Cooper, Susan SG7.19, SG7.21, SG7.25, SG7.27
 Costantini, Lana SG1.4–SG1.5
 Costigan, Shirleyann SG4.16–SG4.17, T421–T436,
 SG6.10–SG6.11, SG6.22–SG6.23
 Culhane, Thomas Taha Rassam T111r, T119–T133a
 Curtis, Christopher Paul SG8.19, SG8.21, SG8.25, SG8.27
 D'Adamo, Francesco SG4.19, SG4.21
 DeClements, Barthe SG6.24, SG6.25
 Delacre, Lulu T75j, T103–T109, SG2.68
 Deutsch, Stacia SG2.6, SG2.8, SG2.12, SG2.14
 Dorion, Christiane SG7.13, SG7.15
 Downey, Fran SG1.4–SG1.5, SG2.4–SG2.5
 Duey, Kathleen SG5.19, SG5.21, SG5.25, SG5.27
 Edwards, Phyllis T405–T411, SG8.1–SG8.5
 Eisenstark, Reyna SG6.6, SG6.8
 Enote, Jim SG5.16–SG5.17
 Erlbach, Arlene T531j, T541–T546, SG8.6, SG8.8, SG8.68
 Finotti, M. C. SG4.7, SG4.9
 Fix, Alexandra SG7.6, SG7.8
 Fleischman, Sid SG6.18, SG6.20, SG6.24, SG6.26
 Fradin, Judy SG5.13, SG5.15
 Frater, Adrienne SG5.18, SG5.20
 Freedman, Russell SG1.25, SG1.27, SG6.7, SG6.9
 Friedman, Mel SG6.7, SG6.9
 Garmon, Anita SG8.12, SG8.14
 Geiger, Beth SG2.10–SG2.11, SG5.4–SG5.5, SG5.6, SG5.8,
 SG6.16–SG6.17
 George, Jean Craighead SG3.6, SG3.8, SG3.12, SG3.14,
 SG7.19, SG7.21, SG7.25, SG7.27
 Gilbert, Gerta SG5.22–SG5.23
 Gilbert, Greta SG5.4–SG5.5
 Goodman, Susan E. SG8.22–SG8.23
 Green, Michelle Y. SG4.25, SG4.27
 Greenburg, J. C. SG7.18, SG7.20
 Greene, Stephanie SG8.18, SG8.20, SG8.24, SG8.26
 Hale, Austin W. SG2.7, SG2.9
 Hall, Leslie SG8.1–SG8.5
 Halpern, Monica SG3.24, SG3.26, SG4.13, SG4.15
 Hamilton, Virginia SG4.7, SG4.9, SG4.13, SG4.15, SG5.24,
 SG5.26
 Hereford, Nancy-Jo T281–T287, SG4.22–SG4.23
 Hewitt, Sally SG7.7, SG7.9, SG7.13, SG7.15
 Hiscock, Bruce T159–T172, T173
 Housel, Debra SG1.12, SG1.14
 Jango-Cohen, Judith SG1.24, SG1.26
 Jensen, Dana SG6.4–SG6.5
 Jerome, Kate Boehm SG2.25, SG2.27
 Johns, Linda SG5.19, SG5.21, SG5.25, SG5.27
 Johnson, Rebecca SG3.18, SG3.19, SG3.20, SG3.21
 Jones, David SG3.7, SG3.9, SG3.13, SG3.15
 Jones, Terri L. SG8.10–SG8.11
 Kalman, Bobbie SG3.25, SG3.27
 Kassinger, Ruth SG6.22–SG6.23
 Keeler, Barbara SG2.12, SG2.14, SG7.4–SG7.5, SG7.10–
 SG7.11, SG7.24, SG7.26
 Kehret, Peg SG5.18, SG5.20, SG5.24, SG5.26
 Keller, Ellen SG8.6, SG8.8
 Kessler, Cristina T333r, T341–R356
 Kimmel, Eric A. T85–T98, T99
 Knight, M. J. SG5.6, SG5.8, SG7.12, SG7.14
 Koontz, Robin SG7.12, SG7.14
 Krohn, Katherine SG6.13, SG6.15
 Krull, Kathleen T263–T277
 LaFleur, Brian SG6.10–SG6.11
 Lamadrid, Enrique R. T361–T367
 Landau, Elaine SG1.24, SG1.26
 Law, Paul-Francis SG2.19, SG2.21
 Lawlor, Veronica T29–T35
 Levitin, Sonia SG1.7, SG1.9, SG1.13, SG1.15
 Littlefield, Holly SG6.6, SG6.8
 Logan, Maya SG1.18, SG1.20
 Lorblecki, Marybeth T465–T480–481
 Lui, Daphne SG5.16–SG5.17
 MacLachlan, Patricia SG6.18, SG6.20
 Macy, Sue SG6.13, SG6.15
 Maestro, Betsy SG8.7, SG8.9
 McRae, Cameron SG6.12, SG6.14
 Merrill, Jean SG8.19, SG8.21, SG8.25, SG8.27
 Micklos, John Jr. SG8.16–SG8.17
 Mills, Frank SG1.22–SG1.23
 Milway, Katie Smith T575–T590, T591
 Mitchell, Barbara SG8.12, SG8.14
 Mullick, Rita SG2.18, SG2.20
 Noble, Michael J. T385–T402
 Nyquist, Kate SG3.18, SG3.20
 O'Dell, Scott SG3.7, SG3.9, SG3.13, SG3.15
 Paulsen, Gary SG8.18, SG8.20, SG8.24, SG8.26
 Pérez, Amada Irma T1i, T11–T24, T25, SG1.68
 Phelan, Glen SG7.16–SG7.17, SG7.22–SG7.23
 Pile, Murray SG1.18, SG1.19, SG1.20, SG1.21, SG1.25,
 SG1.27
 Rau, Dana Meachen SG2.25, SG2.27
 Raum, Elizabeth SG2.24, SG2.26
 Reeder, Tracey SG5.13, SG5.15
 Ross, Karen SG5.10–SG5.11
 Rossi, Ann SG1.6, SG1.8, SG1.12, SG1.14, SG4.12,
 SG4.14, SG4.24, SG4.26
 Rothschild, David de T485–T491
 Runyan, Meg SG1.22–SG1.23
 Ruscoe, Michael SG4.10–SG4.11
 Salisian, Diane T177
 Schaffer, Julie SG1.6, SG1.8
 Sengel, Elizabeth SG2.22–SG2.23, SG5.10–SG5.11
 Siebert, Diane T413r, T437, T441–T447, SG6.68
 Silverstein, Shel T519j, T521–T523, SG7.68
 Simon, Barbara Brooks SG4.6, SG4.8
 Solargirl T137–T141
 Soto, Gary T493r, T501–T516, T517, SG7.68
 Spetgang, Tilly SG2.24, SG2.26
 Strauss, Rochelle T297j, T307–T322
 Tarbox, A. D. SG3.19, SG3.21
 Thomas, Don SG2.22–SG2.23
 Thompson, Gare SG4.18, SG4.20, SG6.12, SG6.14, SG7.6,
 SG7.8
 Tingle, Tim T221j, T231–T244, T245
 Tomecek, Stephen SG2.19, SG2.21
 Tull, Mary SG5.12, SG5.14
 Van Allsburg, Chris SG7.18, SG7.20
 Van Leeuwen, Jean SG6.19, SG6.20, SG6.25, SG6.27
 Van Tol, Alex SG4.19, SG4.21
 Vaupel, Robin SG2.7, SG2.9, SG2.13, SG2.15
 Veciana-Suarez, Ana SG1.7, SG1.9, SG1.13, SG1.15
 Warren, Andrea SG1.19, SG1.21
 Weidt, Maryann SG4.12, SG4.14
 Weivaert, Scott SG2.8
 Wells, Malcolm SG2.24, SG2.26
 Welvaert, Scott SG2.6
 Wick, Walter SG5.7, SG5.9
 Wilcox, Charlotte SG7.7, SG7.9
 Winkler, Peter SG1.10–SG1.11, T249–T253, SG4.4–SG4.5,
 SG6.4–SG6.5
 Wulffson, Don SG8.7, SG8.9, SG8.13, SG8.15

Index of Illustrators

Allard, William Albert T405–T411
 Bridges, Jeanne Rorex T231–T244
 Canga, C. B. T421–T436
 D'Andrade, Hugh T441–T447
 Dorman, Brandon T361–T367
 Gonzales, Chuck T501–T516
 Heyer, Merilee T85–T98
 Hiscock, Bruce T159–T172
 Lawlor, Veronica T29–T35
 Lopez, Rafael T103–T109
 MacNeil, Chris T465–T480–481
 Morales, Yuyi T263–T277
 Silverstein, Shel T519j, T521–T523

Mark-Up Models

Illustrations: 6.2 S1-2 Bradley Clark.
Photographs: 6.1 S1 Bettmann/CORBIS.

Cross Curricular Teamwork

8 Lijuan Guo/Shutterstock. 11 (tl) Stockbyte/Getty Images, (tr) Dzarek/Shutterstock, (mr) PhotoDisc/Getty Images, (ml) 81A Productions/Photolibrary. 14 PhotoDisc/Getty Images. 33 (tl) Jose Axel/Aurora/Getty Images, (tr) Colin Stitt/Shutterstock, (br) Digital Vision/PhotoDisc/Getty Images, (bl) Chris Hepburn/iStockphoto. 41 (tr) Jakub Krechowicz/Shutterstock, (br) Alexander Llin/Shutterstock.

Language Builder Picture Cards

Photographs: F1 PhotoDisc/Getty Images. F2 H. Mark Weidman Photography/Alamy Images. F3 Larry Bones/Photodisc/Getty Images. F4 SW Productions/Brand X/age footstock. F5 DigitalStock/Corbis. F6 Pankaj & Insy Shah/Gulfimages/Getty Images. F7 Kevin O'Hara/age footstock. F8 Brian Hagiwara/FoodPix/Getty Images. F9 StockFood/Getty Images. F10 Rich LaSalle/Stone/Getty Images. F11 Tim Boyle/Getty Images. F12 Wendy Connett/Alamy Images. F13 Rob Crandall/Stock Connection Blue/Alamy Images. F14 Comstock Images/Getty Images. F15 Serg64/Shutterstock. F16 carroteater/Shutterstock. F17 Rob Byron/Shutterstock. F18 Fancy/Jupiterimages. F19 Michael Pettigrew/Shutterstock. F20 Gaetano Images Inc./Alamy Images. F21 Christoforos Giatzakis/Alamy Images. F22 Lyroky/Alamy Images. F23 LittleMiss/Shutterstock. F24 Sarah M. Golonka/Jupiterimages. F25 ID1974/Shutterstock. F26 PhotoDisc/Getty Images. F27 NGSP. F28 Lee Cates/PhotoDisc/Getty Images. F29 Creatas/Jupiterimages. F30 Raymond Gehman/National Geographic Image Collection. F31 PhotoDisc/Getty Images. F32 Annie Griffiths Belt/National Geographic Image Collection. F33 Lee Cates/PhotoDisc/Getty Images. F34 George Grall/National Geographic Image Collection. F35 Creatas/Jupiterimages. F36 Hiroya Minakuchi/Minden Pictures/National Geographic Image Collection. F37 Visuals Unlimited/Corbis. F38 Whitechild/Shutterstock. F39 Wolcott Henry/National Geographic Image Collection. F40 Hans W. Fricke/National Geographic Image Collection. F41 Mary Kate Denny/PhotoEdit. F42 Little Blue Wolf Productions/Corbis. F43 FR Sport Photography/Alamy Images. F44 Myrleen Ferguson Cate/PhotoEdit. F45-F46 Bettmann/Corbis. F47 American Stock/Hulton Archive/Getty Images. F48 Hulton-Deutsch Collection/Corbis. F49 Frances M Roberts/Photolibrary. F50 Louis Gubb/Corbis. F51 Don Despain /www.rekindlephotos.com/Alamy Images. F52 Anat Givon/AP Images. F53 Randy Faris/Corbis. F54 Aron Brand/Shutterstock. F55 David De Lossy/Jupiterimages. F56 foment/Shutterstock. F57 travelpixs/Alamy Images. F58 Photofish/Shutterstock. F59 Kent Knudson/PhotoLink/PhotoDisc. F60 Zorik Galstyan/Shutterstock. F61 Picture Contact/Alamy Images. F62 Roger Weber/Getty Images. F63 CWB/Shutterstock. F64 PhotoDisc/Getty Images. F65 David Gee 5/Alamy Images. F66 David Muench/Corbis. F67 Bruce Dale/National Geographic Image Collection. F68 Corbis. F69 dk/Alamy Images. F70 M L Pearson/Alamy Images. F71 Richard Cummins/Corbis. F72 Lowell Georgia/Corbis. F73 James L. Amos/Corbis. F74 Bob Reynolds/Shutterstock. F75 Chris Howes/Wild Places Photography/Alamy Images. F76 Photo Collection Alexander Alland, Sr./Corbis. F77 Philip Scalia/Alamy Images. F78 Bettmann/Corbis. F79 Creatas/Jupiterimages. F80 JustASC/Shutterstock. F81 Barbara Stitzer/PhotoEdit. F82 Huguette Roe/Shutterstock. F83 Creatas/Jupiterimages. F84-F85 PhotoDisc/Getty Images. F86 Multiart/Shutterstock. F87 Visuals Unlimited/Getty Images. F88 www.tumbleweed.com.au. F89 Vilmos Varga/Shutterstock. F90 Guido Schiefer/Alamy Images. F91 Martha Cooper/Peter Arnold, Inc. F92 Xavier Bonghi/The Image Bank/Getty Images. F93 David Young-Wolff/PhotoEdit. F94 UpperCut Images/SuperStock. F95 Michael Siluk/The Image Works, Inc. F96 James Steidl/Shutterstock. F97 Marilo Bertomeu/Shutterstock. F98 Kadak/Shutterstock. F99 David Howells/Corbis. F100 Daniel Karmann/epa/Corbis. F101 SuperStock. F102 The Granger Collection, New York. F103 Bettmann/Corbis. F104 Alfred Eisenstaedt/Time Life Pictures/Getty Images.

Language and Literacy Teamwork

51 Zaichenko Olga/Shutterstock.

Teacher's Edition

Unit
6

GRADE 5

 NATIONAL GEOGRAPHIC
Reach
for **Reading**

Unit	Title	Unit	Title
1	Crossing Between Cultures	5	Every Drop
2	Catching the Light	6	The Wild West
3	Nature's Network	7	Talking About Trash
4	Justice	8	One Idea



Start your online experience at NGReach.com

Nancy Frey
Lada Kratky
Nonie K. Lesaux
Sylvia Linan-Thompson
Deborah J. Short
Jennifer D. Turner

 NATIONAL
GEOGRAPHIC
School Publishing

 Hampton-Brown

888-915-3276
www.NGSP.com

