


Unit
8

GRADE 5

Teacher's Edition

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





exploration

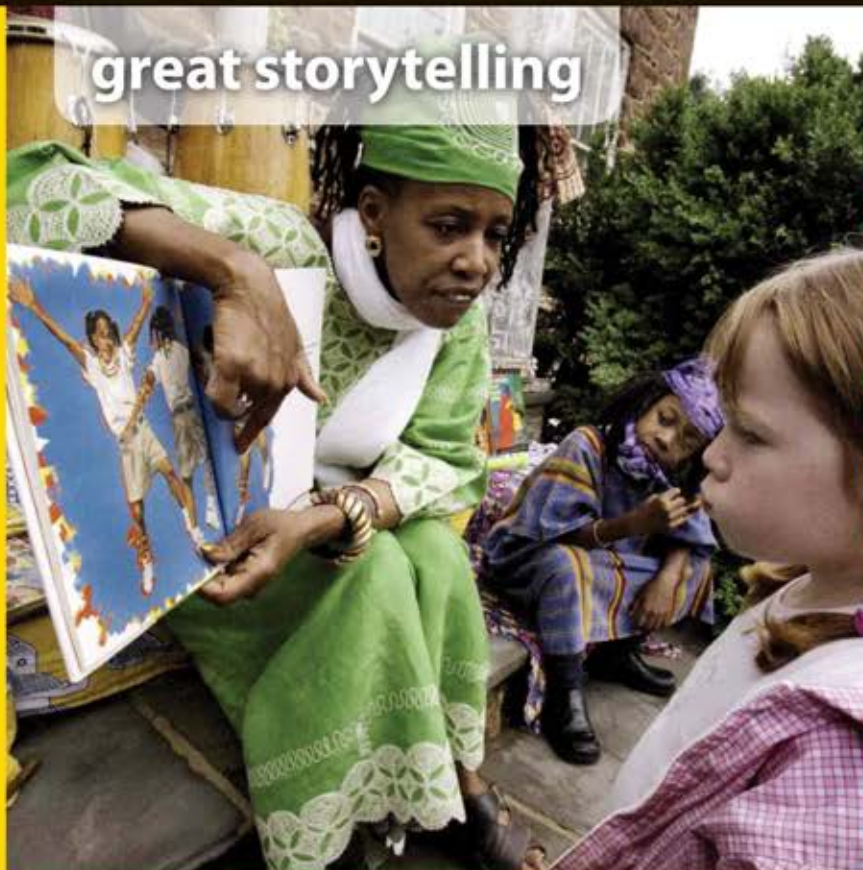


compelling
visuals



education

Forwarding the National Geographic Mission




great storytelling



celebration of cultures



authenticity

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



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Meet the Artist



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

Acknowledgments

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Cover Design and Art Direction: Visual Asylum

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Printed in the USA.

RR Donnelley, Menasha, WI

ISBN: 978-07362-96755

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One Idea

? BIG QUESTION

How can one idea change your future?



READING SKILLS

Steps in a Process Choose Reading Strategies	Week 1 T531g Starting Your Own Business Procedural Text T541 by Arlene Erlbach; illustrated by Gary LaCoste Comprehension Coach Research Project: Integrate Information T559a
Explain Relationships Between Individuals Choose Reading Strategies Compare Text Structures Integrate Information	Week 2 T559e Blind teen starts business creating Braille menus Newspaper Article T561 by Jane Rider of the <i>Missoulian</i> Making Bucks by Washing Pups and other articles Article T567a by Mai Nguyen; Amit Sinha; Edgar Wilson; Karen Chu Interactive Whiteboard Writing Project: Ad or TV Commercial T567i Magazine Maker
Elements of Fiction Use Reading Strategies	Week 3 T567o One Hen Fiction T575 by Katie Smith Milway; illustrated by Eugenie Fernandes Comprehension Coach Writing Project: Realistic Fiction T593a Magazine Maker
Analyze Ideas Choose Reading Strategies Explain Relationships Between Events Compare Relationships Between Events	Week 4 T593g Another Way of Doing Business Magazine Article T595 by Greta Gilbert Small Loans Make Big Differences Magazine Feature T603a by Olivia Watley Interactive Whiteboard Writing Project: Procedural Text T604

RESOURCES

Practice Masters PM8.1–PM8.42
Small Group Reading SG1–SG68

Assessment Masters A8.1–A8.45
Reteaching Masters RT8.1–RT8.16

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

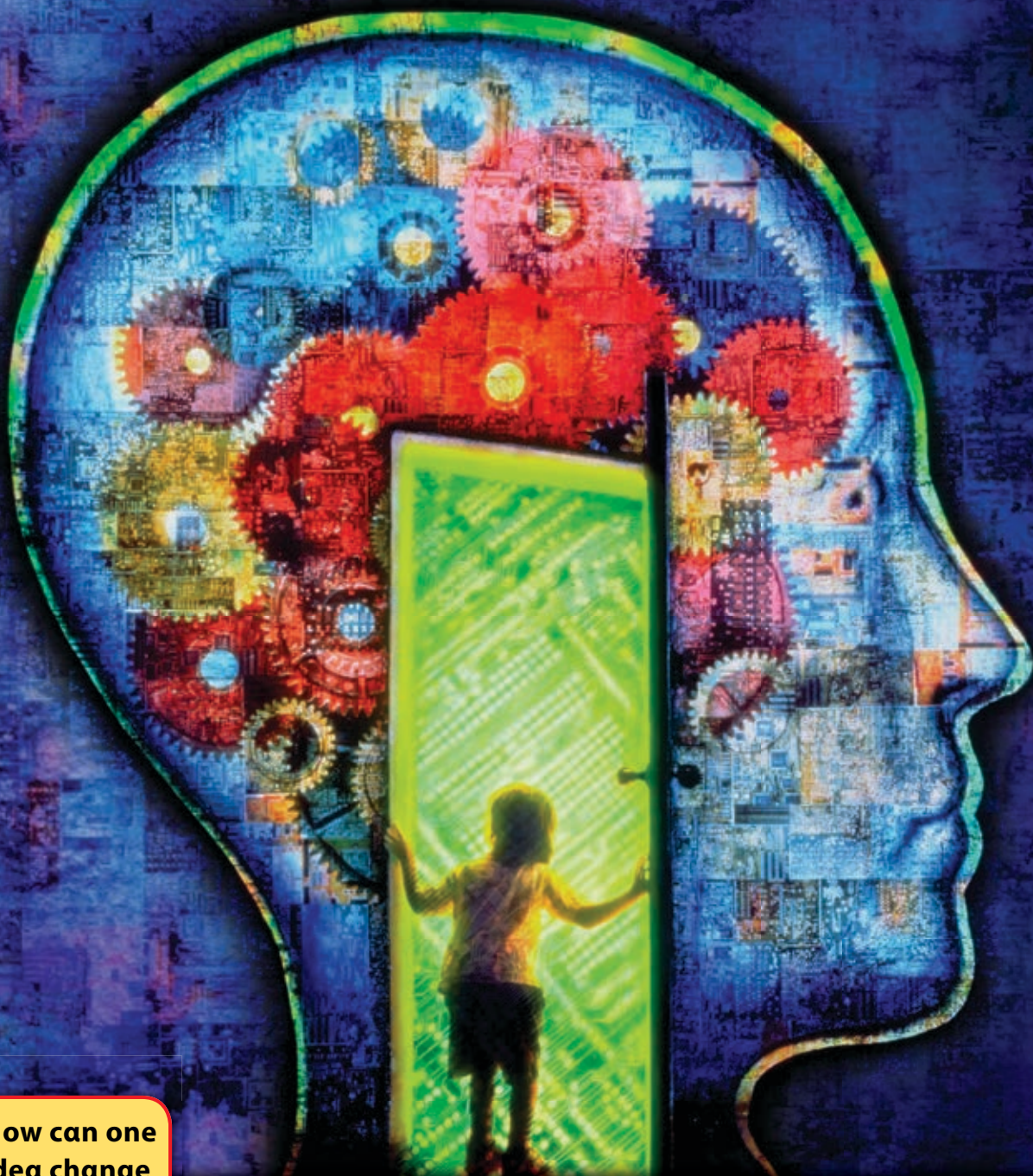
TEACHER

- 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

One Idea



?
BIG
Question

How can one idea change your future?

Economics

Week 1 Innovation	Week 2 Inventors	Week 3 Business	Week 4 Supply and Demand
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Unit 8 Program Resources

WHOLE GROUP TIME

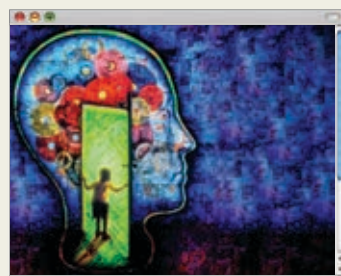


Student Technology

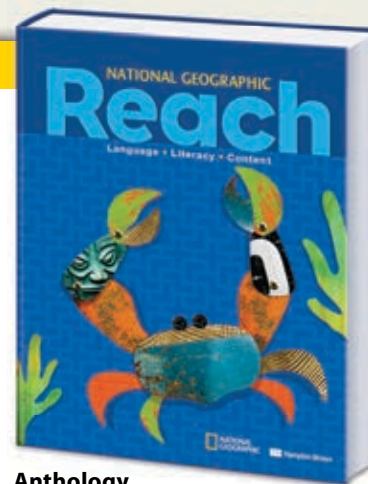
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard

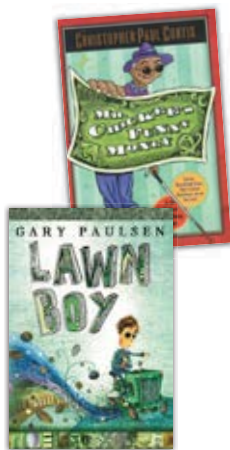


Mark-Up Models 8.1, 8.2

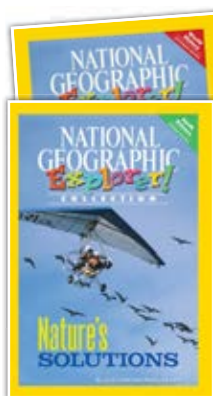
SMALL GROUP READING TIME



Fiction Books



Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters
SG8.1–SG8.32

LEARNING STATION TIME



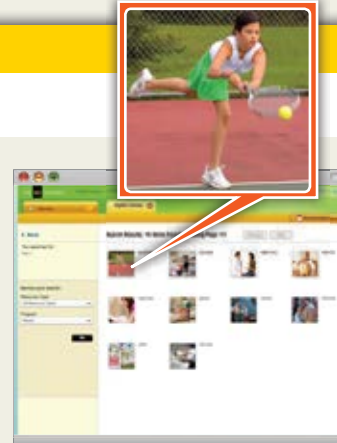
NGReach.com

Student Technology

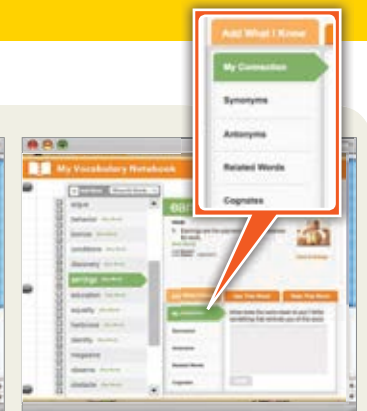
- My Assignments
- Digital Library
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Comprehension Coach



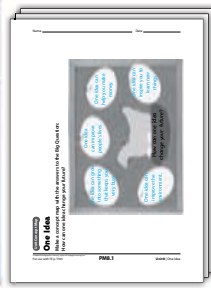
Digital Library



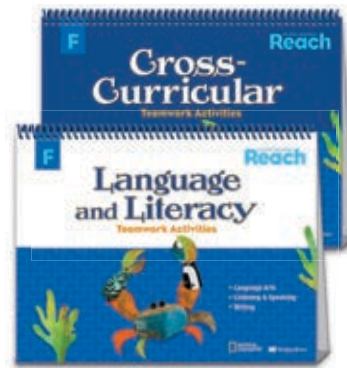
My Vocabulary Notebook



Practice Book
PM8.1-PM8.33



Practice Masters
PM8.1-PM8.33



Teamwork Activities

ESL Kit



Reach into Phonics Kit

PLANNING RESOURCES



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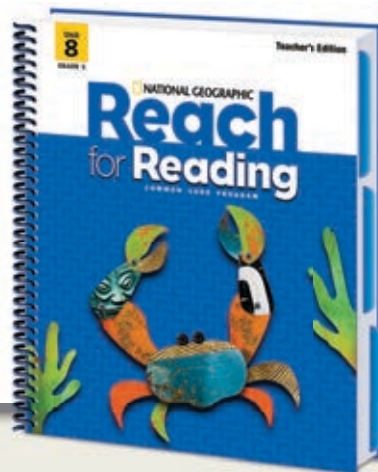
Teacher Technology

- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 8.1-8.31
- Family Newsletter 8 (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



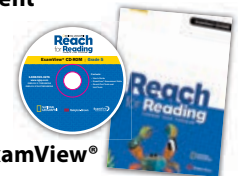
Teacher's Edition

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

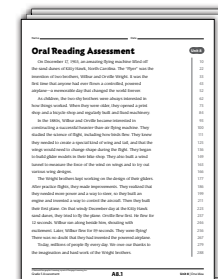
ASSESSMENT & RETEACHING



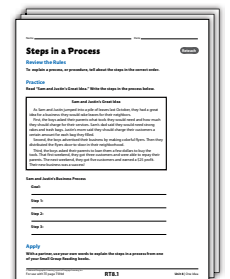
eAssessment™



ExamView®



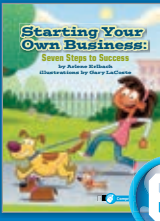

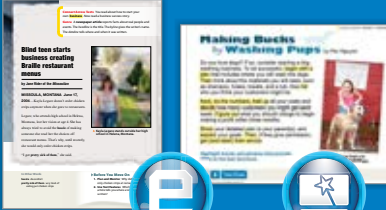







Assessment Masters
A8.1-A8.45



Reteaching Masters
RT8.1-RT8.12

Unit 8 Skills at a Glance

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

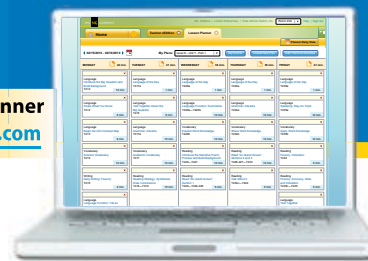
Introduce Unit 8	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary	Reading	
Week 1   eEdition	Express Ideas Explain a Process	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with Prefixes: <i>un, re</i> and Commonly Misspelled Words ✓ Daily Grammar: Past Progressive Tense; Past Perfect Tense ✓ Social Studies Vocabulary business earnings expenses goods income profit services ✓ Academic Vocabulary analyze apply cost procedure supply value 	Read and Comprehend a Procedural Text <ul style="list-style-type: none"> ✓ Explain Steps in a Process ✓ Choose Reading Strategies ✓ Fluency: Practice Phrasing, Accuracy, and Rate 	
Week 2   eEdition  Interactive Whiteboard	Compare Text Structures Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with Suffixes: <i>ly, less, ful</i> and Commonly Misspelled Words ✓ Daily Grammar: Regular Past-Tense Verbs; Irregular Past-Tense Verbs ✓ Idioms 	Read and Comprehend A Newspaper Article <ul style="list-style-type: none"> ✓ Explain Relationships Between Individuals ✓ Choose Reading Strategies Read and Comprehend Procedural Texts ✓ Compare Text Structures ✓ Integrate Information ✓ Fluency: Practice Phrasing, Accuracy, and Rate 	
Week 3   eEdition	Restate an Idea Evaluate Information	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Syllable Types and Commonly Misspelled Words ✓ Daily Grammar: Verb Tense; Future Progressive ✓ Social Studies Vocabulary borrow credit debt entrepreneur loan ✓ Academic Vocabulary advantage determine evaluate favorable influence organization 	Read and Comprehend Fiction <ul style="list-style-type: none"> ✓ Explain Elements of Fiction ✓ Use Reading Strategies ✓ Fluency: Practice Expression, Accuracy, and Rate 	
Week 4   eEdition  Interactive Whiteboard	Discuss an Idea Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Multisyllabic Words and Commonly Misspelled Words ✓ Daily Grammar: Future Perfect; Future Tense ✓ Sayings 	Read and Comprehend a Magazine Article <ul style="list-style-type: none"> ✓ Analyze Ideas ✓ Use Reading Strategies Read and Comprehend Nonfiction Articles ✓ Explain Relationships Between Events Compare Relationships Between Events ✓ Fluency: Practice Intonation, Accuracy, and Rate 	
Unit 8 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS	

BIG Question How can one idea change your future?

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write Steps in a Process Write About a Reading Strategy Write to Summarize a Graphic Write About a Process Write About It: Advertisement</p> <p>Daily Writing Skills: Cite Sources Research Project: Integrate Information</p>	<p> <i>Nature's Solutions</i></p> <p> <i>Kids Manage Money</i></p> <p> <i>The Kids' Invention Book</i></p> <p> <i>The Story of Money</i></p> <p> <i>Toys!: Amazing Stories Behind Some Great Inventions</i></p>	<p>Speaking and Listening Make a Commercial; Admongo Game</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Create a Menu; Review the Ads</p> <p>Cross-Curricular Invent a Product; Compare Ads</p> <p>Reading and Intervention Comprehension Coach; Author Study: Arlene Erlbach; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> Reading Strategies Steps in a Process Fluency: Phrasing, Accuracy, and Rate Social Studies and Academic Vocabulary Spelling: Words with Prefixes: <i>un, re</i> and Commonly Misspelled Words Grammar: Past Progressive Tense; Past Perfect Tense Writing: Cite Sources
<p>Power Writing Write to Synthesize Write a Response Write to Reinforce Grammar Write to Compare Information Write to Advise</p> <p>Daily Writing Skills: Persuasive Techniques Writing Project: Write an Ad or TV Commercial</p>	<p> <i>Imagining the Future</i></p> <p> <i>Alexander Graham Bell and the Telephone</i></p> <p> <i>We'll Race You Henry: A Story About Henry Ford</i></p> <p> <i>Chocolate By Hershey</i></p> <p> <i>The Kid who Invented the Popsicle</i></p>	<p>Speaking and Listening Global Soap Project; Have a Plan Stan</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Grow Your Business; Review a Product</p> <p>Cross-Curricular Open for Business; Make a Braille Menu</p> <p>Reading and Intervention History of Braille; Online Cooking; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> Reading Strategies Relationships Between Individuals Fluency: Phrasing, Accuracy, and Rate idioms Spelling: Words with Suffixes: <i>ly, less, ful</i> and Commonly Misspelled Words Grammar: Past Progressive Tense; Past Perfect Tense Writing: Persuasive Writing Trait: Voice
<p>Power Writing Write About Story Elements Write About Reading Actively Write to Explain Writer's Craft: Retell a Story Write About It: Essay</p> <p>Daily Writing Skills: Stay Active Writing Project: Write Realistic Fiction</p>	<p> <i>Jeans: From Mines to Malls</i></p> <p> <i>Owen Foote, Money Man (Part 1)</i></p> <p> <i>Lawn Boy (Part 1)</i></p> <p> <i>The Toothpaste Millionaire (Part 1)</i></p> <p> <i>Mr. Chickee's Funny Money (Part 1)</i></p>	<p>Speaking and Listening Small Loans, Big Changes; Change a Life</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Reporting the News; Design a Project</p> <p>Cross-Curricular Breeds of Hens; Money Metropolis</p> <p>Reading and Intervention Comprehension Coach; Branding of America; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> Reading Strategies Elements of Fiction Fluency: Expression, Accuracy, and Rate Social Studies and Academic Vocabulary Spelling: Syllable Types and Commonly Misspelled Words Grammar: Past Progressive Tense; Past Perfect Tense Writing: Stay Active Writing Trait: Voice
<p>Power Writing Write to Analyze Text Write a Response Write to Reinforce Grammar Write About a Proverb Write to Compare Events</p> <p>Daily Writing Skills: Write a Procedure Writing Project: Write a Procedural Text</p>	<p> <i>Amazing Grain: The Wonders of Corn</i></p> <p> <i>Owen Foote, Money Man (Part 2)</i></p> <p> <i>Lawn Boy (Part 2)</i></p> <p> <i>The Toothpaste Millionaire (Part 2)</i></p> <p> <i>Mr. Chickee's Funny Money (Part 2)</i></p>	<p>Speaking and Listening Hammer Simwinga; Promote an Idea</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Say What Comes to Mind; Research Elephants</p> <p>Cross-Curricular They Made a Difference; Microloans</p> <p>Reading and Intervention Snow Fences; Ghana; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> Reading Strategies Analyze Ideas Fluency: Intonation, Accuracy, and Rate Sayings Spelling: Multisyllabic Words and Commonly Misspelled Words Grammar: Future Perfect; Future Tense Writing: Write a Procedure Writing Trait: Organization

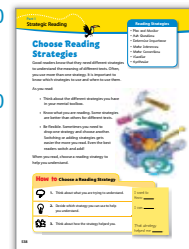
Week 1 Planner



Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening 🕒 5–10 minutes	Social Studies Background Introduce the Big Question; Preview Unit Projects T531–T533 Academic Talk CC.5.SL.1 Express Ideas T534	Academic Talk CC.5.SL.2 Explain a Process T536a
	Language and Vocabulary 🕒 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Pretest; Words with Prefixes <i>un, re,</i> CC.5.Rfou.3.a; and Commonly Misspelled Words T531k CC.5.L.2.e Daily Grammar CC.5.L.1.c Past-Progressive Verbs T531m Social Studies Vocabulary CC.5.L.6 ☑ Learn Key Words T534 business earnings expenses goods income procedure profit services	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.L.2 ☑ Practice T531k Daily Grammar CC.5.L.1.b; CC.5.L.1.c ☑ Regular Past Perfect Tense T531m Academic Vocabulary CC.5.L.6 ☑ Learn More Key Words T536a analyze apply cost supply value
	Reading 🕒 20–40 minutes	Reading Read Aloud: Realistic Fiction T535a Comprehension CC.5.Rinf.10 ☑ Steps in a Process T535a Fluency CC.5.Rfou.4 ☑ Model Phrasing T535a	Reading CC.5.Rinf.10 Speech T538 Comprehension CC.5.Rinf.10 ☑ Choose Reading Strategies T538 Fluency CC.5.Rfou.4 ☑ Practice Phrasing T538
	Writing 🕒 15–45 minutes	Power Writing T534 CC.5.W.10 Daily Writing Skills CC.5.W.8 Cite Sources T531o Writing CC.5.W.2; CC.5.W.2.a; Write Steps in a Process T536 CC.5.W.10 Research Project: Student Businesses CC.5.W.4; Plan T559a CC.5.W.5; CC.5.W.9	Power Writing T536a CC.5.W.10 Daily Writing Skills CC.5.W.8 Cite Sources T531o Writing CC.5.W.2; CC.5.W.10 Write About a Reading Strategy T538 Research Project: Student Businesses CC.5.W.4; Research T559a CC.5.W.5; CC.5.W.9







SMALL GROUP READING TIME		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.5; CC.5.Rinf.8; Explain Text CC.5.Rinf.10 Structure: Problem and Solution SG4 Build Comprehension SG5	Vocabulary CC.5.L.6 Learn Story Words SG6–SG7 Reading CC.5.Rinf.10 Introduce SG6–SG7 Read SG8–SG9 ☑ Steps in a Process SG8–SG9 ☑ Choose Reading Strategies SG8–SG9
			

LEARNING STATION TIME			
🕒 20 minutes		Speaking and Listening T531i CC.5.SL.2; CC.5.SL.4 Language and Vocabulary T531i CC.5.L.6 Writing T531i CC.5.W.1; CC.5.W.1.b; CC.5.W.2; CC.5.W.2.a Cross-Curricular T531j CC.5.W.8; CC.5.W.10 Reading and Intervention CC.5.Rinf.10; CC.5.Rfou.3; T531j; SG68 CC.5.Rfou.3.a; CC.5.Rfou.4.c; CC.5.W.8	

BIG Question How can one idea change your future?

Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
<p>Academic Talk CC.5.SL.1.a Preview and Predict T540</p> <p>Daily Spelling and Word Work CC.5.Rfou.3.a; CC.5.L.2.e; CC.5.L.4.b Practice T531l</p> <p>Daily Grammar CC.5.L.1.b; CC.5.L.1.c Irregular Past Perfect T531n</p> <p>Vocabulary CC.5.L.6 Expand Word Knowledge T540</p>	<p>Academic Talk CC.5.Rlit.2 Summarize Reading T548</p> <p>Daily Spelling and Word Work CC.5.L.2.e Practice T531l</p> <p>Daily Grammar CC.5.L.1; CC.5.L.2 Grammar and Writing T531n</p> <p>Vocabulary CC.5.L.6 Share Word Knowledge T548</p>	<p>Academic Talk CC.5.SL.1; CC.5.SL.4 Talk About "One Hen" T558</p> <p>Daily Grammar CC.5.L.1 Review and Assess T531n</p> <p>Vocabulary CC.5.L.6 Apply Word Knowledge T557a</p>
<p>Reading CC.5.Rinf.8; CC.5.Rinf.10 Read a Procedural Text T541–T546</p> <p>Comprehension CC.5.Rinf.10 Explain Procedural Text T544–T546 Choose Reading Strategies T542–T546</p> 	<p>Reading CC.5.Rinf.8; CC.5.Rinf.10 Read a Procedural Text T549–T556</p> <p>Comprehension CC.5.Rinf.10 Explain Procedural Text T550–551, T556 Choose Reading Strategies T550–T553, T555–T556 Summarize Quantitative Information T554</p> 	<p>Reading CC.5.Rinf.8; CC.5.Rinf.10 Reread a Procedural Text T541–T556</p> <p>Comprehension CC.5.Rinf.10 Steps in a Process T558a</p>
<p>Fluency CC.5.Rfou.4 Practice Phrasing, Accuracy, and Rate T542–543</p> <p>Power Writing T540 CC.5.W.10 Daily Writing Skills CC.5.W.8 Cite Sources T531p</p> <p>Writing CC.5.W.2; CC.5.W.10 Summarize a Graphic T547</p> <p>Research Project: Student Businesses CC.5.W.4; CC.5.W.5; CC.5.W.9 Research T559a</p>	<p>Fluency CC.5.Rfou.4 Practice Phrasing, Accuracy, and Rate T549</p> <p>Power Writing T548 CC.5.W.10 Daily Writing Skills CC.5.W.8 Cite Sources T531p</p> <p>Writing CC.5.W.2; CC.5.W.9.b; CC.5.W.10 Write About a Process T557</p> <p>Research Project: Student Businesses CC.5.W.4; CC.5.W.5; CC.5.W.9 Organize T559b</p>	<p>Fluency CC.5.Rfou.4 Check Phrasing T559</p> <p>Power Writing T557a CC.5.W.10 Daily Writing Skills CC.5.W.8 Review and Assess T531p</p> <p>Writing CC.5.W.1; CC.5.W.10 Write About It T558</p> <p>Research Project: Student Businesses CC.5.W.4; CC.5.W.5; CC.5.W.9 Present T559b</p>

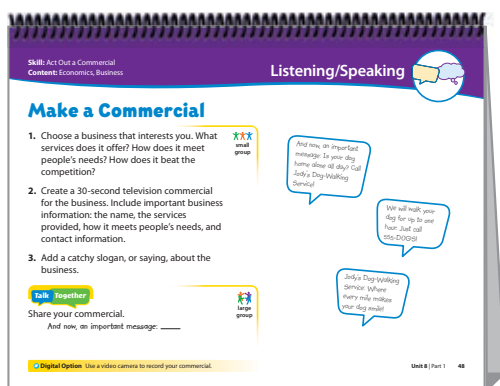
Read Nonfiction Books	Read Nonfiction Books	Read Nonfiction Books
<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG6–SG9</p> <p>Reading CC.5.Rinf.10 Read and Integrate Ideas SG8–SG9 Steps in a Process SG8–SG9 Choose Reading Strategies SG8–SG9</p> 	<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG6–SG9</p> <p>Reading CC.5.Rinf.10 Read and Integrate Ideas SG8–SG9 Steps in a Process SG8–SG9 Choose Reading Strategies SG8–SG9</p> 	<p>Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG6–SG9</p> <p>Reading CC.5.Rlit.2; CC.5.Rlit.3; CC.5.Rlit.10; CC.5.SL.1.a Connect Across Texts SG9</p> <p>Writing CC.5.W.2 Choose a Writing Option SG9</p> 

ASSESSMENT & RETEACHING		
<p>Assessment and Reteaching T559c–T559d</p>		
<p>Reading Comprehension Test A8.4–A8.6 CC.5.Rinf.10</p> <p>Reading Strategy Assessment SG8.30–SG8.31 CC.5.Rinf.10</p> <p>Oral Reading Assessment A8.1–A8.3 CC.5.Rfou.4</p> <p>Vocabulary Test A8.7–A8.8 CC.5.L.6</p>	<p>Spelling Test: Words with Prefixes <i>un, re,</i> and Commonly Misspelled Words T531k CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e</p> <p>Writing, Revising, and Editing Test A8.8–A8.11 CC.5.W.5; CC.5.W.10</p> <p>Reteaching Masters RT8.1–RT8.2</p>	

Week 1 Learning Stations

Speaking and Listening

Option 1: Make a Commercial



Make a Commercial

- Choose a business that interests you. What services does it offer? How does it meet people's needs? How does it beat the competition?
- Create a 30-second television commercial for the business. Include important business information: the name, the services provided, how it meets people's needs, and contact information.
- Add a catchy slogan, or saying, about the business.

Talk Together
Share your commercial. Add now, an important message: _____

Digital Option Use a video camera to record your commercial.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 48

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

ads from newspapers and magazines • video camera (optional)

Present an Opinion CC.5.SL.4
Include Multimedia Components in Presentations CC.5.SL.5

Option 2: Admango Game



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

To play the game have students go to Resources > Unit 8 > Learning Stations > Week 1 > Admango.

- As one partner plays the game, have the other take notes about persuasive techniques in ads. Then switch roles and repeat.
- After both partners have played the game, have them share what they learned.

Report on a Topic CC.5.SL.4

Language and Vocabulary

Key Words

analyze · apply · business · cost · earnings
expenses · goods · income · procedure · profit
services · supply · value

Option 1: Vocabulary Games



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

Acquire and Use General Academic and Domain-Specific Words and Phrases 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 > My Connection, have students write something that reminds them of each word.
- Under Add More Information > Use This Word > Write a Sentence, have students use past-progressive verbs to write sentences containing Key Words.

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

Writing

Option 1: Create a Menu



Create a Menu

- What kind of restaurant would you like to own? Choose a theme. Think of a name.
- Make a list of dishes that you would like to serve at your restaurant.
- Create a menu. Organize the items on your menu into categories.
- Draw pictures to decorate your menu.

Talk Together
Share your menu. Act out serving a meal. Take turns ordering items from everyone's menu.

Digital Option Use a word processing program to write your menu.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Activities: Card 49
Teacher's Guide on [NGReach.com](https://www.ngr.com)

drawing paper • colored markers

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

Option 2: Review the Ads



MATERIALS

print ads from newspapers or magazines
• highlighters • tape • scissors

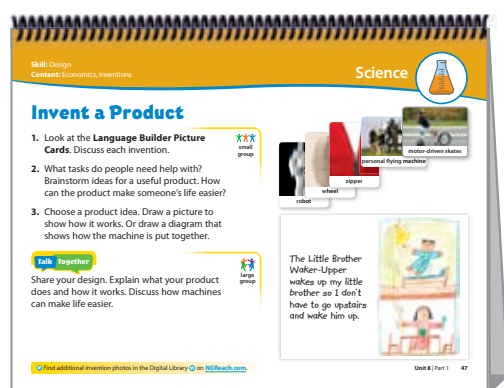
Have partners look for three newspaper ads that use persuasive techniques.

- Have partners cut out the ads and highlight examples of exaggeration, misleading language, or contradictory language.
- Have partners write an explanation of what the ad is trying to get readers to believe.

Draw Evidence from Texts CC.5.W.9
Understand Nuances CC.5.L.5

Cross-Curricular

Option 1: Invent a Product 



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 47

Teacher's Guide on 

Digital Library: Language Builder Picture Cards F96–F100

Digital Library: Key Word Image for "inventions"

drawing paper • colored markers

Summarize Visual Information	CC.5.SL.2
Report on a Topic	CC.5.SL.4
Include Visuals in Presentations	CC.5.SL.5

Option 2: Compare Ads 

MATERIALS

print ads from newspapers or magazines

Have students look through newspapers and magazines to find two different ads for similar products, for example, two different kinds of cereal or two different kinds of game consoles.

- Have students write a paragraph explaining which ad is more effective and why.
- Have students share their paragraphs with the class.

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

Option 1: Comprehension Coach 



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

Option 2: Author Study 

Arlene Erlbach

MATERIALS

books by Arlene Erlbach such as The Kids' Business Book, The Kids' Volunteering Book, and Sidewalk Games Around the World.

As students read multiple books over the week, have them develop sequence chains to take notes on the processes they encounter.

Then have partners take turns using their sequence chains to summarize the processes and discuss similarities and differences among them.

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

Read and Comprehend Informational Texts	CC.5.Rinf.10
Summarize Information	CC.5.W.8

Intervention

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 RT8.1–RT8.2.

Additional Resources

Reach into Phonics 



Lesson 116

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



ESL Teacher's Edition pages T532–T560

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Innovation

- ✔ Words with Prefixes: *un, re*
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Prefixes: *un, re*

1. reassure	A guarantee can reassure customers that the products they buy will last.
2. redouble	If the snow continues to fall, we will have to redouble our efforts to clear the sidewalks.
3. refresh	Business is so good, I need to refresh my supplies daily.
4. regain	If we work hard, we can regain the time we lost.
5. regroup	If our business fails, we will regroup and start again.
6. reinvent	You don't need to reinvent a product, just make it better than other examples of it.
7. reunited	The arguing brothers were reunited by a desire to make their business succeed.
8. unappreciated	People appreciate good work, but sloppy work is unappreciated .
9. unbidden	Although I hadn't asked her to, Mom appeared unbidden with more pears for my fruit stand.
10. uncommon	An uncommon approach to a common problem can get people interested in a new business.
11. unconscious	After a day of hard work, I fell asleep right away and remained unconscious all night.
12. undisputed	No one questions the fact that the fifth graders are the undisputed leaders in candy sales.
13. unequal	It's unfair to get unequal shares of the pie.
14. unlimited	The Internet is an unlimited source of information.
15. unwilling	I'm open to new ideas but some people are unwilling to accept them.

Watch-Out Words

16. aid	I started my dog-walking business to aid pet owners.
17. aide	I have six dogs to walk and need an aide to help me.
18. bases	We cover all the bases by walking and feeding the dogs.
19. basis	On the basis of our work, we have two new clients.

Prefixes *un, re*

Day 2



Option 1

MATERIALS

index cards, 15 per student plus 3 per pair

Teach

Display the words *reassure*, *regain*, and *unequal* and pronounce the words. Explain: *A prefix is a word part added to the beginning of a word that changes the word's meaning.*

Circle *re* and *un* and point to each prefix in turn. Explain: *The prefix re- means "again" or "back," so reassure means "assure again" and regain means "gain back." The prefix un- means "not," so unequal means "not equal."*

Prepare

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

Play a Game

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

Apply Word Analysis Skills

Use Syllabication Patterns and Morphology to Read Multisyllabic Words
Use Roots and Affixes as Clues to Meanings

CC.5.Rfou.3

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

Draw a Picture

Day 2



Option 2

Make a Drawing

Have students use all the Watch-Out Words and as many other spelling words as they can to create one or more pictures. Have them caption each drawing, underlining the spelling words.



Demonstrate Command of Spelling

CC.5.L.2



Trace Letter Shapes

Day 3



Option 1

MATERIALS

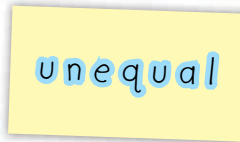
highlighters

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.
- 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 the word correctly each time.



Spell Grade-Appropriate Words

CC.5.L.2.e

Create Word Families

Day 3



Option 2

MATERIALS

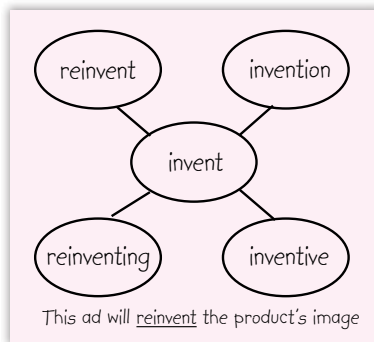
dictionaries, one per student

Prepare

Arrange students in groups of three and have each student choose five different spelling words. Have students write each of their words, drawing a line to separate the prefix from the base word. Then explain that students will create a word web for each word.

Use Graphic Organizers

- For each word, have students write the spelling word without its prefix in the center circle and with its prefix in an outer circle.
- Suggest options for finding other words in the same family, such as adding a different prefix or adding a suffix. Have students use a dictionary to see if it is a real word before adding it to the web.
- Have students write an original sentence using the spelling word.
- Have group members share their webs and add more words to the families if they can.



Use Syllabication Patterns and Morphology to Read Multisyllabic Words
Consult References
Use Roots and Affixes as Clues to Meanings

CC.5.Rfou.3.a
CC.5.L.2.e
CC.5.L.4.b

Prefix Toss

Day 4



Option 1

MATERIALS

crumpled paper ball, one per group • timer

Prepare

Arrange students in small groups and provide each with a crumpled paper ball. Then have students within each group form a circle.

Play a Game

- One player tosses the paper ball to another player, calling out either *un-* or *re-* as he or she tosses the ball.
- The player who catches the ball says and spells a spelling word with the called prefix. The group checks his or her spelling.
- If the word is spelled correctly, the player gets one point and tosses the ball to another player. If not, a volunteer spells it correctly, gets the point, and tosses the ball to another player.
- Play continues from player to player. Players may not spell the same word twice.
- When time is called, the player with the most points wins.

Spell Grade-Appropriate Words

CC.5.L.2.e

Pick It Up!

Day 4



Option 2

MATERIALS

index cards, 26 per group • construction paper, 2 pieces per group

Prepare

- Arrange students in groups of three to six. Have students collaborate to print every letter of the alphabet on a separate index card.
- One student prints each prefix (*re* and *un*) on a separate piece of construction paper.
- Students place the prefix papers on the floor and arranges the letter cards on a desk in a grid *a* to *z*.

Play the Game

- A Caller calls out one of the first 15 spelling words.
- A Speller stands beside the correct prefix. Then, the Speller picks up the remaining letters of the word. Once he or she has all the letters needed to spell the word, the student places them on the floor next to the correct prefix. If a letter is needed more than once (as in *reassurance*), he or she scrambles to remove the letter from its first place in the word and places it down again.
- Group members 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

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Innovation

Grammar: Use Past Progressive and Past Perfect

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar and Usage

CC.5.W.5

CC.5.L.1

Day 1

PROGRAM RESOURCES

Past-Progressive Verbs: eVisual 8.2
Game: Practice Master PM8.3

MATERIALS

paper clips, one per pair of students

Teach the Rules

Use the suggestion on page T536 to introduce past-progressive verbs. Then use eVisual 8.2 to teach the rules.

Past-Progressive Verbs

- A **past-progressive verb** tells about an action that was happening over a period of time in the past.
Older businesses **were attracting** more customers.
- The **past progressive** is formed with the helping verb **was** or **were** and a main verb ending in **-ing**.
It **was getting** difficult to meet expenses. We **were making** a plan to bring in customers.

NGReach.com Past-Progressive Verbs: eVisual 8.2

Explain the first example: *The past-progressive verb were attracting is made up of the helping verb were and the main verb attracting.* Guide students in finding the helping verbs and main verbs in the remaining sentences.

Play a Game

Give partners a paperclip and **Practice Master PM8.3**. Have them play “Spin a Tense.”

Name _____ Date _____

Grammar Game
Spin a Tense

Directions:

1. Play with a partner. Take turns.
2. Spin the paper clip. Read the verb.
3. Use the past-progressive form of the verb to write a sentence.
4. If your partner agrees that you have used the past-progressive form of the verb correctly and that you have spelled the main verb correctly, score one point.
5. Then your partner takes a turn.
6. After all the verbs have been used once, count your points. The partner with more points wins.

Make a Spinner

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

PM8.3 Unit 8 One Side

NGReach.com Practice Master PM8.3

Differentiate

EL English Learners

ISSUE In Korean, Spanish, and Tagalog, the past progressive is often used in place of the simple past.

STRATEGY Help students distinguish when to use each form by providing examples as they play the game. Have students repeat the example sentences after you.

Day 2

PROGRAM RESOURCES

Regular Past Perfect: eVisual 8.4
Game: Practice Master PM8.3

MATERIALS

paper clips, one per pair of students

Teach the Rules

Use the suggestion on pages T538 to introduce the regular past-perfect tense. Then use eVisual 8.4 to teach the rules.

Regular Past Perfect

- The **past-perfect tense** of a verb tells about an action that was completed before another action in the past.
I **had planned** my business before I started it.
- The **regular past perfect** is formed with the helping verb **had** and a main verb ending in **-ed**.
My expenses rose more than I **had expected**.
I **had wanted** low start-up costs, but they grew fast.

NGReach.com Regular Past Perfect: eVisual 8.4

Contrast *started* and *had planned*. Say: *Started is the simple past. To show an action that occurred before that action, use past-perfect tense. Had planned shows that the action of planning occurred before the action of starting.* Have students compare the two verbs in each remaining sentence. Explain how to form the regular past perfect.

Play a Game

Give partners a paperclip and **Practice Master PM8.3** from Day 1. Have them change the directions so that they are now forming the past-perfect tense of each verb they spin.

Differentiate

BL Below Level

ISSUE Students cannot tell when to use simple past or past perfect.
STRATEGY Provide practice by preparing sentences with definite “before” and “after” actions. Have the student underline the simple past-tense verb and supply the past perfect. For example:

Before she started her business, Mandy _____ carefully. (*had planned*)
After she _____ enough money, she bought a bike. (*had earned*)



Use Perfect Form

CC.5.L.1.b

Use Verb Tense

CC.5.L.1.c

Demonstrate Command of Capitalization, Punctuation, and Spelling

CC.5.L.2

Day 3

PROGRAM RESOURCES

Irregular Past Perfect: eVisual 8.5

MATERIALS

ball or beanbag, one per group

Teach the Rules

Use the suggestion on page T547 to introduce irregular past-perfect tense. Then use **eVisual 8.5** to teach the rules.

Irregular Past Perfect

- The **irregular past perfect** is formed with **had** and a **special form** of the main verb.
 - I **had been** a dog walker for a year before I started to babysit.
 - I **had known** about the opportunity for a while.
- Irregular verbs have **special forms**. They do not follow the same rules as regular verbs do.

be → been	know → known
see → seen	hide → hidden
eat → eaten	write → written

NGReach.com Irregular Past Perfect: eVisual 8.5

Point out that **eVisual 8.5** shows just a few of the special forms for irregular verbs. Discuss the sample sentences. Then guide students to generate their own oral sentences that include the irregular past perfect of the listed verbs.

Play a Game

Have groups of three students play “Tense Toss.”

- Write these verbs on the board: *be, know, see, hide, eat, write*.
- Say a verb on the board. Toss a ball or a beanbag to Player 1.
- Player 1 forms the past perfect and uses it in a sentence.
- Player 1 then says a new verb and tosses the ball or beanbag to another player.
- The game continues until each player has had a chance to form two irregular past-perfect verbs.

Differentiate

AL Above Level

ISSUE Students use the irregular verbs on **eVisual 8.5** correctly.

STRATEGY Have students brainstorm a list of additional irregular verbs and their special forms in the past-perfect tense. Ask them to use those verbs along with the verbs on **eVisual 8.5** as they play the game.

Day 4

PROGRAM RESOURCES

Grammar: Practice Master PM8.4

Grammar and Writing

Distribute **Practice Master PM8.4**. Have students use editing and proofreading marks to correct errors with past-progressive and past-perfect verbs.

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 past-progressive tense
- correct use of regular and irregular verbs in past-perfect tense

Editing and Proofreading Marks	
^	Add
↵	Take out

Dallas looked at her business plan. She ^{had worked} on it for a long time. But she knew there was still something she ^{was} forgetting. She showed the plan to her dad—to see if he could tell what ^{was} missing.

Mr. Weisel examined Dallas's list of equipment. He saw that she had listed almost everything she was going to need for her dog-walking business. But he spotted something Dallas had not ^{saw} seen.

Mr. Weisel reminded Dallas that the city recently had ^{ed} passed a “pooper-scooper” law, so Dallas would have to clean up after the dogs.

Dallas groaned. She ^{had} neglected to include biodegradable bags on her list of start-up expenses. She ^{had} known about this law, but hadn't ^{ed} remember. She ^{ed} had ^{ed} hoped she was finished adding up expenses, but she added them up again anyway. Now the list felt complete, but her costs had ^d doubled.

For use with TE, p. T531n. PM8.4 Unit 8 | One Idea

NGReach.com Practice Master PM8.4

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A8.9–A.11

Review and Assess

Copy and display the chart below. Have partners complete the chart and then use the verbs in their chart to write silly sentences.

Main Verb	Past Progressive	Past Perfect
start	was/were started	had started
invest	was/were invested	had invested
eat	was/were eaten	had eaten
write	was/were written	had written

Have students exchange papers with another pair of students and check one another's charts and sentences.

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

Week 1 Daily Writing Skills

OBJECTIVES

Thematic Connection: Innovation

Cite Sources

COMMON CORE STANDARDS

List Sources

CC.5.W.8

Introduce Citing Sources

Day 1



PROGRAM RESOURCES

Citing Sources: eVisual 8.3

Teach the Skill

Explain: *After completing your research, you need to create a list that has complete information on each source you used.* Display **eVisual 8.3**.



Citing Sources

An, Vickie. "Creature Comforts." <i>Time for Kids</i> . 14 Sept. 2011: 7.	Magazine Article
"business cycle." <i>Compton's by Britannica</i> . <i>Britannica Online for Kids</i> . Encyclopedia Britannica, Inc., 2011. Web. 3 Jan. 2012. < http://kids.britannica.com/comptons/article-9273417/business-cycle >.	Online Encyclopedia
Delbanco, Andrea. "Get Down to Business." <i>Time for Kids</i> . 13 Sept. 2011. Web. 14 Dec. 2011. < http://www.timeforkids.com/news/get-down-business/13061 >.	Online Magazine
Godfrey, Neale S. <i>Ultimate Kids' Money Book</i> . New York: Simon & Schuster Children's Publishing, 2002.	Book
Goodnough, Abby. "Now All These Legends Need Is a Good Agent and an Entourage." <i>The New York Times</i> . 30 Sept. 2011: A13	Newspaper Article

NGReach.com

Citing Sources: eVisual 8.3



INTERACTIVE WHITEBOARD TIP: Label the information in each entry.

Point out that the entries are listed in alphabetical order by the author's last name. Then point to the second entry. Explain: *If an article has no author, list it by its title.* Read the first entry together. Explain how to cite a source, annotating the first entry with labels such as: *author's name, article title in quotation marks*, and so on. Also point out how to show the publication date and page number(s).

Discuss the second and third sources. Show that citations for online sources follow the rules for print materials, except for the addition of the access date and URL. The URL is put in angle brackets and underscored. Help students identify the parts of the fourth and fifth sources.

Cite Sources

Day 2



Option 1

PROGRAM RESOURCES

Citing Sources: eVisual 8.3

Small Group Nonfiction Reading Books for Unit 8

MATERIALS

3 index cards per pair of students

Introduce

Display **eVisual 8.3** from Day 1 as a reference. Tell students to study the citations and use them as models as they do the practice activity.

Practice

Have partners select three books and tell them to imagine that they used these books in a research project. Tell them to work together to create an entry for each book on a separate index card.

Have partners exchange cards with another pair and examine the entries for completeness and accuracy. Then have them copy each other's corrected index cards so that each pair of students has six index cards. Have each student select three index cards and put them into his or her Weekly Writing folder.

Cite Sources

Day 2



Option 2

PROGRAM RESOURCES

Citing Sources: eVisual 8.3

Small Group Nonfiction Reading Books for Unit 8

MATERIALS

3 index cards per student • computers with Internet access

Introduce

Display **eVisual 8.3** from Day 1 as a reference. Tell students to study the citations and use them as models as they do the practice activity.

Practice

Have each student select three sources that include a combination of books and online sources. Tell them to imagine they used these sources in a research project.

Have each student create an entry for each source on a separate index card. Tell them work with a partner to check their entries for completeness and accuracy. Have students put their index cards into their Weekly Writing folders.

SUGGESTED PACING

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

Cite and Alphabetize Sources Day 3  Option 1
PROGRAM RESOURCES

Citing Sources: eVisual 8.3
 Small Group Nonfiction Reading Books for Unit 8

MATERIALS

magazines • newspapers • 4 index cards per student • computers with Internet access

Introduce

Display **eVisual 8.3** from Day 1 for reference. Provide several books, magazines, and newspapers.

Practice

Have partners collaborate to find the information needed to cite two print sources and two online sources related to starting a business.

Have each partner prepare an index card for two of the sources, one entry per card. Then, have each partner copy the other's cards so that each partner ends up with four source cards. Have students add the index cards to the Day 2 cards and then arrange their seven cards in alphabetical order.

Have students put their index cards, arranged in alphabetical order, into their Weekly Writing folders.

Cite and Alphabetize Sources Day 3  Option 2
PROGRAM RESOURCES

Citing Sources: eVisual 8.3
 Small Group Nonfiction Reading Books for Unit 8

MATERIALS

magazines • newspapers • 2–4 index cards per student • computers with Internet access

Introduce

Display **eVisual 8.3** from Day 1 for reference. Provide several books, magazines, and newspapers.

Practice

Have students find additional print and online sources, including at least one magazine and one newspaper, so that together with the Day 2 index cards, they now have one of each type of source shown on **eVisual 8.3**. Have each student prepare an index card for each source. Tell students to add these index cards to Day 2's cards and then arrange all their cards in alphabetical order.

Have students put their index cards, arranged in alphabetical order, into their Weekly Writing folders.

Create a Bibliography Day 4 
PROGRAM RESOURCES

Citing Sources: eVisual 8.3

MATERIALS

computers (optional)

Introduce

Display **Citing Sources: eVisual 8.3** from Day 1. Call on volunteers to describe the formatting of the entries. Point out the hanging indent. Explain that a list of sources is called a bibliography. Then have students take out the index cards they wrote for sources on Days 2 and 3.

Practice

Tell each student to write or use a computer to create a bibliography, or final source list, that incorporates the information from all the cards, listed in alphabetical order.

Have students exchange lists and index cards with a partner and check each other's work for completeness and accuracy.

Review and Assess Day 5 
PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A8.9–A8.11

Review the Skill

Have partners work together to create index cards for two real or made-up sources: a print source and an online source. Have partners label the parts of each entry, including the following: author's last name; author's first name; article title; title of newspaper, book, or magazine; city of publication; publisher; the publication date; and the URL if applicable.

Have partners exchange cards with another pair of students and examine each other's entries for completeness and accuracy.

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

Day 1 Introduce the Unit

OBJECTIVES

Thematic Connection: Innovation

Preview Content by Paraphrasing Information

PROGRAM RESOURCES


PRINT & TECHNOLOGY

Family Newsletter 8

Unit Concept Map: Practice Master PM8.1

TECHNOLOGY ONLY

Unit 8 Build Background Video



WARM-UP

Ask: *What is a **business**? What kinds of **businesses** do you and your family go to?* (Possible response: We go to grocery stores and restaurants.) Put up a list of responses and add businesses to the list throughout the week.

Social Studies Background

1 Big Question Anthology page 533

Have a volunteer read aloud the Big Question. Explain that this unit is about business. Students will be reading about how people use new ideas to start businesses. Distribute **Family Newsletter 8**.

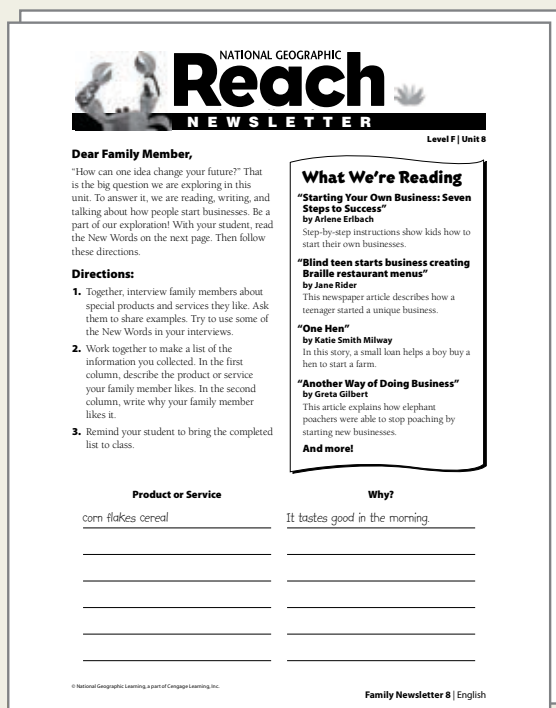
2 Share What You Know Anthology page 533

Activate prior knowledge: *What kinds of technology do you use?* Display **Student eEdition** page 533, and review the instructions. Have students discuss how their lives would be different or more difficult without new inventions.

3 Build Background Video

Set a purpose for viewing the video: *Watch the video to find out how **businesses can work**.* Play the video and invite students to take notes about ideas introduced in the video that are new to them. After viewing, discuss the video:

- *How did ideas such as the traffic light and electric lamp change people's lives?*
- *What must a **business** do to succeed?*
- *What was Muhammad Yunus's idea for a new **business**? What problem did it solve?*



NATIONAL GEOGRAPHIC
Reach
NEWSLETTER
Level F | Unit 8

Dear Family Member,
"How can one idea change your future?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how people start businesses. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members about special products and services they like. Ask them to share examples. Try to use some of the New Words in your interviews.
2. Work together to make a list of the information you collected. In the first column, describe the product or service your family member likes. In the second column, write why your family member likes it.
3. Remind your student to bring the completed list to class.

What We're Reading

"Starting Your Own Business: Seven Steps to Success"
by Ariene Erlbach
Step-by-step instructions show kids how to start their own businesses.

"Blind teen starts business creating Braille restaurant menus"
by Jane Rider
This newspaper article describes how a teenager started a unique business.

"One Hen"
by Katie Smith Milway
In this story, a small loan helps a boy buy a hen to start a farm.

"Another Way of Doing Business"
by Greta Gilbert
This article explains how elephant poachers were able to stop poaching by starting new businesses.

And more!

Product or Service	Why?
corn flakes cereal	It tastes good in the morning.
_____	_____
_____	_____
_____	_____
_____	_____

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Family Newsletter 8 | English

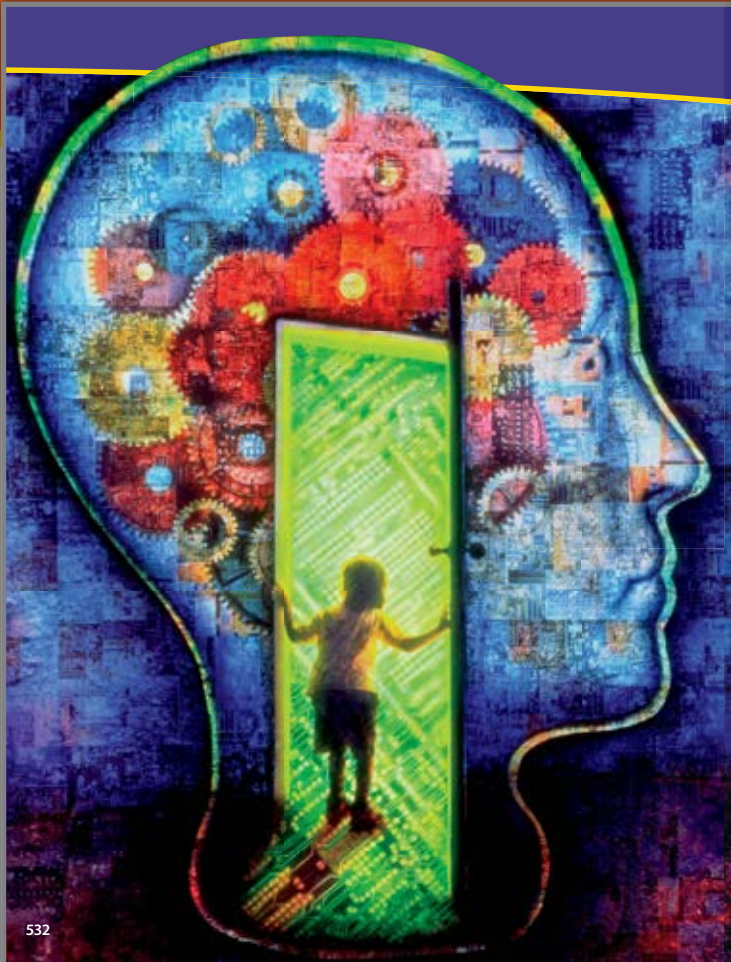
NGReach.com Family Newsletter 8
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Contribute to Discussions

CC.5.SL.1.c



One Idea

Big Question

How can one idea change your future?

Share What You Know



- 1** Think of all the things you have used today.
- 2** List three ways your life would have been different without these inventions.
- 3** Share your list with the class. Then place it on a bulletin board.



Build Background: Watch a video about how businesses work.
[NGReach.com](https://www.ngreach.com)

STUDENT TECHNOLOGY



Student eEdition



Video



Resources

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

Anthology
pages 532–533

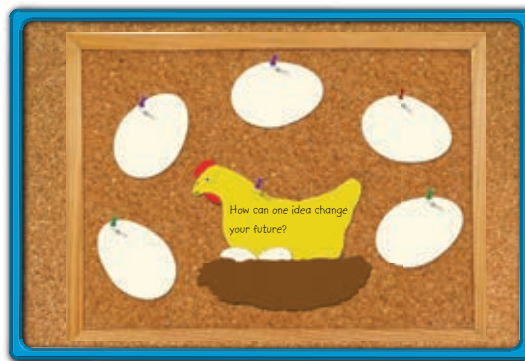
Social Studies Background

4 Introduce the Unit Concept Map

Review the Big Question. Ask students to think about what they learned from the video about how to succeed in business. Ask: *Why do people start new businesses? How can a new business change the way other people live?*

Display the unit concept map using **Student eEdition** page 608, or provide a bulletin-board version of the concept map.

Explain: *As you go through this unit, you will learn how people start businesses and make them succeed. You will use the concept map to organize your answers to the Big Question.*



Concept Map

Distribute **Practice Master PM8.1** and model how to fill in a concept map. Ask: *What ideas can we add from the Build Background Video?*

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 609. Have students read the project options so they can think about which one they will choose.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T531o–T531p)
- ✓ Power Writing (T534, T536a, T540, T548, T557a)
- ✓ Writing (T536, T538–T539, T547, T557, T558)

Name _____ Date _____

Unit Concept Map
One Idea
 Make a concept map with the answers to the Big Question:
 How can one idea change your future?

One idea can help you make money.
 One idea can inspire you to learn new things.
 One idea can improve people's lives.
 One idea can grow into something that keeps you very busy.
 One idea can improve the environment.
 How can one idea change your future?

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PM8.1 **Unit 8 | One Idea**

OBJECTIVES

Thematic Connection: Innovation

- Use Domain-Specific Words
- Explain Text Structure: Procedural Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 8
- Unit Concept Map: Practice Master PM8.1
- Sequence Chain: Practice Master PM8.2

TECHNOLOGY ONLY

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

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can for one minute about a business they like.

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 Ideas | CC.5.W.2 |
| Include Formatting | CC.5.W.2.a |
| 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 Academic and Domain-Specific Words | CC.5.L.6 |
|--|----------|

Academic Talk

1 Express Ideas Anthology page 534

Play the **Sing with Me Language Song**: “A Dog-Gone Good Idea.” Ask students to identify one of Diego and Sebastian’s ideas in the song.

Remind students that when we express ideas, we tell our thoughts about a topic. We can explain why we think something is important or what we think about a certain idea. Explain that students should always support their thoughts or ideas with at least two reasons. Model the process:

- *First, I state my idea: I believe that the computer is the most important invention of the last 100 years.*
- *Then I give at least two reasons to support my idea: People of all ages rely on computers every day. Modern **businesses** cannot run without computers.*

Have volunteers give more reasons to support the idea that computers are an important invention.

Then ask: *What ideas do you have for a new invention? Why would it be important to others?* Have students express their ideas and support them with at least two reasons. Remind them to use specific words and details to express their ideas.

Science Vocabulary

2 Key Words Anthology page 535

Explain and model using **Vocabulary Routine 1** and the diagram on **Student Edition** page 535 to learn the Key Words.

- **Pronounce the word and point to the image:** **goods**.
- **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:** **Goods** are the products or things a **business** sells to its customers.
- **Elaborate.** The **goods** I can buy at a bakery include bread and cakes.

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

See **Differentiate**

Key Words

business · earnings · expenses
goods · income · profit
services



- I think _____.
- I know _____.

Express Ideas

Listen to Diego and Sebastian's song. Then use **Language Frames** to express an idea of your own.

A Dog-Gone Good Idea

Song (MP3)

I know that people get
Lots of presents for their pets.
Why don't we make something dogs
would like to eat?
We can sell fresh doggy treats.

I think that people do
Want treats to be healthy, too.
If we can invent a healthy doggy snack.
Ours will stand out from the pack.

Tune: "This Old Man"



Key Words

Look at the photos. Use **Key Words** and other words to talk about how a **business** works.

Key Words

- business
- earnings
- expenses
- goods
- income
- profit
- services



Talk Together

How can one business idea spark another idea? Use **Language Frames** from page 534 and **Key Words** to express your ideas to a partner.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 534–535

3 Talk Together Anthology page 535

Have partners take turns suggesting an idea for a product or service they think people could use. Ask: *What other **goods** or **services** relate to that **business**?* Then have students use the Key Words to discuss how one business idea can spark, or lead to, another creative idea.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students discuss how one business idea can lead to another, listen for correct usage of the Key Words.

If students use words incorrectly, ask forced-choice questions to develop understanding, for example:

- *Is the money a **business** makes its **expenses** or **profit**?* (**profit**)
- *If a **business** sells something that it makes, does it provide **services** or **goods**?* (**goods**)
- *If **expenses** are more than **earnings**, is a **business** successful or unsuccessful?* (unsuccessful)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

expenses/expensas services/servicios

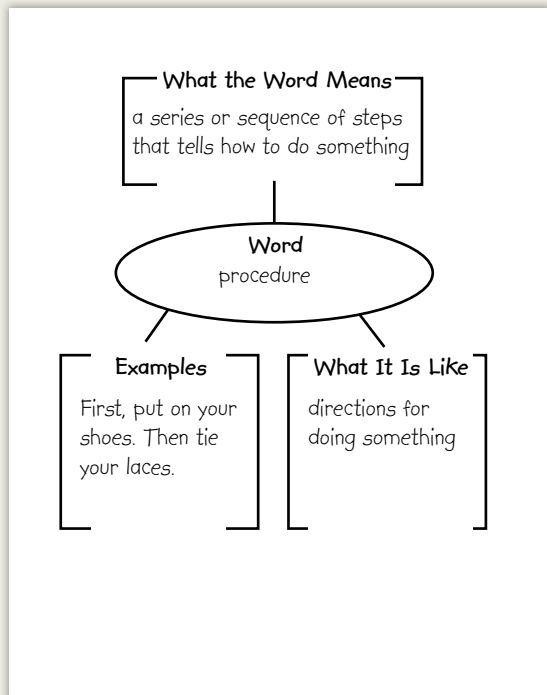
BL Below Level

ISSUE Students have difficulty distinguishing shades of meaning between the financial terms *income*, *earnings*, *expenses*, and *profit*.

STRATEGY Ask questions to help students understand the meaning each word:

- *Which two words mean the money a **business** takes in? (**income** and **earnings**)*
- *What word means all of the money a company spends? (**expenses**)*
- *What word means the amount of money a company has left over after it pays its **expenses**? (**profit**)*

Word Map



Fluency

Model Phrasing Explain the concept: *Fluent readers read with phrasing. They group words together and look for natural places within a sentence to pause and emphasize certain ideas and details. Commas and periods signal natural places to pause.* Model phrasing with sentences from “Dog-Gone Healthy Treats.” Have students practice phrasing by reading aloud the Key Word captions on **Anthology** page 535.

Comprehension

4 Steps in a Process ✓ **Anthology** page 536

Use a Word Map to teach the term **procedure**. Read aloud the first paragraph on page 536. Then display **eVisual 8.1** and read aloud “Dog-Gone Healthy Treats.” Remind students to think about the steps that Diego and Sebastian follow to start their business.



Read Aloud

Realistic Fiction

Dog-Gone Healthy Treats

Diego and Sebastian were eating an afternoon snack and watching Diego’s dog happily chew on a bone when the boys came up with a great idea for a new **business**: to bake and sell healthy dog treats. They felt sure they could provide **goods** that made dogs *and* their owners happy.

First, the boys used natural, healthy ingredients to bake a big batch of doggy treats. Diego used a bone-shaped cookie cutter to make the treats even more appealing to their canine customers.

Second, the boys advertised their new **business**. Sebastian came up with the catchy name “Dog-Gone Healthy Treats” for the bite-sized snacks. The boys made colorful flyers and posted them in dog parks, pet stores, and the local vet’s office—all places they knew dog owners would see them.

The third step was to set up a stand at a local park. The boys got permission to sell their **goods**. They sold 50 bags of treats on the first day. Their tail-wagging customers were munching on Dog-Gone Healthy Treats as the boys counted the **earnings**. The new **business** was a success!

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



INTERACTIVE WHITEBOARD TIP: Have students circle examples of sequence words.

5 Map and Talk **Anthology** page 536

Read aloud the instructions. Point out the arrows in the sequence chain and the words *First*, *Second*, and *Third* to show how the steps are organized. Have students point out more details in the **Read Aloud** that relate to each step.

6 Talk Together **Anthology** page 536

Have partners use **Practice Master PM8.2** to organize the steps needed to start their business ideas.

Check & Reteach

OBJECTIVE: Explain Text Structure: Procedural Text ✓

Ask: *What are the steps in your **business plan**?* (Responses will vary, but students should identify the steps in order.)

If students have difficulty organizing the steps of the process, provide sentence frames:

First, we need to _____. Second, we will _____. Third, we _____.



Steps in a Process

You can learn a new process or procedure more easily if you break it down into steps. Look at the pictures. They show the steps Diego and Sebastian used to start their business.

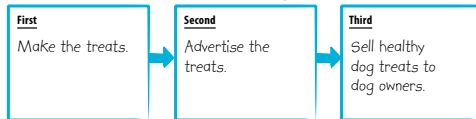


Map and Talk

You can use a sequence chain to explain the steps in a process, or procedure. Here's how to make one.

First, write the goal of the procedure above the sequence chain. Then write the steps in an order that makes sense.

How to Create a Healthy Dog Treats Business



Talk Together

With a partner, think of an idea for a business. Use a sequence chain to explain the steps you would take to start the business.

536

Anthology page 536

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T531k

Daily Grammar ✓

Point out the past progressive verb *were munching* in the last paragraph of the **Read Aloud**. Then use page T531m to teach the past progressive tense.

Daily Writing Skills ✓

Tell students that there are different ways to cite print and digital sources. Then use page T531o to teach how to cite sources.

Writing

7 Write Steps in a Process

Introduce: *Now you will write a paragraph that explains the **procedure** you would follow to start the **business** you described in **Talk Together**.* Model the process using details from "Dog-Gone Healthy Treats."

Think Aloud

First, I write my idea.

*Then I describe the steps to start my **business**.*

Write

My business will make and sell healthy dog treats.

First, I will bake the dog treats. Second, I will advertise the business. Third, I will set up a stand to sell the dog treats.

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

Have students use the sequence chain they prepared in **Talk Together** to help write their paragraphs. Remind them to include words that signal the sequence of steps. Then have them add their paragraphs to their Weekly Writing folders.

WRAP-UP Have partners brainstorm business ideas based on the inventions inspired by animals that they read about in *Nature's Solutions*.

Name _____ Date _____

Sequence Chain

Tell Steps in a Process

First Responses will vary.	→	Second Responses will vary.	→	Third Responses will vary.
--------------------------------------	---	---------------------------------------	---	--------------------------------------

Use a sequence chain to tell a partner the steps that you would take to start a business. Use the words *first*, *second*, and *third* to explain the steps in an order that makes sense.

For use with TE p. T535a

PM8.2

Unit 8 | One Idea

OBJECTIVES

Thematic Connection: Innovation

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

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 8

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook


MATERIALS

timer

Power Writing

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

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



WARM-UP

Have students discuss tasks which follow steps. Ask: *What activities do you do where the order of steps is important? What happens if you do steps out of order?*

Academic Talk

1 Explain a Process

Explain: *When you explain a process, it is important to describe what happens at each step and to tell the steps in a clear, logical order. You can prepare for discussions by defining words and creating visual support.* Model explaining a process:

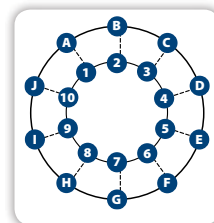
- *First, scrub the lemons and slice them in half.*
- *Second, squeeze the lemon juice into a pitcher.*
- *Third, combine the acidic lemon juice with sugar, ice, and water.*

Ask students which words, if any, need to be defined and what visual support, such as pictures or diagrams, could be added to better explain the process.

Then ask: *What is an activity or task you do that involves several steps?* Have students use an **Inside-Outside Circle** to discuss:

- Students stand in concentric circles facing each other.
- Students in the inside explain a process for a familiar activity.
- Students in the outside circle listen for the steps in order.
- Students trade places and repeat the activity.

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



Inside-Outside Circle

Academic Vocabulary

2 More Key Words Anthology page 537

Say: *Let's learn some more words to help us discuss **businesses**.* Explain and model using **Vocabulary Routine 1** and the images in the **Student eEdition**.

- **Pronounce the word** and point to the image: **supply**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** To **supply** something means to make it available.
- **Elaborate.** Local dairies **supply** restaurants and stores with milk and cheese.

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

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

Key Words

analyze · apply · cost
supply · value

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 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.a
------------------------------	-------------

Language and Vocabulary

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

More Key Words

Use these words to talk about "Starting Your Own Business: Seven Steps to Success" and "Blind teen starts business."

analyze

(a-nu-liz) verb



To **analyze** means to examine in detail. She **analyzed** the cell under a microscope.

apply

(i-pli) verb



To **apply** means to ask for or to request something, usually in writing.

cost

(kawst) noun



The **cost** of something is how much you pay to buy it. The **cost** of gas changes all the time.

supply

(su-pli) verb



To **supply** means to provide things people need. Farms **supply** us with vegetables.

value

(val-yii) noun



The **value** of something is its cost or how important it is. This jewelry has a high **value**.

Talk Together

Work with a partner. Write a question using two **Key Words**. Have your partner answer, using a different **Key Word**. Take turns and keep going until you have used all of the words twice.

Questions	Answers
Is the cost of this item too high for its value ?	No, I analyzed the item and found that it was worth the price.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Best Practices

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

Anthology page 537

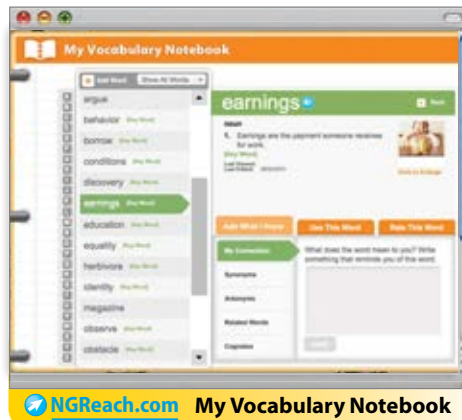
Have partners use page 537 to take turns repeating the routine for each word. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 537

Point out that students should try to ask questions that require more than a yes/no answer. Suggest, therefore, that they start questions with words like *How* and *Why*.

Model: *How did you **analyze** the **value** of your new bike?* Have partners share one question and answer with the class.



Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As partners exchange questions and answers, listen for correct usage of the Key Words. If students use words incorrectly, ask questions that prompt understanding. For example:

*What is another word for how much to pay for something? (**cost**)*

*What is another word for examining something in detail? (**analyze**)*

*What is another word for providing things people need? (**supply**)*

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

analyze/analizar apply/aplicar
cost/costo value/valor

BL Below Level

ISSUE Students have difficulty incorporating Key Words into a question.

STRATEGY Help students brainstorm a list of question starters, such as *Who*, *What*, *How*, and *Why*, and encourage them to choose one of the words to start each question. Also, provide longer question frames that include a Key Word, such as: How would you analyze _____? Can you apply _____? What is the value of _____?

Fluency

Practice Phrasing As partners read aloud “How We Succeeded in Business,” circulate and listen for correct phrasing.


Daily Language Arts
Daily Spelling and Word Work ✓

Practice page T531k

Daily Grammar ✓

Point out the past perfect tense verb *had analyzed* in the sentence: “They had analyzed the cost of a new car before buying it.” Then use page T531m to teach the past perfect tense.

Daily Writing Skills ✓

Remind students that digital sources are cited differently than print ones. Then use page T531o to teach how to cite print and digital sources.

Comprehension

4 Choose Reading Strategies ✓ **Anthology** page 538

Project **Student eEdition** page 538 and review the list of reading strategies. Remind students that they have learned many reading strategies and explain that picking the right strategy can help them better understand what they read. Model choosing a reading strategy:

- *I want to know why the boys decided to make healthy dog treats.*
- *I can ask questions to help me find this information.*
- *That strategy helped me focus on the information I wanted to know.*

5 Talk Together **Anthology** page 539

Read aloud the instructions on page 539. Have partners read aloud the first paragraph of Sebastian’s speech. Have them choose a reading strategy and discuss how to use it.

Ask: *How does choosing a reading strategy help you better understand what you read?* (Possible response: When I choose a reading strategy, I pick the one that fits the text and my purpose for reading it.)

Have partners take turns reading paragraphs. After each one, have them choose a reading strategy and justify their choice. Circulate and monitor conversations.

Check & Reteach**OBJECTIVE: Choose Reading Strategies to Comprehend Text** ✓

Monitor that students can choose a reading strategy and justify their choice.

If students have difficulty choosing a strategy, prompt them with questions: *What do you want to know? How can you find that information? Which reading strategy can help you?*

Writing

6 Write About a Reading Strategy

Introduce: *You will write how a reading strategy helped you understand a procedural text, such as a manual or a recipe.* Model the process with Sebastian’s speech.

Think Aloud	Write
<i>First, I write about what I wanted to know.</i>	I wanted to know why the boys started the dog treat business .
<i>Next, I write about the strategy I chose.</i>	I used the strategy Ask Questions to ask: <i>Why did they start the business?</i>
<i>Then I explain how the strategy helped me grasp what I read.</i>	That strategy reminded me to look for answers and specific information in the speech.

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



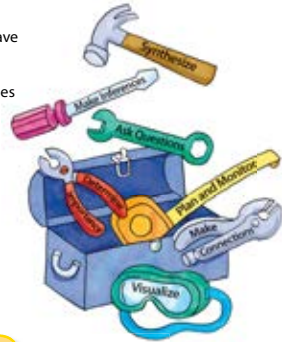
Choose Reading Strategies

Good readers know that they need different strategies to understand the meaning of different texts. Often, you use more than one strategy. It is important to know which strategies to use and when to use them.

As you read:

- Think about the different strategies you have in your mental toolbox.
- Know what you are reading. Some strategies are better than others for different texts.
- Be flexible. Sometimes you need to drop one strategy and choose another. Switching or adding strategies gets easier the more you read. Even the best readers switch and add!

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



Reading Strategies

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

How to Choose a Reading Strategy

- | | | |
|--|--|--------------------------------|
| | 1. Think about what you are trying to understand. | I want to know _____. |
| | 2. Decide which strategy you can use to help you understand. | I can _____. |
| | 3. Think about how the strategy helped you. | That strategy helped me _____. |

Talk Together

Read the speech Sebastian gave at a school assembly. Tell a partner which reading strategies you used to help you understand the text.

Speech

How We Succeeded in Business

Principal Hawes asked Diego and me to explain how we started and grew our **business**, Dog-Gone Healthy Treats. I love dogs, and Diego loves to bake. We wanted to **apply** our interests to our business. We also wanted to **supply** something that people needed.

Lots of pet owners worry that their dogs eat unhealthy foods. So we thought, "Why not make dog treats that are good for dogs?"

Diego was careful to put only natural ingredients in the treats. At first, they tasted so bad the dogs wouldn't touch them! He had to redo the recipe three times.

We **analyzed** what it would cost to make the treats. The **cost** of the ingredients was low, so our **profits** were high. We sold the snacks at the local farmers' market. The dog owners loved the treats. Most important, the dogs really loved them!

In closing, I have some advice for kids who want to start a business. Think about what people need. Provide **goods** or **services** that have real **value**. Think about what you like to do. Then work hard, and you will be successful!



Review different types of procedural texts, such as how-to manuals, instructions, or recipes. Have students write a few sentences about how a reading strategy helped them understand the text. Remind them to identify the strategy and then explain how it helped them better understand the text.

Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students have difficulty writing clear sentences about using reading strategies.

STRATEGY Provide sentence frames to help students organize their ideas:

- I want to know _____.
- I will use the _____ strategy to find that information.
- _____ helps me understand what I read because _____.

WRAP-UP

Have partners discuss how they or their families decide which new products to buy. Ask them to use the Key Words *analyze*, *cost*, and *value* in their discussion.

OBJECTIVES

Thematic Connection: Innovation

- ✓ Explain Text Structure: Procedural Text
- ✓ Choose Reading Strategies to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 4
Track 7

Comprehension Coach


MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about goods and services.

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



WARM-UP

Have students share what they learned in the family interviews from **Family Newsletter 8**. Explain that today they will be reading a procedural text about starting a business.

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating Frayer Model Visual Organizers. Use **Vocabulary Routine 2** to model how to make an organizer for **business**.

- Draw four boxes around an oval. Write the word inside the oval.
- Write the definition.
- Write the characteristics of the word.
- List examples of the word.
- List non-examples of the word.

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

Key Words

analyze · apply · business · cost
 earnings · expenses · goods · income
 procedure · profit · services · supply
 value

Assign a Key Word to each set of partners. As partners complete their organizers, have them share with another pair who studied the same word, and then add the word and the definition to **My Vocabulary Notebook**. Display the organizers.

Academic Talk

2 Preview and Predict

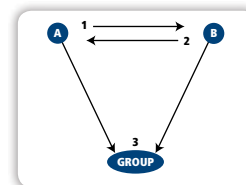
REVIEW *One way to preview a nonfiction text is to look at the text features, such as illustrations, charts, and graphs. They can help you predict what the text will be about.*

Display these Key Words: *business, goods, procedure, services.*

Use a **Three-Step Interview** to help students share predictions about “Starting Your Own Business.”

- Have partners preview the title and text features on **Anthology** pages 542–557.
- Have Student A interview Student B about his or her predictions for the text. Then have Student B interview Student A. Encourage students to use Key Words in their predictions.
- Have each student report what his or her partner predicted in the interview.

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



Three-Step Interview

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 Audiences | CC.5.W.10 |

Speaking and Listening

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

Language and Vocabulary

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

Read a Procedural Text

Genre

A **procedural text** explains how to do something. Usually, procedural texts include steps to follow in a certain order.

Text Feature

Illustrations are pictures that display information visually. In a procedural text, illustrations help show details related to each step of a process.



illustration

Starting Your Own Business:

Seven Steps to Success

by Arlene Erlbach

illustrations by Gary LaCoste



Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

540

Anthology
pages 540–541

Reading

3 Read a Procedural Text

GENRE Have a volunteer read aloud the definition of a procedural text.

Elaborate: *In this procedural text, the author explains how to start your own **business**. She gives a step-by-step description of the planning process.*

TEXT FEATURE Ask a volunteer to read aloud the definition of illustrations.

Explain: *Illustrations help readers understand ideas and visualize details from the text.*

SOCIAL STUDIES BACKGROUND Share information to build background:

- A small **business** is a private company with fewer than 500 employees.
- In 2009, there were 27.5 million small **businesses** in the United States.
- Small **businesses** employ about half of non-government U.S. workers.

Have students read pages 542–547. 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 alternate reading the selection with partners. Use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY As students read silently, have them take notes about steps in the process. Use the questions to build comprehension.

Best Practices

Choose a Variety of Reading Strategies Display a menu of reading strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, and Synthesize.

As students read “Starting Your Own Business,” encourage them to select reading strategies that will help them comprehend the procedural text. For example, ask:

- *What questions do you have as you read the text? Where can you look for the answers?*
- *Do the ideas remind you of something else you know or have read in the past? You can put the ideas together to make a connection.*
- *After reading the text, what is a generalization that you can make that is true for other situations, too?*

1 **Set a Purpose**
Find out about starting your own **business**.

Kids Are Business People, Too

Have you ever dreamed of having lots of money of your own? Then you should think about starting a **business**. Every year, thousands of kids start businesses. They earn extra money to spend or to save. Some kids use their business **earnings** to pay for trips, lessons, or for college later on. Kids do more than just **babysit** or **mow lawns**. Many kids have found ways to make their businesses different and special. **2** **BL**



In Other Words
babysit take care of children for parents
mow lawns cut grass for people

542

Anthology
pages 542–543

People who start and **manage** their own businesses are **entrepreneurs**. Entrepreneurs are good planners and organizers. Before starting a business, an entrepreneur finds a need and thinks about how to fill it. Starting a business isn't always easy, but it's usually challenging and fun. Follow these steps to see how it's done. **3**

Thank you!



SN



In Other Words
manage run; control

Before You Move On

- 1. Ask Questions** What would you ask the author about becoming an entrepreneur?
- 2. Use Text Features** Look at the section heading and the pictures. What do they tell you about the text?

543

Fluency

Practice Phrasing, Accuracy, Rate

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

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 Synthesize: Form Generalizations** *What generalization can you make about why some kids start a **business**?* (Possible response: I read that many kids start a **business**. I know that kids need money to buy things. I think that most kids start **businesses** to earn money to buy things.)
- 3 Synthesize: Draw Conclusions** *Based on what you read, what conclusion can you draw about successful **entrepreneurs**?* (I read that entrepreneurs figure out how to fill a need. I also read that starting a **business** is hard. I conclude that **entrepreneurs** must be organized and hard working.)

Differentiate

BL Below Level

ISSUE Students have difficulty forming a generalization for question 2, above.

STRATEGY Prompt with questions: *What did you read about kids and businesses? What do you already know about kids who work? What do you think is true about most kids who start a business?*

SN Special Needs

ISSUE Students do not see how the illustrations support information in the text.

STRATEGY Point out that the text on pages 542–543 is mostly about kids who work. Ask: *How do these pictures tell you more about ways kids can work?*

Answers Before You Move On

- 1. Ask Questions** Possible response: I would ask the author: What is the most important step in starting a **business**? Does it cost a lot of money?
- 2. Use Text Features** The section heading shows that the text will be about kids who have **businesses**. The pictures show different **businesses** kids might have, like washing cars, gardening, and selling artwork.

Step 1 Plan Your Business

So you want to start your own business? First of all, you need to tell a parent or teacher. Then you need to make a plan. Successful entrepreneurs take time to plan their business before they start. They ask themselves questions. You can **keep track of** your questions and answers in a notebook or in a document on a computer.

What are your business goals? Do you want a short-term business that earns money for a specific item, like a new bike, musical instrument, or pet?

Do you want a long-term business that **brings in steady money**? Or maybe you'd like to run your business only during school vacations.

Business goal:
To earn enough money to buy a big fish tank and some fish

Business type:
Short-term

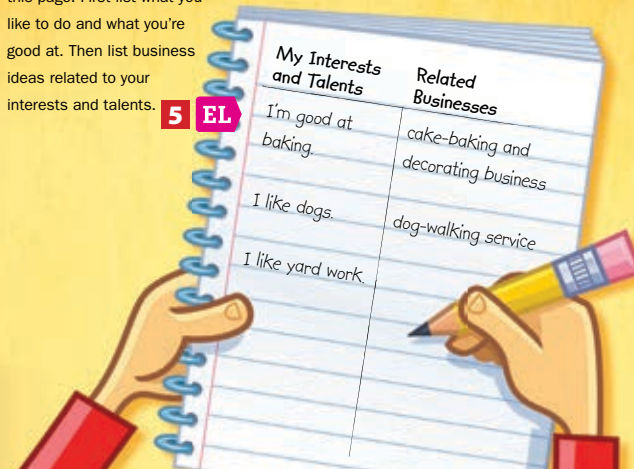


In Other Words
keep track of collect
brings in steady money earns money regularly

544

How much time can you **devote** to a business? Be realistic. If you spend a lot of time on homework, **chores**, or after-school activities, you won't have much time for a business. You'll need to choose a business that is easy to set up and manage.

What do you like to do and what are you good at? To help you decide what kind of business to try, make a chart like the one on this page. First list what you like to do and what you're good at. Then list business ideas related to your interests and talents.



In Other Words
devote give
chores everyday tasks at home

► Before You Move On

- 1. Synthesize** Would a short-term or long-term **business** be best for you? Explain why.
- 2. Use Text Features** What **business** could you add to the last row of the chart? Why?

545

Anthology
pages 544–545

4 Explain Procedural Text ✓ *How does the author signal the sequence of steps in the first paragraph on page 544?* (The author uses the phrase *First of all* and the word *Then* to show the sequence of steps.)

5 Ask Questions ✓ *Based on what you have read so far, what questions do you have about starting a **business**?* (Possible response: I wonder what kind of **business** I would like to start. I think I would like to do something with plants. Now I wonder what steps I should take to start my own gardening **business**.)

Differentiate

BL Below Level

ISSUE Students have difficulty explaining the text structure for question 4.

STRATEGY Review that a procedural text presents a series of steps in order. Help students make a list of signal words and phrases that show sequence. Then have them look for the words in the paragraph that signal sequence.

EL English Learners

ISSUE Students have difficulty forming questions for item 5, above.

STRATEGY Provide sentence frames to help students ask questions: I wonder _____. How can I _____? Now I wonder _____. Remind them to reread the text or read on to find out the answer.

Answers Before You Move On

- 1. Synthesize** ✓ Possible response: I read that some kids run a short-term **business** so that they can earn enough money to buy a specific item. I also read that a short-term **business** does not have to be run all of the time. I conclude that short-term **businesses** are good for people who have specific goals but don't have a lot of time.
- 2. Use Text Features** The illustrations show several different ways that kids can run their own **businesses**.

Step 2 Find Your Niche

Some businesses are service businesses. Service businesses do things for people. Walking dogs and mowing lawns are examples of service businesses. Other businesses sell **goods**, or things that are **manufactured**. Manufacturing businesses make products, such as jewelry, dog collars, or T-shirts. They also sell their products.

- 1** Before you start, you may want to think about what the people in your area need. Thinking carefully about **your market** can help you come up with business ideas and find your market **niche**.



Walking dogs is a service business. ▶

▶ Making dog collars is a manufacturing business.

In Other Words
manufactured made
your market the people you might sell to
niche specialty

546

These tips will help you find your own niche in the market.

- Think about items or **services** that might be needed in your neighborhood. Ask your family, **2** neighbors, and friends for ideas.
- Think of businesses that already exist in the area. Maybe you could do a better job. Maybe you could do it for less money.
- Make a list of the results. Then ask yourself if you'd enjoy or be good at any of the businesses on your list.



◀ Shoveling snow is a good service business idea if you live in an area that gets snow.

In Other Words

running errands bringing things to people in their homes
tutoring helping other students with school work

▶ Before You Move On

- 1. Plan and Monitor** What are the two main types of **businesses**? Describe them.
- 2. Steps in a Process** What does the author want you to do in Step 2? Why is it an important step?

547

Anthology
pages 546–547

Read and Build Comprehension

- 1 Explain Procedural Text** ✓ *Why is it important to think about the needs of people in your area before you start a **business**?* (Thinking about your customers can help you think of how your **business** can meet a need that no other **business** in the area does.)
- 2 Make Connections** ✓ *Based on what you read about **businesses** and market niches, what **goods** or **services** might be needed in your own neighborhood?* (Possible response: The topic is identifying the needs in my neighborhood. It reminds me of all the people I see washing their cars. Now I understand that a car-washing service might be a good **business**.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Procedural Text ✓

Ask: *How does the author organize the information about starting a **business**?*

If students have difficulty explaining the text structure, point out the section headings. Then have students use the headings to list the key steps in the process of starting a business.

OBJECTIVE: Choose Reading Strategies to Comprehend Text ✓

The comprehension questions have addressed several reading strategies. Monitor students to confirm that they understand how to use each strategy.

If students have difficulty using reading strategies, ask: *What strategies can you use to understand the text? What can you learn from putting together what you read with other information you have read or know about?*

Answers Before You Move On

- 1. Plan and Monitor** ✓ There are service **businesses** and manufacturing **businesses**. Service **businesses** do things for people. Manufacturing **businesses** make and sell **goods** or products.
- 2. Steps in a Process** ✓ In Step 2, you brainstorm ideas and find your niche. This step is important because finding the right market niche is what can make your company successful.

Writing

4 Summarize a Graphic

Review: *Graphics like illustrations, charts, and graphs provide information in a visual way. You can summarize the information presented in a graphic by telling about the information it shows.* Point out that students can check captions, headings, or titles to figure out what information is included in the graphic.

Have students write a paragraph that tells about a graphic in “Starting Your Own Business.” Model writing a few sentences about the chart on page 545.


Think Aloud	Write
<i>First, I write about what the illustration shows.</i>	This illustration shows a two-column chart by someone who is planning to start a business .
<i>Next, I explain how information is organized.</i>	The headings show interests and talents in the left column and related businesses in the right column.
<i>Then I summarize what I can learn from the chart.</i>	The chart shows how someone could choose a business idea based on his or her interests and talents.

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

Have students write a paragraph to summarize the information presented in another graphic on pages 542–547. Remind them to refer to specific elements in the graphic and explain the information that is presented.

Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



WRAP-UP Have pairs summarize the first two steps in the procedure for starting a business as described in “Starting Your Own Business.” Encourage students to use sequence words and phrases in their summaries.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T531l

Daily Grammar ✓

Write the sentence *I had never eaten sushi until last week.* Point out the verb phrase *had never eaten*. Then use page T531n to teach irregular past-perfect verbs.

Daily Writing Skills ✓

Remind students that there are specific ways to cite print and digital sources. Then use page T531p to teach the rules for citing and alphabetizing print and digital sources.

Differentiate

SN Special Needs

ISSUE Students have difficulty organizing their thoughts for their paragraphs into a series of logical sentences.

STRATEGY Provide sentence frames, such as: The graphic shows _____. The information in the graphic tells me that _____.

AL Above Level

ISSUE Students easily satisfy the minimum requirements for the writing assignment.

STRATEGY Have students think about how the information presented in the graphic supports key points in the text. Have students add a sentence or two to their paragraphs to explain the connection between the graphic and the text.

OBJECTIVES

Thematic Connection: Innovation

- ✔ Explain Text Structure: Procedural Text
- ✔ Choose Reading Strategies to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 4
Tracks 8–9

Comprehension Coach


MATERIALS

timer

Power Writing

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

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



WARM-UP

Have students write a sentence to tell what they have learned about planning a business from “Starting Your Own Business.” Encourage students to include Key Words from the week. Have students share their sentence with a partner.

Vocabulary Practice

1 Share Word Knowledge ✔

REVIEW Have students use the Frayer Model Vocabulary Organizers they made on Day 3. Review what the organizers show.

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 examples show the meanings of the Key Words.
- Have partners create sentences using both Key Words.
- Have each student add the sentences to **My Vocabulary Notebook**.

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

Key Words

analyze · apply · business
cost · earnings · expenses
goods · income · procedure
profit · services · supply
value

Academic Talk

2 Summarize Reading

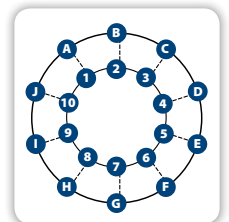
REVIEW Remind students: *When you summarize something you read, you briefly tell the most important parts.* Explain that students will use Key Words to summarize what they have read so far in “Starting Your Own Business.”

Write these Key Words: *analyze, business, goods, procedure, services.*

Then use an **Inside-Outside Circle** to help students summarize page 542–547 of “Starting Your Own Business.”

- Have students stand in circles facing each other. Ask them to consider what “Starting Your Own Business” is mostly about.
- Have students on the inside circle state a two- or three-sentence summary of pages 542–545 in their own words.
- Have students on the outside circle listen and then restate what they heard.
- At your signal, have students trade roles and repeat the activity for pages 546–547.

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



Inside-Outside Circle

COMMON CORE STANDARDS

Reading

Quote When Drawing Inferences from Text	CC.5.Rinf.1
Summarize	CC.5.Rinf.2
Read and Comprehend Informational Texts	CC.5.Rinf.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

Write Informational/Explanatory Text to Convey Information	CC.5.W.2
Apply Grade 5 Reading Standards	CC.5.W.9.b
Write Over Shorter Time for Specific Purposes	CC.5.W.10

Speaking and Listening

Summarize Visual and Quantitative Information	CC.5.SL.2
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Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6
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Step 3 Get Started 1 BL

The reason most people go into business is to make money, of course. But it usually takes at least a little money to start a business. That's something all entrepreneurs need to think about.

Start-up **costs** are what you pay to buy the materials you need to start your business. Your start-up costs may be small, or you may need to **invest in** a lot of **materials**. 2



▲ If you are starting a gardening business, you may find some of your start-up materials at a hardware store.

In Other Words
invest in buy
materials things

548

Start-Up Materials

Let's say you're starting a gardening business. The first items on your list might be a shovel and gardening gloves. You might also find customers who will want you to water their houseplants. Then you may want to buy a watering can (unless they have one for you to use). A wagon might be useful for carrying your **equipment** and supplies from house to house.

Start-Up Costs

How will you get some money for your start-up costs? Maybe you can do extra chores for your parents, or sell old toys and games. **Raising** your own start-up costs will make you look like a serious entrepreneur.

In Other Words
equipment tools
Raising Making money to pay for

MATERIALS	SN	COST
shovel		\$9.95
gardening gloves		\$3.95
watering can		\$10.95
wagon (used)		\$20.00
advertising: 100 flyers at \$.05 each		\$5.00
total start-up costs:		\$49.85 (plus tax)

JOB	EARNINGS
extra chores	\$29
sold toys and games	\$33
total raised for start-up costs:	\$62

Before You Move On

- 1. Make Connections** Think of the last time you made a list. Why did you make it?
- 2. Use Text Features** According to the chart above, did you earn enough money to pay for your start-up materials?

549

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 548–549

Reading

3 Read and Build Comprehension

- 1 Plan and Monitor: Preview and Predict** ✓ *What do you predict you will read about in Step 3?* (Possible response: I read the heading "Get Started." I see an illustration of a girl looking at gardening tools. I predict Step 3 will be about buying tools you need to start your **business**.)
- 2 Synthesize: Draw Conclusions** ✓ *What can you conclude about using materials you already have at home when starting a **business**?* (Possible response: I read that start-up **costs** include paying for materials. I also read that you may need to buy a lot of materials. I conclude that using materials I already have would reduce the amount I spend for start-up **costs**.)

Differentiate

BL Below Level

ISSUE Students need guidance in making a prediction for question 1.

STRATEGY Prompt: *What is the heading for Step 3? What is the girl in the illustration looking at? What do you think you will learn about in Step 3?*

SN Special Needs

ISSUE Students do not understand the Materials and Cost chart on page 549.

STRATEGY Have volunteers take turns reading a material from the chart, acting out its use, and then naming the price. After students act out and price all of the materials, model how to total the individual prices to find the total cost.

Best Practices

Model Academic Language As students talk, prompt their use of content and academic words:

- *Can you say that in a different way?*
- *What Key Words relate to what you are saying?*
- *What Key Words can you use to support your statements?*

Answers Before You Move On

- 1. Make Connections** ✓ Possible response: The topic is the last time I made a list. It reminds me of when my mom and I went to the grocery store and we made a list of items we needed to buy. Now I understand that it is important to make a list to remember what you need to do.
- 2. Use Text Features** According to the chart, I earned \$62.00 and the materials only cost \$49.85. I earned enough money to pay for the start-up **costs**.

Step 4 Plan the Pricing

People usually pay kids to do a job for two reasons: They like to help kids, and they like to save money. Adults know they won't be expected to pay a kid the same price they would pay an adult.

Still, you must charge enough for your goods and services to make

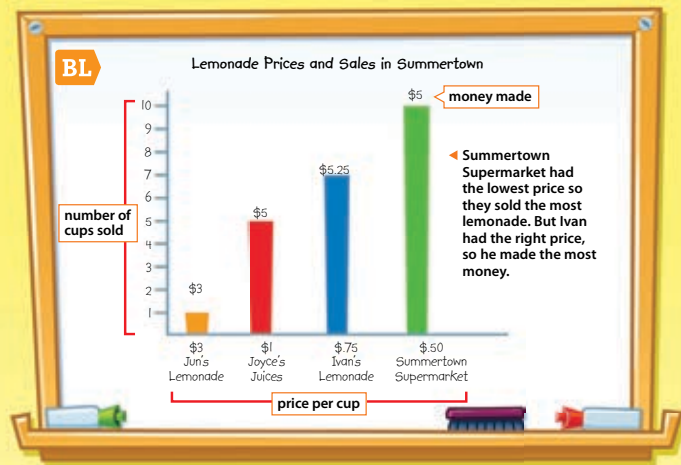
- 1** money. You also need to keep your prices low enough to **attract** customers. How do you find the right price? For a while you may have to try different prices, and see what works.

EL



In Other Words
attract get

Anthology
pages 550–551



The best way to **figure** a fair price is by **checking out** the competition. Look at businesses similar to yours that are run by adults and by kids. Find out what price they charge. If you charge less, you'll **gain** customers. However, you need to charge enough to be able to pay for your materials and make money. If your competition is other kids, set your price a little lower than theirs. If kids with experience shoveling snow charge \$10 to do a job, offer to do the same size job for \$8. As you become more experienced, you can raise your price. **2**

In Other Words
figure decide on
checking out examining; looking at
gain get more

- Before You Move On**
- Synthesize** Study the picture on page 550. Why is Ivan smiling and Jun frowning?
 - Use Text Features** How many cups of lemonade did the supermarket sell? Why didn't it make as much as Ivan?

551

Fluency

Practice Phrasing, Accuracy, and Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- Synthesize** I read that low prices attract customers. I see that Ivan is charging less for his lemonade than Jun. I conclude that Ivan is smiling because he knows that his low prices will bring him more customers.
- Use Text Features** According to the graph, Summertown Supermarket sold 10 cups of lemonade. The supermarket made less money than Ivan because Ivan got a higher **profit** for each cup.

Read and Build Comprehension

- Synthesize: Form Generalizations** *What generalization can you make about pricing and customers?* (Possible response: I read that low prices attract customers. I know that most people want to get a good deal and save money. I think that most people will prefer a product with a lower price.)
- Explain Procedural Text** *What steps can you take to determine a fair price for goods and services?* (First, you can find out what similar **businesses** charge. Next, you should think about the **cost** of your **expenses**. Then set a price that will attract customers but still earn money.)

Differentiate

EL English Learners

ISSUE Students have difficulty making a generalization for question 1, above.

STRATEGY Ask questions to guide student thinking: *According to the text, what kind of prices attract customers? Why do you check prices before you buy something? What will happen if you offer lower prices than another business?* Have students use the answers to make a generalization about pricing.

BL Below Level

ISSUE Students have difficulty analyzing the graph on page 551.

STRATEGY Model how to read a bar graph: *I can tell that Jun's lemonade is \$1 because I find Jun's name along the bottom of the graph and read across the top of her bar to the price.* Have students complete sentence frames: _____ lemonade costs _____. I know this because the graph _____.

Step 5 Spread the Word

You may want to set aside some expense money for advertising. Advertising means **spreading the word** about your business. It can cost a little or a lot, depending on how creative you are.

One of the most **inexpensive** and **effective** ways to advertise is with flyers. Flyers are advertisements printed on sheets of paper. You can hand them out, mail them, or post them on bulletin boards. **3**

When you advertise, be honest about your products or services. Don't make promises that are impossible to keep, or make yourself or your products seem better than what is considered normal. Such exaggerated and misleading statements make you appear dishonest, and customers will not contact you.

Also, be careful not to contradict, or go against, yourself in your advertisement. If you say you'll do something one way in one part of the advertisement, make sure you say the same thing in another part of the advertisement.



bulletin board

SN

AL

contact information

In Other Words
spreading the word making sure people know
inexpensive cheap
effective useful

552

flyer

4

Car Wash and Wax Service
I will hand-wash and wax your car with care. Your car will look great in less than an hour. I live near Main Street in downtown Fairville, so you can go shopping while I work. \$7 per wash, \$5 per wax. Call 555-1234 to make an appointment.

This is misleading. Most cars probably can't be made to look new in only five minutes.

Drop off your car with me, and it will look like a new car in just five minutes. No one in the world does a better job than I do. The lowest prices in town: \$7 per wash, \$5 per wax. Call 555-4321 to reserve your half-hour appointment.

This contradicts the first part of the ad. If the job takes only five minutes, you wouldn't need a half-hour appointment.

In this flyer, the person is honest about his or her abilities.

In this flyer, the person is not honest about his or her abilities.

Before You Move On

- Use Text Features** Which flyer gives the most information? Explain.
- Make Judgments** Find another misleading statement and another exaggeration in the second flyer.

553

Anthology
pages 552–553

3 Synthesize: Draw Conclusions Based on what you read in Step 5, what can you conclude about whether flyers are an effective way to advertise a **business**? (Possible response: I read that flyers are inexpensive. I also read that you can use them in many ways. I conclude that flyers are a good, cheap way to advertise to a lot of people.)

4 Visualize What do you picture when you read the flyer for Car Wash and Wax Service? (I read that this **business** will make my car look great. I picture a shiny, clean car. I feel the smooth metal on my clean car. Now I understand why people would be interested in Car Wash and Wax Service.)

Differentiate

SN Special Needs

ISSUE Students are too distracted by the visual elements on pages 552 and 553 to analyze the information in the flyers.

STRATEGY Have students use paper or self-stick notes to cover all but one flyer at a time. Have them read and discuss only one flyer before they uncover and move on to the next one.

AL Above Level

ISSUE Students easily analyze the information in the text features.

STRATEGY Have students analyze why the flyer for Joe's Lawn Care is an ineffective form of advertising for his business. Ask: *What additional information could be added to the flyer to make it more effective?*

Answers Before You Move On

- Use Text Features** The flyer for Car Wash and Wax Service provides the most information. It describes the **services**, the **cost**, and the location of the **business**.
- Make Judgments** Another misleading statement is "The lowest prices in town" because the other car wash service has the same prices. Another exaggerated statement is "No one in the world does a better job than I do."

Mini Lesson

Summarize Quantitative Information

Remind students that text features, such as illustrations and graphs, display information visually. Explain that text features often include quantitative information that relates to numbers and amounts. This can include costs, sales, or the number of customers.

Display **Student eEdition** page 554 and point out the chart. Explain: *This profit chart lists the money taken in and the money spent on a **business**. Then it shows how the **profit** was calculated from the **income** and **expenses**.*

Model summarizing the quantitative information on the chart: *This three-column chart lists the **income**, **expenses**, and **profit** for Michele's **business**. The chart shows that the total **expenses** (\$6.00) were subtracted from the total **income** (\$24.00) to determine the **profit** (\$18.00).*

Have students summarize the quantitative information in the receipt on page 555. To help them identify important information, ask guiding questions:

- *Look at the titles and subtitles. What does this receipt show?* (how much Michele paid for pet supplies at Carla's Dog Store)
- *According to the column heads, what kinds of information are in this chart?* (how many items Michele bought, how much they cost, and how much she paid)
- *How do you know the total amount she spent?* (the final row lists the total **cost**)

Point out that the chart on page 554 and the chart on page 555 show similar information using different text features. Have students compare the two charts. Then ask:

- *What quantitative information is the same in both charts?* (The receipt shows that Michele bought one box of dog biscuits and one box of plastic bags. These amounts are listed in the Expenses column of the chart on page 554.)
- *How does the receipt on page 555 relate to the chart on page 554?* (The receipt shows **goods** that Michele had to buy. Those are the **expenses** she had to pay to run her **business**.)
- *Why is it important to consider these **expenses** when figuring out the **profit**?* (You need to subtract the **expenses** from the **income** to figure out the **profit**.)

Step 6 Do the Math

Three very important words in business are **income**, **expenses**, and **profit**. Income is the money you **take in** from a business. Expenses are what it costs to run a business, such as the money you spend for supplies and equipment. Profit is what you have left after you subtract your expenses from the income.

$$\text{income} - \text{expenses} = \text{profit}$$

Income Whenever you perform a service or sell **merchandise**, make a note of the amount of money you collected. You can write the amount in your notebook or type it in a document on a computer.

	money taken in		money spent		money made
	Income	-	Expenses	=	Profit
Week 1	Sandy \$4.00		dog biscuits, 1 box \$5.00		1 EL
	Chico \$6.00		plastic bags \$1.00		
	Molly \$4.00			\$6.00	
	Thelma \$10.00				
	\$24.00			\$18.00	

In Other Words
take in get; make
merchandise products

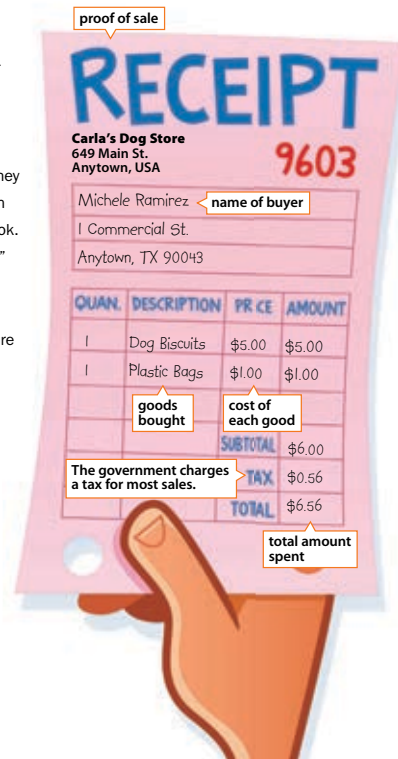
554

Expenses Whenever you buy something for your business, you'll receive a small piece of paper called a receipt. Save it. This is proof of the money you spent. Keep your receipts in an envelope inside your notebook. Label this envelope "Expenses."

Profit You should **figure** your profit weekly, and make sure your business is making a profit. If you are losing money, you will need to **adjust** your prices or reduce expenses.

To help you track your income, expenses, and profit, make a chart like the one on page 554. To make sure everything is correct, have an adult check your work. 2 BL

In Other Words
figure do the math to find out
adjust change
a tax an amount of money that goes to the public



Before You Move On

- Use Text Features** Study the chart on page 554. What kind of **business** do you think it is used for?
- Analyze** In which part of the receipt would you find each item's cost?

555

Anthology
 pages 554–555

Read and Build Comprehension

- Distinguish Meaning** *In your own words, explain the difference between the terms **income** and **profit**.* (Possible response: **Income** is the total money you take in from customers. **Profit** is the amount of that money you have left after you pay for your **expenses**.)
- Make Inferences** *Based on what you read and what you know, why should you keep track of your **income**, **expenses**, and **profit**?* (I read that you should keep the receipts for your **expenses** and calculate your **profit** every week. I know that a successful **business** has to make money. And so keeping track of your **income**, **expenses**, and **profit** lets you know if your **business** is making or losing money.)

Differentiate

EL English Learners

ISSUE Students have difficulty distinguishing between income and profit.

STRATEGY Have students use play money or strips of paper to act out a simple exchange where they take in income but then give back money as expenses. Help them use the terms *income* and *profit* in the scene to identify the correct use of each word.

BL Below Level

ISSUE Students have difficulty making an inference for question 2.

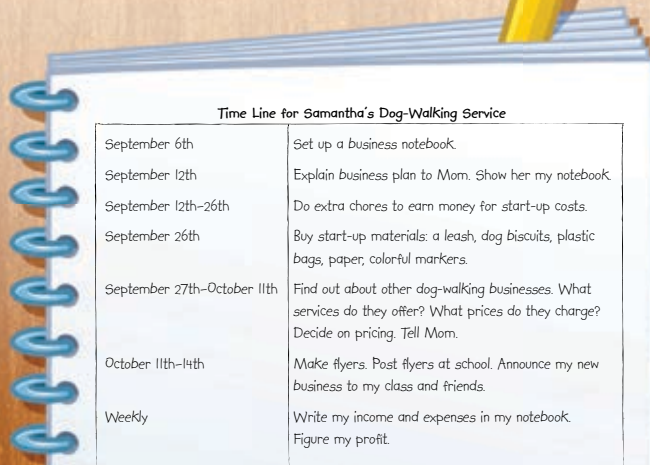
STRATEGY Ask: *What does the text say about **income**, **expenses**, and **profit**? Why do you need receipts for things that you buy? What makes a **business** successful? How do you know if it is successful?*

Answers Before You Move On

- Use Text Features** The words *Dog Biscuits* and *Plastic Bags* tell me that the chart is used for a dog-walking **business**.
- Analyze** The Price column on the receipt shows the **cost** of each item.

Step 7 Plan Your Steps

Say you are ready to start your own business. You have a great business idea that will work well in your neighborhood. You know exactly what tools you will need, the prices you will charge, and how you'll attract customers. You are so excited that you **hardly know** what to do next! Now is the time to plan your steps. A time line can help you stay organized and move forward, one step at a time. **1 2**



September 6th	Set up a business notebook.
September 12th	Explain business plan to Mom. Show her my notebook.
September 12th–26th	Do extra chores to earn money for start-up costs.
September 26th	Buy start-up materials: a leash, dog biscuits, plastic bags, paper, colorful markers.
September 27th–October 11th	Find out about other dog-walking businesses. What services do they offer? What prices do they charge? Decide on pricing. Tell Mom.
October 11th–14th	Make flyers. Post flyers at school. Announce my new business to my class and friends.
Weekly	Write my income and expenses in my notebook. Figure my profit.

In Other Words
Say Imagine
hardly know can't even think of

556

Go For It!

So go for it! Start a business. Make a list of things that you're good at or would enjoy doing. Then choose one idea. Good luck with your business! ♦



► Before You Move On

- 1. Use Text Features** How much time does Samantah plan to spend on advertising? Do you think it is enough? Explain.
- 2. Interpret** What information is missing from the time line? Why is it missing?

557

Anthology
 pages 556–557

Read and Build Comprehension

- 1 Determine Importance: Summarize** ✓ *How would you summarize Step 7 in your own words?* (The topic is planning your **business**. Detail #1 is to get all your ideas organized. Detail #2 is to use a time line to plan your steps. The paragraph is mostly about how to plan your **business**.)
- 2 Explain Procedural Text** ✓ *Why are procedural texts useful?* (Possible response: Procedural texts explain the steps in a process that readers might want to learn about and describe those steps in order.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Procedural Text ✓

Have students summarize the seven steps for starting a business in order.

If students have difficulty identifying the steps in order, have them review the headings with a partner and take turns summarizing the headings in their own words. Remind them to use sequence words like *First, Then, Next, and Finally*.

OBJECTIVE: Choose Reading Strategies to Comprehend Text ✓

The comprehension questions have addressed a variety of reading strategies. Monitor to confirm that students understand how to use each strategy.

If students have difficulty using reading strategies, ask: *What strategies can you use to understand the text better? How can you combine what you read with what you know to learn more?* Refer to **Reading Strategy Assessment SG8.30–SG8.31** for additional specific questions to guide students through each strategy.

Answers Before You Move On

- 1. Use Text Features** Samantha plans to spend four days making flyers, posting them at school, and announcing her new **business**. This should give her enough time because she is focusing her advertising on her school.
- 2. Interpret** Possible response: The missing information includes: deciding on a **business**, finding a niche, and determining tools. This information is not needed in the time line because Samantha has already taken these steps.

Writing

4 Write About a Process

Ask: *How did the author organize the information in “Starting Your Own Business”?* (The author divided the **procedure** into seven steps. She told readers what to do at each step and the order in which the steps should happen.)

Explain: *Now you will choose one of those seven steps and write a paragraph that explains how to accomplish that step.* Display **Student eEdition** page 554 and model writing a few sentences based on Step 1. Include sequence words to clarify the procedure.

Think Aloud	Write
<i>First, I tell the step I am writing about.</i>	Step 1 explains how to plan a business.
<i>Next, I summarize the key ideas in that step.</i>	First, you need to decide how much time you have. Next, you need to think about your talents and interests. After you do those things, you can choose a business that is right for you.

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

Have students write a paragraph that explains another step in starting a business. Remind them that they should include only the most important ideas and use words that indicate sequence.

Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T531l

Daily Grammar ✓

Point out the past progressive verb phrase *had earned* in the sentence “I had earned five dollars in one day.” Then use page T531n to review past progressive and past perfect tense verbs.

Daily Writing Skills ✓

Point out the subtitle on **Anthology** page 541 and explain that it needs to be cited as part of the title of the text. Then use page T531p to review how to list sources.

Differentiate

EL English Learners

ISSUE Students need help summarizing the key points of the step.

STRATEGY Offer sentence starters:

Step _____ explains _____. First, _____.

Next, _____. Then _____.

AL Above Level

ISSUE Students can write about the process and what they learned.

STRATEGY Challenge students to include an explanation about how the article’s organization helped them better understand the process of starting a new business.



WRAP-UP

Have partners review the seven steps for starting a business from “Starting Your Own Business” and discuss which step they think is the easiest or most fun and which one is the most challenging.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Innovation

- ✓ Explain Text Structure: Procedural Text
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM8.5
- Sequence Chain: Practice Master PM8.6
- Fluency Practice: Practice Master PM8.7

TECHNOLOGY ONLY

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

MATERIALS

timer

Power Writing

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

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 Opinions on Topics CC.5.W.1
- Provide Reasons CC.5.W.1.b
- Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

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

Display the Key Words for the week. Challenge partners to take turns using two of the Key Words in a single sentence. For example: The company's *earnings* went up last year, but so did its *expenses*.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **procedure**. Call students' attention to the other Key Words on **Student eEdition** page 558. Then have students apply their knowledge of the Key Words to play a game called Picture It.

- Each team draws a picture that shows a Key Word's meaning. For example, for the word **business**, you could draw a pet store.
- Teams take turns drawing or guessing the other team's word.

Key Words

analyze · apply · business
cost · earnings · expenses · goods
income · procedure · profit
services · supply · value

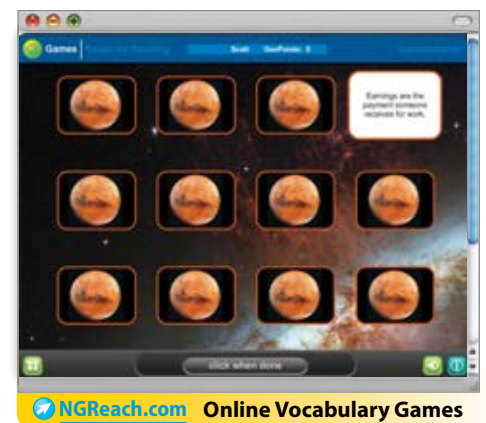
Have students play the game.

- Have each team silently choose a Key Word and quietly discuss how to show the word's meaning with a picture.
- Have one team member take 30 seconds to draw the picture.
- Have the other teams talk quietly and determine which Key Word is shown. They silently write their guess on a sheet of paper.
- Award 1 point to each team that correctly identifies the word.
- Have the next team draw its picture as the game continues.
- The game ends when the first team reaches 5 points to win.

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

Talk About It

1. If you were starting a business, why would a **procedural text** be useful?

2. Imagine that your friend is going to start a **business**. Express **ideas** about the challenges your friend might face.
I think that _____.
I know that _____.

3. Most people who start a business want to make a **profit**. How do you calculate profit?
To calculate profit, you subtract _____ from _____.

Learn test-taking strategies.
NGReach.com

Write About It

Imagine that you are starting a dog-walking **business**. Write an advertisement that convinces people that you have the best **service** in town. Use **Key Words**.

Wilma's Dog-Walking Service
I provide _____ and _____ dog-walking services. The cost to walk each dog is _____. My customers say _____.

558

Key Words	
analyze	goods
apply	income
business	profit
cost	services
earnings	supply
expenses	value

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Anthology page 558



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T531k

Daily Grammar ✓

Write the sentence: *I was starting a dog-walking business when I learned that Ellen had started one already.* Identify a past-progressive verb and a past-perfect verb. (*was starting; had started*) Then use page T531n to review and assess past-progressive and past-perfect verbs.

Daily Writing Skills ✓

Remind students that citations include many parts, such as a title and author's name. Then use page T531p to review and assess students' understanding of citing sources.

Answers Talk About It

- 1. Procedural Text** Possible response: A procedural text would be useful because it explains how to do things, step by step.
- 2. Express Ideas** Possible response: I think getting materials might be a challenge. I know that figuring out the best price for **goods** is also hard.
- 3. Use Illustrations** According to the illustration on page 554, you calculate **profit** by subtracting **expenses** from **income**.

Name _____ Date _____

Test-Taking Strategy Practice

Skip and Return to Questions

Directions: Read each question about "Starting Your Own Business." Choose the best answer.

Sample

1 An entrepreneur is someone who _____.

Ⓐ makes and stores goods
Ⓑ takes and uses an income
Ⓒ has a supply of products
● starts and manages a business

2 What is *income*?

● money you take in
Ⓑ a business plan
Ⓒ money you spend
Ⓓ profit you make

Directions: Read the question. Then write your answer in the space.

3 What is one step you need to take before starting a business?
Make a plan / ask questions / figure out goals / figure out how much time to devote / make a chart of talents and interests.

Directions: Complete the sentence by writing the correct word on the blank.

4 Entrepreneurs must raise their own start-up _____ costs.

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

For use with TE p. T558 PM8.5 Unit 8 | One Idea

NGReach.com Practice Master PM8.5

Academic Talk

2 Talk About It Anthology page 558

Have partners answer the questions, using specific words and details to express their ideas clearly. Remind them to explain the steps in a process, using words like *First*, *Next*, and *Then*, particularly when discussing question 1.

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

Writing

3 Write About It Anthology page 558

- Display **Student eEdition** pages 552–553. Have students discuss the ads. Ask:
- *Which ad is the most effective? Why do you think so?*
 - *Which ads are the least effective? What information do they need?*

Read aloud the directions on page 558. Have students think about what kind of information would attract customers to their business. Remind them to use persuasive but honest statements in their advertisement.

Model using Key Words as you write an ad: I provide 100% safe and reliable dog-walking **services**. The **cost** to walk each dog is \$3.00, which is a real **value**. Customers say that my **services** make them *and* their dogs happy.

Have students add their ads to their Weekly Writing folders.

Differentiate

SN Special Needs

ISSUE Students have difficulty connecting the first three boxes in the sequence chain to the extended chart on a separate sheet of paper.

STRATEGY Have students create one chart that includes all seven boxes. Have them copy the first three boxes and then extend them to seven.

BL Below Level

ISSUE Students have difficulty summarizing the key information in each step.

STRATEGY Explain that in order to summarize each step, you must focus on the most important information. Point out Step 3 on **Anthology** pages 548–549. Model: *When I summarize, I ask myself: What is this step mostly about? I read that in Step 3 you must figure out what materials will cost. I know that this is a main idea that I should write in the box.* Have students repeat this process to summarize the remaining steps.

AL Above Level

ISSUE Students easily summarize the steps and put them in the correct order.

STRATEGY Challenge students to include an additional sentence in each box (starting with the second step) that explains how the step is dependent on the one before it.

Name _____ Date _____

Sequence Chain

"Starting Your Own Business"

How to Plan Your Business		
1. First Think about your business goals.	2. Second Study your market and find your niche.	3. Third Figure out your start-up materials and costs.

Use your organizer to explain the procedure to a partner.

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Comprehension

4 Steps in a Process  **Anthology** page 559

REVIEW Display **Student eEdition** page 559. Explain: *In a procedural text, each step is dependent on another. The steps must be done in order. For example, you must choose a specific **business** before you buy your start-up materials.*

Have students identify another pair of steps in starting a business that must be done in order. (Possible response: You must determine your prices before you advertise your **goods** or **services**.)


Then read aloud the instructions for creating a sequence chain. Ask guiding questions to help students complete the chain:

- *What sentence summarizes the most important information in Step 1?*
- *What two key activities should happen in Step 2?*
- *The title of Step 3 is Get Started. What important steps do you take to get a **business** started and how can you summarize that information?*

Have partners work together to complete **Practice Master PM8.6**. Point out that the sequence chain only has space for three steps, but there are seven steps in all. Have students draw and label four additional boxes on a separate sheet of paper to complete the entire chain. Circulate and monitor that students list each of the seven steps in the correct order.

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Text Structure: Procedural Text 

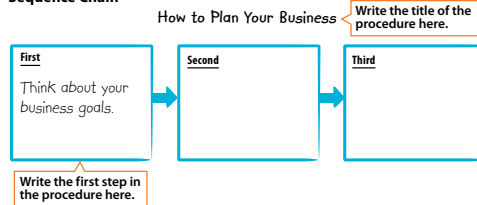
Scan students' organizers to see if they have included all seven steps for starting a business in order.

If students have difficulty listing the steps in order, have them write the numbers 1 to 7 and then refer back to the numbered headings in the text and list each step in order. Then ask: *What is the most important idea in this step? You can write this information in your sequence chain.*

Steps in a Process

Make a sequence chain for each section of "Starting Your Own Business."

Sequence Chain



Now use your sequence chains to explain the steps young people can use to succeed in business. Use the sentence frames and **Key Words**. Record your explanation.

The first step is _____.

The second step is _____.

Fluency Comprehension Coach

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

Talk Together

How can a good business idea change your life? Think of a business that you've heard about. Use **Key Words** to tell a partner about the business.



5 Fluency Anthology page 559

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

Check & Reteach

OBJECTIVE: Read with Fluency 

Monitor students' oral reading.

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

6 Talk Together Anthology page 559

Have volunteers name businesses they know. Ask: *How do **goods** or **services** from this **business** affect your life?* Ask students to use specific details and examples to express ideas as they describe a business and its value to a partner.

Name _____ Date _____

Fluency Practice

"Starting Your Own Business"

Use this passage to practice reading with proper phrasing.

Have you ever dreamed of having lots of money of your own? 12

Then you should think about starting a business. Every year, thousands 23

of kids start businesses. They earn extra money to spend or to save. 36

Some kids use their business earnings to pay for trips, lessons, or 48

for college later on. Kids do more than just babysit or mow lawns. 61

Many kids have found ways to make their businesses different 71

and special. 73

People who start and manage their own businesses are 82

entrepreneurs. Entrepreneurs are good planners and organizers. 89

Before starting a business, an entrepreneur finds a need and thinks 100

about how to fill it. Starting a business isn't always easy, but it's usually 114

challenging and fun. 117

From "Starting Your Own Business," pages 542-543

Phrasing

Rarely pauses while reading the text. Frequently pauses at appropriate points in the text.

Occasionally pauses while reading the text. Consistently pauses at all appropriate points in the text.


Accuracy and Rate Formula

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

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

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PM8.7 Unit 8 | One Idea



WRAP-UP

Have students discuss the pros and cons of starting their own business. Ask: *What do you think would be difficult about starting your own **business**? How could having your own **business** be fun and rewarding?*

Week 1 Research Project

OBJECTIVES

Thematic Connection: Innovation

- ✔ Integrate Information
- ✔ Cite Sources
- ✔ Add Multimedia Components

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A8.41

TECHNOLOGY ONLY

Project Checklist: eVisual 8.6

MATERIALS

index cards, poster boards, presentation software

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Use Appropriate Development and Organization	CC.5.W.4
Plan, Revise, and Edit Writing	CC.5.W.5
Gather Information	CC.5.W.8
List Sources	CC.5.W.8
Write Over Extended Time for Specific Purposes	CC.5.W.10
Speaking and Listening	
Include Multimedia in Presentations	CC.5.SL.5

Research Student Businesses

Display and read aloud the prompt.

You want to start a class business to raise money for field trips. Your job is to create a multimedia presentation showing the kind of business the class should start, how the class would start it, and how the business could be successful.

Plan

Choose a Topic

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

Role: Self

Audience: Classmates

Form: Multimedia presentation

REVIEW Explain that a good start for brainstorming business ideas for this project is to do an online search about existing student businesses. Students can see what types of businesses interest them and what helped make these businesses successful. Then students can focus on one or two specific ideas to research in more depth.

Ask each student to choose a kind of business to focus on to complete a RAFT.

Develop Research Questions

REVIEW Remind students: *Before you gather information for your presentation, you need to write questions to help you focus on what to research.* Have students write at least three questions, each on a separate index card.

What makes a food-based business successful?

Research

Gather Information

REVIEW Review how to take notes and integrate and cite information from different sources. (See page T531o.) Then have students choose sources to use in doing research. Remind them to note the source of the information recorded on each card and to keep a separate list with complete bibliographic information for each source.

Emphasize that students' multimedia presentations should include a variety of print, digital, and audiovisual elements, such as:

- videos from the Internet that show other student businesses
- photographs of some products and services from businesses that they choose
- chart showing the process of starting the proposed business
- lists of costs, possible pricing, and predicted income and profit

Organize

Arrange Information

REVIEW Review how to separate the relevant information that students will keep and use from the irrelevant information. Then tell students to decide on the order in which they want to integrate and present the information. Suggest that students number their cards and the corresponding multimedia components accordingly. Then they can use their cards to create an outline. Display and read **eVisual 8.6**.



Project Checklist

- Decide on which information to use and the order in which you will present it.
- Create an outline to help you arrange the information in order.
- Find or make multimedia materials to support your presentation.
- Remember that your audience will use your information to decide whether they think the business idea is good.
- Show or cite the source of each fact you present.

NGReach.com Project Checklist: eVisual 8.6



INTERACTIVE WHITEBOARD TIP: As you read each item, place a check mark next to it.

See **Differentiate**

Draft Ideas

Have students write a draft of the information they want to include in their presentations. Suggest that they begin with their most attention-getting visual. Remind students that the audio and visual aids they include in their presentations should enhance, not replace, their information.



Present

Practice Speaking Skills

Explain: *When giving a presentation, you should not read the words directly from your report. Instead, you should use your outline to present the most important points. Your outline should include notes to remind you when to show your multimedia elements.*

Have students work with partners to rehearse their presentations. Tell students that practicing what they want to say and show beforehand is the best way to assure that they sound knowledgeable and sincere.

Share with Others

Allow time for students to take turns delivering their presentations and answering questions from the audience. Use the **Research Rubric** to evaluate the presentations.

Differentiate

BL Below Level

ISSUE Students get confused when searching for and identifying numerous multimedia sources.

STRATEGY Guide students to brainstorm a list of key word search terms to use for internet searches, such as *kids in business*. Encourage them to print out the home page for each appropriate website they find so they have a record that will help them find it again.

AL Above Level

ISSUE Students have more information and multimedia sources than they can use in an oral presentation.

STRATEGY Have students rank their information according to which is most important in terms of reaching their goal: to convince the audience of the potential of the business. Then they can include only the information that is ranked highest.

Research Rubric

Unit 8, Week 1

Scale	Content	Speaking
4	<ul style="list-style-type: none"> • Gathers content from at least four different sources. • Integrates content so all facts are relevant. • Correctly credits all sources of information. 	<ul style="list-style-type: none"> • Seamlessly includes multimedia throughout presentation. • Always speaks sincerely.
3	<ul style="list-style-type: none"> • Gathers content from at least three different sources. • Integrates content so most facts are relevant. • Correctly credits most sources of information. 	<ul style="list-style-type: none"> • Includes multimedia for most of the presentation. • Speaks sincerely most of the time.
2	<ul style="list-style-type: none"> • Gathers content from two different sources. • Integrates content so some facts are relevant. • Correctly credits some sources of information. 	<ul style="list-style-type: none"> • Includes multimedia for some of the presentation. • Speaks sincerely some of the time.
1	<ul style="list-style-type: none"> • Gathers content from only one source. • Most content is not integrated or relevant. • Does not properly credit sources of information. 	<ul style="list-style-type: none"> • Does not include multimedia for any of the presentation. • Does not speak sincerely.

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A8.41

Unit 8 | One Idea

NGReach.com Research Rubric A8.41

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Explain Text Structure: Procedural Text
- Choose Reading Strategies to Comprehend Text

ASSESSMENTS

Reading Comprehension Test Unit 8, Week 1

How to Build a Windmill

Gathering the Materials

Preparing the Materials

Putting the Materials Together

Generator

Grade 8 Assessment **AB.4** Unit 8, One Use

Reading Comprehension Test Unit 8, Week 1

Putting the Materials Together

Generator

Grade 8 Assessment **AB.5** Unit 8, One Use

Reading Strategy Assessment Unit 8

Plan and Monitor	Ask Questions	Determine Importance
4 3 2 1	4 3 2 1	4 3 2 1

Grade 8 Assessment **SG8.30** Unit 8, One Use

Reading Comprehension Test
A8.4–A8.6

Reading Strategy Assessment
SG8.30–SG8.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment Unit 8

On December 17, 1903, an amazing flying machine lifted off the sand dunes of Kitty Hawk, North Carolina. The "flier" was the invention of two brothers, Wilbur and Orville Wright. It was the first time that anyone had ever flown a controlled, powered airplane—a remarkable day that changed the world forever.

As children, the two boys were always interested in how things worked. When they were older, they opened a print shop and a bicycle shop and quickly built up their machinery.

In the 1890s, Wilbur and Orville became interested in constructing a successful heavier-than-air flying machine. They studied the science of flight, including how birds flew. They knew they needed to create a special kind of wing and tail, and that the wings would need to change shape during the flight. They began to build glider models in their bike shop. They also built a wind tunnel to measure the force of the wind on wings and to try out various wing designs.

The Wright brothers kept working on the design of their gliders. After practice flights, they made improvements. They realized that they needed more power and a way to steer, so they built an engine and invented a way to control the aircraft. Then they built their first plane, on that chilly December day at the Kitty Hawk sand dunes, they tried to fly the plane. Orville flew first for 12 seconds. Wilbur ran along beside him, shouting with excitement. Later, Wilbur flew for 59 seconds. They were flying! There was no doubt that they had invented the powered airplane.

Today, millions of people fly every day. We owe our thanks to the imagination and hard work of the Wright brothers.

Grade 8 Assessment **AB.1** Unit 8, One Use

Oral Reading Assessment Unit 8

Accuracy	Fluency	Comprehension
4 3 2 1	4 3 2 1	4 3 2 1

Grade 8 Assessment **AB.2** Unit 8, One Use

Oral Reading Assessment Unit 8

Code	Score	Reading Rubric
4	4	1
3	3	2
2	2	3
1	1	4

Grade 8 Assessment **AB.3** Unit 8, One Use

Oral Reading Assessment
A8.1–A8.3

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

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Prefixes: *un*, *re*
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. This _____ sells books.

2. She put her _____ in the bank.

3. There are _____ or hills.

4. This market sells many _____.

5. The amount of money he makes _____.

6. _____ is money left over.

7. Debating _____ a _____.

8. _____ is a _____.

9. _____ is a _____.

10. _____ is a _____.

Grade 8 Assessment **AB.7** Unit 8, One Use

Vocabulary Test Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. If you pay for _____, you are _____.

2. If you _____ something, you provide _____.

3. When you _____ something, you receive it in _____.

4. The _____ of something is how much _____.

5. The _____ of something is how _____.

6. If you _____ something, you ask for or request something, usually in writing.

7. _____ is a _____.

8. _____ is a _____.

9. _____ is a _____.

10. _____ is a _____.

Grade 8 Assessment **AB.8** Unit 8, One Use

Spelling Words

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

Words with Prefixes: un, re

- reassure A guarantee can **reassure** customers that the products they buy will last.
- redouble If the snow **continues** to fall, we will have to **redouble** our efforts to clear the sidewalks.
- refresh Business is so good, I need to **refresh** my supplies daily.
- regain If my work **halts**, we can **regain** the time we lost.
- regroup If our business **fails**, we will **regroup** and start again.
- reinvest You don't need to **reinvest** a product, just make it better than other examples of it.
- reunited The young brothers were **reunited** by a decision to make their business succeed.
- unappreciated People appreciate good work, but sloppy work is **unappreciated**.
- unbidden Although I hadn't asked her to, Mom appeared **unbidden** with more peas for my fruit stand.
- uncommon An **uncommon** approach to a common problem can get people interested in a new business.
- unconscious After a day of hard work, I fell **unconscious** right away and remained **unconscious** all night.
- undisputed No one questions the fact that the fifth graders are the **undisputed** leaders in candy sales.
- unequal It's unfair to get **unequal** shares of the pie.
- unlimited The internet is an **unlimited** source of information.
- unwilling I'm open to new ideas but some people are **unwilling** to accept them.

Watch-Out Words

- aid I started my dog walking business to **aid** pet owners.
- aide I have six dogs to walk and need an **aide** to help me.
- bases We cover all the **bases** by walking and feeding the dogs.
- basis On the **basis** of our work, we have two new clients.

Grade 8 Assessment **AB.9** Unit 8, One Use

Vocabulary Test
A8.7–A8.8

Spelling Pretest/ Spelling Test
T531k

Grammar and Writing

- Use Past Progressive
- Use Past Perfect Tense
- Cite Sources

Writing, Revising, and Editing Test Unit 8, Week 1

Directions: Read the paragraph. Then answer the questions.

Jillia _____ her mother mow the grass in their front yard. She _____ this many times before. As usual, she _____ carefully, pushing the mower in different directions to make sure the grass was cut evenly. Jillia _____ as her mother moved the lawn and then trimmed the edges. She _____ exactly how to do it. Today she _____ hard as she walked back and forth across the lawn. She was good at this. She could do it for her neighbors and charge money for it. In the time Jillia and her mother _____ away the mower and the trimmer, Jillia _____ to plan her lawn care business!

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.

5. Choose the answer that goes in Blank 5.

6. Choose the answer that goes in Blank 6.

7. Choose the answer that goes in Blank 7.

8. Choose the answer that goes in Blank 8.

9. Choose the answer that goes in Blank 9.

10. Choose the answer that goes in Blank 10.

Grade 8 Assessment **AB.9** Unit 8, One Use

Writing, Revising, and Editing Test Unit 8, Week 1

Directions: Read the paragraph. Then answer the questions.

Jillia _____ her mother mow the grass in their front yard. She _____ this many times before. As usual, she _____ carefully, pushing the mower in different directions to make sure the grass was cut evenly. Jillia _____ as her mother moved the lawn and then trimmed the edges. She _____ exactly how to do it. Today she _____ hard as she walked back and forth across the lawn. She was good at this. She could do it for her neighbors and charge money for it. In the time Jillia and her mother _____ away the mower and the trimmer, Jillia _____ to plan her lawn care business!

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.

5. Choose the answer that goes in Blank 5.

6. Choose the answer that goes in Blank 6.

7. Choose the answer that goes in Blank 7.

8. Choose the answer that goes in Blank 8.

9. Choose the answer that goes in Blank 9.

10. Choose the answer that goes in Blank 10.

Grade 8 Assessment **AB.10** Unit 8, One Use

Research Rubric Unit 8, Week 1

Scale	Content	Speaking
4	1. Includes content from at least three sources. 2. Different sources are used to support the thesis. 3. Includes content from at least two sources. 4. Includes content from at least one source.	1. Speaking is clear and easy to hear. 2. Includes content from at least three sources. 3. Includes content from at least two sources. 4. Includes content from at least one source.
3	1. Includes content from at least two sources. 2. Includes content from at least one source. 3. Includes content from at least one source. 4. Includes content from at least one source.	1. Speaking is clear and easy to hear. 2. Includes content from at least two sources. 3. Includes content from at least one source. 4. Includes content from at least one source.
2	1. Includes content from at least one source. 2. Includes content from at least one source. 3. Includes content from at least one source. 4. Includes content from at least one source.	1. Speaking is clear and easy to hear. 2. Includes content from at least one source. 3. Includes content from at least one source. 4. Includes content from at least one source.
1	1. Includes content from at least one source. 2. Includes content from at least one source. 3. Includes content from at least one source. 4. Includes content from at least one source.	1. Speaking is clear and easy to hear. 2. Includes content from at least one source. 3. Includes content from at least one source. 4. Includes content from at least one source.

Grade 8 Assessment **AB.11** Unit 8, One Use

Writing, Revising, and Editing Test
A8.9–A8.11

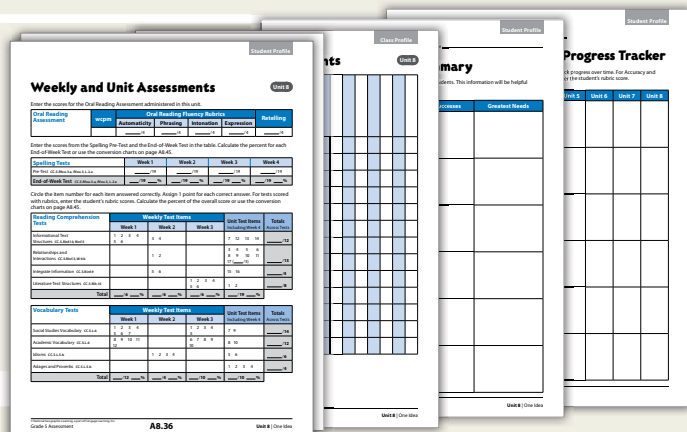
Research Project Rubric
A8.41



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

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

RESOURCES AND ROUTINES

Reading

RETEACH

- Steps in a Process:** Reteaching Master RT8.1
- Choose Reading Strategy:** Reteaching Master RT8.2

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

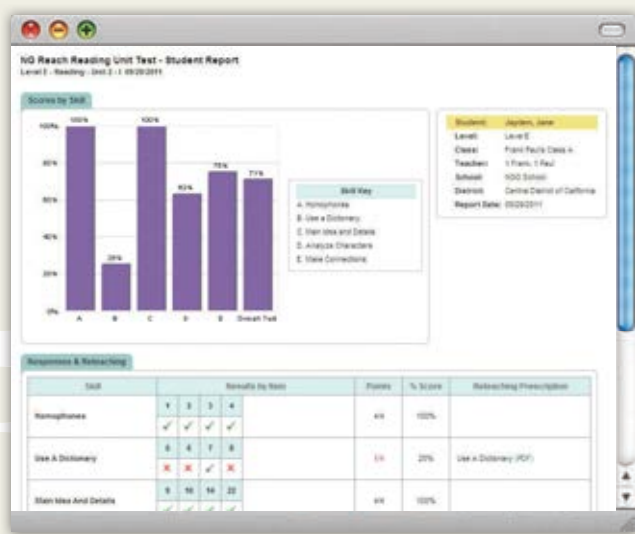
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



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 T531k–T531l

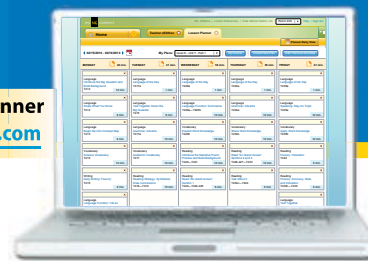
Grammar and Writing

RETEACH

- Actions in the Past:** Anthology Handbook, page 651
 - Writing:** Reteaching Writing Routine, page BP51
- #### ADDITIONAL PRACTICE
- More Grammar Practice** PM8.8
 - Daily Writing Skills Practice,** pages T531o–T531p

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; CC.5.SL.3 Discuss the Big Question T559o	Academic Talk CC.5.SL.1.a Preview and Predict T560c
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ✓ Pretest; Words with Suffixes <i>ly, less, ful,</i> CC.5.Rfou.3.a; and Commonly Misspelled Words T559i CC.5.L.2.e Daily Grammar CC.5.L.1.c; CC.5.L.2 ✓ Past-Tense Verbs T559k Vocabulary Strategy CC.5.L.4, CC.5.L.4.a; CC.5.L.5.b ✓ Idioms T559o	Daily Spelling and Word Work CC.5.Rfou.3.a; CC.5.L.2; ✓ Practice T559i CC.5.L.2.e Daily Grammar CC.5.L.1.c; CC.5.L.2 ✓ Irregular Past-Tense Verbs T559k Vocabulary Strategy CC.5.L.4, CC.5.L.4.a; CC.5.L.5.b ✓ More Idioms T560c
	Reading ⌚ 20–40 minutes	Reading CC.5.Rinf.3; Read Aloud: Essay T560a Comprehension CC.5.Rinf.3 ✓ Explain Relationships Between Individuals T560a Fluency CC.5.Rfou.4 ✓ Model Phrasing T560a	Reading CC.5.Rinf.3; Read a Newspaper Article T561–T564–565 Comprehension CC.5.Rinf.3 ✓ Explain Relationships Between Individuals T561, T562–563 ✓ Choose Reading Strategies T561, T562–563 Recognize Problem and Solution T560c Fluency CC.5.Rfou.4 ✓ Practice Phrasing, Accuracy, and Rate T561
	Writing ⌚ 15–45 minutes	Power Writing T559o CC.5.W.10 Daily Writing Skills CC.5.W.1.d Use Persuasive Techniques T559m Writing CC.5.W.2; CC.5.W.10 Write to Synthesize T560b Writing Project: Ad or TV Commercial CC.5.W.1.a; Study a Model T567i CC.5.W.1.d; CC.5.W.4; CC.5.W.5; CC.5.W.10	Power Writing T560c CC.5.W.10 Daily Writing Skills CC.5.L.W.1d Use Persuasive Techniques T559m Writing CC.5.W.1; CC.5.W.10 ✓ Write a Response T564–565 Writing Project: Ad or TV Commercial CC.5.W.1.a; ✓ Prewrite T567j CC.5.W.1.d; CC.5.W.4; CC.5.W.5; CC.5.W.10

SMALL GROUP READING TIME		Read Social Studies Articles	Read Nonfiction Books
Fiction & Nonfiction	⌚ 20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG11 Reading CC.5.Rinf.5; CC.5.Rinf.8; Compare Text CC.5.Rinf.10 Structures: Chronology SG10 Build Comprehension SG11	Vocabulary CC.5.L.6 Learn Story Words SG12–SG13 Reading CC.5.Rinf.3; CC.5.Rinf.10 Introduce SG12–SG13 Read SG14–SG15 ✓ Explain Relationships Between Individuals SG14–SG15 ✓ Choose Reading Strategies SG14–SG15

LEARNING STATION TIME		
⌚ 20 minutes		Speaking and Listening T559g CC.5.SL.4; CC.5.SL.5 Language and Vocabulary T559g CC.5.L.6 Writing T559g CC.5.W.1; CC.5.W.1.b; CC.5.W.2; CC.5.W.2.a Cross-Curricular T559h CC.5.W.8; CC.5.W.10 Reading and Intervention CC.5.Rinf.10; CC.5.Rfou.3; T559h; SG68 CC.5.Rfou.3.a; CC.5.Rfou.4.c; CC.5.W.8

BIG Question How can one idea change your future?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.1.a; CC.5.SL.4
Talk Together T566

Daily Spelling and Word Work CC.5.Rfou.3; CC.5.L.2.e
✓ Practice T559j

Daily Grammar CC.5.L.1.c; CC.5.L.2
✓ Past-Tense Verbs T559l, T566a

Vocabulary Review CC.5.L.6
✓ Review Social Studies and Academic Vocabulary T565a

Reading CC.5.Rinf.8; CC.5.Rinf.10
Reread a Newspaper Article T565a

Comprehension
Compare Procedures T565a



Fluency CC.5.Rfou.4
✓ Practice Phrasing T565a

Power Writing T565a CC.5.W.10
Daily Writing Skills CC.5.L.W.1.d
Use Persuasive Techniques T559n

Writing CC.5.W.10; CC.5.L.1; CC.5.L.3; CC.5.L.5
Write to Reinforce Grammar T567

Writing Project: Ad or TV Commercial CC.5.W.1.a; CC.5.W.1.d; CC.5.W.4; CC.5.W.5; CC.5.W.10
Draft T567j

Day 4

Read and Comprehend

Academic Talk CC.5.SL.1.a
Compare Text Structures T567d

Daily Spelling and Word Work CC.5.L.2.e
✓ Practice T559j

Daily Grammar CC.5.L.1; CC.5.L.2
Grammar and Writing T559l

Vocabulary Practice CC.5.L.4, CC.5.L.4.a; CC.5.L.5.b
✓ More Idioms T567c

Reading CC.5.Rinf.5
Read Procedural Text T567b

Comprehension CC.5.Rinf.5
✓ Compare Text Structures T567a



Fluency CC.5.Rfou.4
✓ Model and Practice Phrasing T567b

Power Writing T567a CC.5.W.10
Daily Writing Skills CC.5.L.W.1.d
Use Persuasive Techniques T559n

Writing CC.5.W.1; CC.5.W.1.b; CC.5.W.10
Compare Information T567d

Writing Project: Ad or TV Commercial CC.5.W.1.a; CC.5.W.1.d; CC.5.W.4; CC.5.W.5; CC.5.W.10
Revise; Edit and Proofread T567k–T567l

Day 5

Review and Apply

Academic Talk CC.5.SL.1.a; CC.5.SL.1.d
Relate Readings to the Big Question T567h

Daily Grammar CC.5.L.1; CC.5.L.2
Review and Assess T559l

Vocabulary Practice CC.5.L.4, CC.5.L.4.a; CC.5.L.5.b
✓ Idioms T567e

Reading
Reread Procedural Text T567f

Comprehension CC.5.Rinf.9
Review and Integrate Ideas: Summarize Information
✓ Integrate Information T567g



Power Writing T567e CC.5.W.10
Daily Writing Skills CC.5.L.W.1.d
Review and Assess T559n

Writing CC.5.W.1; CC.5.W.1.b; CC.5.W.10
Write to Advise T567g

Writing Project: Ad or TV Commercial CC.5.W.1.a; CC.5.W.1.d; CC.5.W.4; CC.5.W.5; CC.5.W.10
Publish and Present T567l

Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.5.Rinf.3; CC.5.Rinf.10
Read and Integrate Ideas SG12–SG13

✓ Explain Relationships Between Individuals SG14–SG15
✓ Choose Reading Strategies SG14–SG15



Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.5.Rinf.3; CC.5.Rinf.10
Read and Integrate Ideas SG12–SG13

✓ Explain Relationships Between Individuals SG14–SG15
✓ Choose Reading Strategies SG14–SG15



Read Nonfiction Books

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 T567m–T567n

✓ Reading Comprehension Test A8.11–A8.13 CC.5.Rinf.3
✓ Reading Strategy Assessment SG8.30–SG8.31 CC.5.Rinf.10
✓ Oral Reading Assessment A8.1–A8.3 CC.5.Rfou.4
✓ Vocabulary Test A8.14 CC.5.L.6

✓ Spelling Test: Words with Suffixes ly, less, ful, and Commonly Misspelled Words T559i CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e
✓ Writing, Revising, and Editing Test A8.15–A8.16 CC.5.W.5; CC.5.W.10
Reteaching Masters RT8.3–RT8.7



Week 2 Learning Stations

Speaking and Listening

Option 1: Global Soap Project



To view the video, have students go to Resources > Unit 8 > Learning Stations > Week 2 > Global Soap Project.

Have students use their notes to create short presentations to persuade a hotel owner to take part in the project.

Present an Opinion and Speak Clearly at an Understandable Pace CC.5.SL.4

Option 2: Have a Plan Stan



Have partners view a video together about creating a business plan.

To view the video, have students go to Resources > Unit 8 > Learning Stations > Week 2 > Have a Plan Stan.

After viewing the video, have partners take turns sharing what they learned about making a business plan.

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

Language and Vocabulary

Key Words

analyze · apply · business · cost · earnings
expenses · goods · income · procedure · profit
services · supply · value

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

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

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

Have students expand their word knowledge.

- Under Add More Information > Use This Word > Write More, have students use the Key Word in a persuasive paragraph, to convince others to take some kind of action.
- Under Add More Information > Use this Word > Write a Sentence, have students write a sentence using the Key Word and a past-tense verb.

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

Writing

Option 1: Grow Your Business



PROGRAM RESOURCES & MATERIALS

Language and Literacy Activities: Card 47

Teacher's Guide on NGReach.com

Digital Library: Language Builder Picture Cards F92–F95

colored markers

Write Informative/Explanatory Text to Convey Information Clearly CC.5.W.2
Include Illustrations CC.5.W.2.a

Option 2: Review a Product

My Favorite Product

My computer is the most wonderful thing I own.

Have students choose a product they use or like, such as a video game or an MP3 player. Then display the following writing prompt:

Choose a product you use or like. Write a review of the product. What does it do? What does it look like? What is your opinion of this product? Why do you have this opinion? Give reasons and evidence that support your opinion.

Write Opinions on Topics Provide Reasons CC.5.W.1
CC.5.W.1.b

Cross-Curricular

Option 1: Open for Business 



PROGRAM RESOURCES

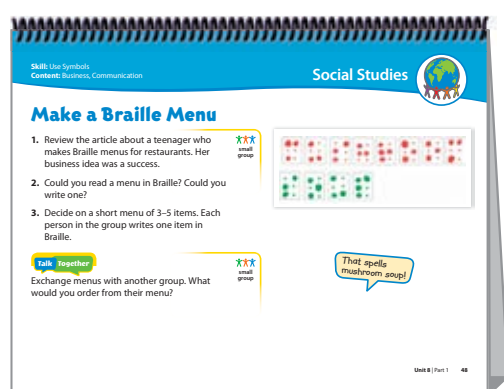
Cross-Curricular Teamwork Activities: Card 49

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

Digital Library: Language Builder Picture Cards F92–F95

Gather and Summarize Information CC.5.W.8

Option 2: Make a Braille Menu 



PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 48

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

Gather Information CC.5.W.8
Write Over Shorter Time for Specific Audiences CC.5.W.10

Reading

Option 1: History of Braille 



To view the article, have students go to Resources > Unit 8 > Learning Stations > Week 2 > Louis Braille.

- Have students write a summary about how Braille was invented.
- Have students share their summaries with partners.

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

Option 2: Online Cooking 



Have students read about two girls who started their own online cooking show.

To view the article have students go to Resources > Unit 8 > Learning Stations > Week 2 > Spatulatta.

Then have students write a summary telling how the girls started their successful business.

Read and Comprehend Informational Texts CC.5.Rinf.10
Summarize Information CC.5.W.8

Intervention

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 RT8.3–RT8.5.

Additional Resources

Reach into Phonics 



Lessons 115 and 116

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

ESL Kit 



ESL Teacher's Edition pages T561a–T568h

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Inventors

- ✔ Words with Suffixes: *ly, less, ful*
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Suffixes: *ly, less, ful*

1. busily	She worked non-stop all day, busily making menus.
2. countless	With so many restaurants, we can sell countless menus.
3. directly	Talk directly to the owners, not to the managers.
4. eventually	After three months, her effort eventually succeeded.
5. frequently	With daily meetings, she gets advice frequently .
6. gleeful	At the first sale, her gleeful smile spread ear to ear.
7. graceful	Become more graceful at our new dancing school.
8. hopefully	Hopefully your new business will succeed!
9. meaningful	Solve a problem that you think matters, and your business will be more meaningful to you.
10. powerful	Personal experience with a problem is a powerful reason to start a new business.
11. previously	She previously needed help with menus, but now she reads the Braille menu.
12. priceless	No amount of money can buy independence, which is priceless .
13. respectful	Always be respectful and polite to customers.
14. steadily	Orders increase every week as homemade doggie treats become steadily more popular.
15. thankless	At first this was a thankless task, but then people started to notice and thank me.

Watch-Out Words

16. baring	Baring a problem so everyone can see it is the first step in finding a way to solve it.
17. bearing	The way you behave when faced with a problem tells a lot about your bearing as a person.
18. complement	Braille signs are the perfect complement to the new menus.
19. compliment	The restaurant owner received a compliment from each blind customer.

Suffixes *ly, less, ful*

Day 2



Option 1

MATERIALS

index cards, 15 per student • scissors • dictionaries, one per pair of students

Teach

Display the words *directly, busily, countless, and gleeful*. Tell students that when a suffix is added to the end of a word, the meaning of the word changes. Point to *busily*, and say: *Sometimes the spelling changes, too. Here, the y in busy was changed to i before the suffix -ly was added.* Explain:

- *The suffix -ful means “full of.” What does gleeful mean? (“full of glee”)*
- *The suffix -ly means “in a way that is” or “in a way that is like.” What does directly mean? (“in a direct way”)*
- *The suffix -less means “without” or “not able to.” What does countless mean? (“not able to be counted”)*

Prepare

- Assign partners and have each student write each of the first 15 spelling words on a separate index card, leaving room between the syllables for cutting. Have partners consult a dictionary to check the syllable breaks.
- Then have students cut each word apart and stack the suffixes *ly, ful, and less* face down and arrange the remaining syllables face up on a desk.

Play a Game

- To begin, one partner chooses a card from the suffix stack and then chooses one or more syllable cards to form a complete spelling word.
- The student says the completed word aloud, spells it, and earns a point for each syllable in the word.
- Students alternate turns until all words are reassembled and spelled. The player with more points wins.

Use Syllabication Patterns and Morphology to Read Multisyllabic Words
Use Roots and Affixes as Clues to Meanings

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

Watch-Out Hints

Day 2



Option 2

MATERIALS

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

Write Sentence Reminders

- Have students look up each Watch-Out Word in a dictionary and write the word and its definition on a card.
- Then have students create a sentence to help them remember the meaning and usage of each word. Have students underline each Watch-Out Word.
- Invite students to share their sentences with the class.

“I” can give or receive a compliment.

The man was big and gruff and had the bearing of a bear.

Demonstrate Command of Spelling
Consult References

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



Bingo!

Day 3



Option 1

MATERIALS

32 squares of colored paper, each about 2 inches square

Prepare

- Have students play in groups of three with one student as the game host. The other students each fold a sheet of paper in half twice horizontally and twice vertically to create a 16-square bingo card.
- Have the game host read aloud all 19 spelling words, one at a time, in random order. As the game host reads each word, players print the word in an empty square on the bingo card in random order. Each player's bingo card should be different from his or her competitor's.

Play a Game

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

Spell Grade-Appropriate Words

CC.5.L.2.e

Open Sorts

Day 3



Option 2

Classify

- Have partners determine several categories for the spelling words. For example:
Ends in *-less, -ly, or -ful*
2, 3, or 4 Syllables Noun, Adjective, Adverb, or Verb
Hard Word, Easy Word
- Have partners sort the spelling words into as many categories as time allows, creating a separate chart for each category.
- On each chart, have students sort the spelling words under the correct headings.

2 Syllables	3 Syllables	4 Syllables
countless	busily	previously
gleeful	directly	

Apply Word Analysis Skills

CC.5.Rfou.3

Spell Grade-Appropriate Words

CC.5.L.2.e

Trace Words

Day 4



Option 1

MATERIALS

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

Prepare

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

Play a Game

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



Spell Grade-Appropriate Words

CC.5.L.2.e

Word Scramble

Day 4



Option 2

MATERIALS

scissors • timer • index cards, 5–7 per student

Prepare

Arrange students in small groups. Assign 5–7 different spelling words to each student, and have each student print his or her words on index cards with spaces between the syllables for cutting. Tell students to cut each of their words into syllables, checking a dictionary for accuracy.

Play a Game

- Have students mix all of their syllables together and pass them to another person in the group.
- Give students five minutes to unscramble as many words as possible, awarding themselves one point for each word they complete.
- At the end of 5 minutes, have students switch sets of syllables with another student in the group to play again.
- Have students switch a third and fourth time, until each student has a chance to assemble all the spelling words. The player with the most points wins.

Spell Grade-Appropriate Words

CC.5.L.2.e

Consult References

CC.5.L.2.e

Week 2 Daily Grammar

OBJECTIVES

Thematic Connection: Inventors

Grammar: Use Past-Tense Verbs

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Verb Tense

CC.5.W.5

CC.5.L.1

CC.5.L.1.c

Day 1

PROGRAM RESOURCES

Past-Tense Verbs: eVisual 8.8

Game: Practice Master PM8.9

MATERIALS

one coin, 2 game markers for each pair of students

Teach the Rules

Use page T560b to review past-tense verbs. Explain: *Past-tense verbs show action happened before now. To form the past tense of most verbs, you add -ed.* Use eVisual 8.8 to teach the rules.

Past-Tense Verbs

If the verb ends with a . . .

- silent final **e**, drop the **e** before adding **-ed**.
create - **e** + **ed** = **created**
- final single consonant following a short vowel, double the final consonant before adding **-ed**.
trip + **p** + **ed** = **tripped**
- **y** following a final consonant, change the **y** to **i** before adding **-ed**.
apply - **y** + **i** + **ed** = **applied**

[NGReach.com](#) Past-Tense Verbs: eVisual 8.8

Have students form the past tense of *use*, *plan*, and *try*.

Play a Game

Have partners use **Practice Master PM8.9** to play a game.

Differentiate

SN Special Needs

ISSUE Students are confused by spelling changes.

STRATEGY Use letter cards to help students with spelling changes. For example:



Name _____ Date _____

Grammar: Game
Make Them Past Tense

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on START.
3. Flip a coin to move. Heads = 1 space; tails = 2 spaces.
4. Read the verb on the space where you land, and write its past-tense form.
5. If your partner agrees that you spelled the past-tense form correctly, stay where you are. If not, go back one space.
6. Take turns. The first player to reach FINISH is the winner.

START	dry dried	analyze analyzed	stop stopped	surprise surprised
				slam slammed
	imagine imagined	grab grabbed	classify classified	divide divided
	trim trimmed			rely relied
	amuse amused	occupy occupied	snap snapped	observe observed
				FINISH

For use with TE p. T559k PM8.9 Unit 8 | One Idea

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

Day 2

PROGRAM RESOURCES

Irregular Past-Tense Verbs: eVisual 8.12

Game: Practice Master PM8.10

MATERIALS

2 game markers for each pair of students

Teach the Rules

Use pages T562–T563 to introduce irregular past-tense verbs. Explain: *Irregular past-tense verbs don't follow any rules. They have to be memorized.* Use eVisual 8.12 to teach some irregular past-tense verbs.

Irregular Past-Tense Verbs

Irregular verbs have special forms to show **past tense**.

Verb	Present	Past	Verb	Present	Past
get	get gets	got	say	say says	said
see	see sees	saw	think	think thinks	thought
do	do does	did	bring	bring brings	brought

[NGReach.com](#) Irregular Past-Tense Verbs: eVisual 8.12

Use the past tense of *get* and *say* in oral sentences. Then have students use the remaining verbs in oral sentences.

Play a Game

Distribute **Practice Master PM8.10** to small groups to play “Irregular Bingo.”

Differentiate

EL English Learners

ISSUE Students lack experience with past-tense irregular verbs.

STRATEGY Provide a list of irregular verbs used in the game, following this pattern: *Now I see. Yesterday, I saw. Now she rides. Yesterday, she rode. Now I throw the ball. Yesterday, I threw the ball.*

Have students refer to their lists as they play the game and keep their lists for reference.

Name _____ Date _____

Grammar: Game
Irregular Bingo

Directions:

1. Play with a group. Each player writes a verb from the word bank on each square of the Bingo grid in any order.
2. Select a caller to read the words in the word bank in random order.
3. Find the verb on your bingo card as the caller reads it. Write its past-tense form in the square.
4. If the group agrees that you wrote the past-tense form correctly, cover the square with a marker. If not, erase your writing.
5. Play until a player gets five markers in a row and calls “Bingo.”

do	see	throw	speak	bring	know
write	eat	ride	grow	fly	give
get	run	wear	fall	think	go
lose	begin	say	sit	take	sing
			FREE		

For use with TE p. T559k PM8.10 Unit 8 | One Idea

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



Day 3

PROGRAM RESOURCES

Past-Tense Verbs: eVisual 8.8

Teach the Rules

Use **Anthology** page 567 and **eVisual 8.8** to review past-tense verbs. Brainstorm a list of additional irregular verbs, such as *have, make, put, fight, lose, take, and write*, with students. Write the present and past tense of each verb and discuss. Then copy and display sentences such as the following:

1. Kayla gets sick of ordering chicken strips. (got)
2. Kayla loses her vision at age 4.
3. Kayla's uncle takes Kayla to a restaurant.
4. People use machines to print Braille.
5. Legare and Schweitzer create Braille menus.
6. Kayla stops ordering chicken strips.

Model how to find the present-tense verb in the first sentence and change it to the past tense. Discuss how the meaning of the sentence changes. Then guide students to follow your model with the remaining sentences.

Play a Game

Have groups of three play three rounds of this round-robin game:

- *Each player writes a verb on a sheet of paper. Then pass the paper to the player on your left.*
- *Use the verb on the new paper to write a silly sentence in the present tense. Then pass that paper to the left again.*
- *Rewrite the sentence on this new paper so it is in the past tense. Then pass that paper to the left again.*
- *Players should now have their original papers. Check the sentences for correct spelling and use of past-tense verbs. Then read the sentences aloud and vote on the silliest.*

Differentiate

AL Above Level

ISSUE Students easily form past-tense verbs.

STRATEGY Have students make charts of irregular past-tense verb forms. Have them use only those verbs to play the game. Then post the charts for the class to use as reference.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM8.17

Grammar and Writing

Distribute **Practice Master PM8.17**. Have students use editing and proofreading marks to correct errors with past-tense verb forms.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct spelling of past-tense verb forms
- correct use of irregular past-tense verbs

Editing and Proofreading Marks	
^	Add.
↵	Take out.

Even when blind people could order from a Braille menu, they still ~~find~~ ^{had} a problem: paying the bill. There's no way for a blind person to tell the difference between a \$1 bill and a \$100 bill.

Many other countries have paper money that helps blind people. Years ago, the European Union ~~change~~ ^{changed} their paper money to help the blind. It ~~make~~ ^{made} the paper money with foil textures to distinguish the bills. Australia ~~create~~ ^{created} a similar raised-texture system. Canada ~~putted~~ ^{put} raised dots on its currency.

In 2008, a federal court ~~rule~~ ^{ruled} that U.S. currency discriminates against the blind. The U.S. Treasury Department ~~fight~~ ^{fought} the court ruling for years. The Department ~~said~~ ^{said} that changing the size of U.S. paper money would cost billions of dollars. But now the Department has a mobile phone application to help blind people with U.S. bills.

For use with TE, p. T338 **PM8.17** Unit 8 | One Idea

Practice Master PM8.17

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A8.15–A8.16

Review and Assess

Have each student copy the following chart and write the past-tense form of each verb. Then have students trade charts with a partner, check the past-tense verbs, and write a sentence in the chart for each past-tense verb.

verb	past tense	sentence
see	saw	
use	used	
stop	stopped	
think	thought	
apply	applied	

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

Week 2 Daily Writing Skills

OBJECTIVES

Thematic Connection: Inventors

Use Persuasive Techniques

COMMON CORE STANDARDS

Provide a Concluding Statement or Section

CC.5.W.2.e

Persuasive Techniques

Day 1



PROGRAM RESOURCES

Persuasive Sample: eVisual 8.9

Teach the Skill

Review bias: *Biased writing unfairly favors only one side of an issue. It often exaggerates or uses misleading language.* Then explain that writers can use persuasive techniques to get their readers to see their side of an issue without being biased. Display **eVisual 8.9**.



Persuasive Sample

Do you want to start your own business but lack the skills? Volunteering is a great way to acquire skills—and help others, too!

If you want to have a child-care business, you can volunteer at a children’s hospital. As Bette Gaynor, who already has a substantial college fund, says, “The skills I learned at the Foundling Hospital gave me the impeccable credentials I needed to establish myself as a capable caregiver.” Kevin Mark feels the same about the lawn-care skills he learned as a volunteer for the parks department.

No matter what kind of business you want to start, you can get the needed skills by volunteering. So, what are you waiting for? Get out and volunteer!

NGReach.com

Persuasive Sample: eVisual 8.9



INTERACTIVE WHITEBOARD TIP: Underline sentences that illustrate persuasive techniques.

Explain: *The sample shows how to use some persuasive techniques.* Display the chart. Model how to identify the persuasive techniques. Discuss other techniques the writer could have used. Add them to the chart.

Appeals to Emotions

• Persuasive language	great means, invaluable, impeccable credentials
• Personal examples	children’s hospital, lawn care for parks dept.

Appeals to Logic

• Solid reasons	acquire skills
• Facts and statistics	Bureau of Labor Statistics
• Examples	Habitat for Humanity for construction skills
• Expert backup	Quotes from employers

Reread the last paragraph of the sample, pointing out how the conclusion sums up the writer’s position and suggests further action.

Identify Bias

Day 2



Option 1

Introduce

Ask students to reread the ads on **Anthology** page 479.

Practice

Have partners collaborate to analyze the two ads in terms of bias and persuasive techniques. Provide an analysis chart such as the following:

	Ad #1	Ad #2
exaggeration		
misleading language		
persuasive language		
personal examples		
solid reasons		
facts/statistics		

After partners have completed the analysis chart, have them share and compare charts with another pair of students.

Identify Persuasive Techniques

Day 2



Option 2

Introduce

Copy and display the chart from Day 1. Then have students review **Anthology** pages 466–471 of “The World of Waste.”

Practice

Have partners collaborate to list examples of persuasive techniques used in the article. Copy and display the following chart so students can use its framework to help them with their analyses.

Appeals to Emotions

- Persuasive language
- Personal examples

Appeals to Logic

- Solid reasons
- Facts and statistics
- Examples
- Expert backup

As partners complete the chart, have them compare it with another pair.



SUGGESTED PACING

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

Strong Beginnings and Endings Day 3 Option 1

PROGRAM RESOURCES

Beginnings and Endings: eVisual 8.14

Practice

Display eVisual 8.14 and have small groups read it together.

Beginnings and Endings

Beginning 1 Do you feel like giving up when you can't do something? Well, don't! Think about people like Louis Braille. Despite being sightless, he created a writing system for the blind.	Beginning 2 Louis Braille was born on January 4, 1809, in Coupvray, France, which is near Paris. When he was three, Braille lost his sight in an accident in his father's harness shop.
Ending 2 Even though Louis Braille was blind, he became an accomplished musician. He also created a system of writing for the blind.	Ending 2 So, what will you do the next time you feel like giving up? That's right! Think about people like Louis Braille, and just keep trying.

NGReach.com Beginnings and Endings: eVisual 8.14

INTERACTIVE WHITEBOARD TIP: Underline effective words in the beginnings and endings.

Have small groups decide which beginning and ending are stronger, and then collaborate on writing a paragraph to explain their reasons.

Strong Beginnings and Endings Day 3 Option 2

PROGRAM RESOURCES

Persuasive Sample: eVisual 8.9

Introduce

Review the introduction and the conclusion on eVisual 8.9. Then suggest topics about which students probably have opinions, such as cafeteria food and after-school sports.

Practice

Have partners pick a topic and write a short opinion essay about it. Remind them to include a strong introduction and conclusion.

Write Strong Conclusions Day 4

Introduce

Have students review "Message in a Bottle" on Anthology pages 485–491. Then remind students that Kayla Legare invented her Braille menus because she saw a need to allow blind people to read menus on their own and that David de Rothchild invented Plastiki to draw attention to the problem of plastic trash in our oceans.

Practice

Tell students to imagine that they wrote "Message in a Bottle." Have each student write a third-person conclusion to the article that is a call to action to avoid using plastic.

Remind students that their conclusion should sum up de Rothchild's arguments, cite at least one especially compelling fact, and convince readers that the time to act is now! Suggest that students include a strong quote from de Rothschild in their conclusions.

Have students trade conclusions with a partner and offer each other suggestions for improvement based on the criteria above.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A8.15–A8.16

Review the Skill

Copy and display the following chart.

Appeals to Emotions	
• Persuasive language	
• Personal examples	
Appeals to Logic	
• Solid reasons	
• Facts and statistics	
• Examples	
• Expert backup	

Have students review "Message in a Bottle" on Anthology pages 485–491 again. Have small groups copy the chart and collaborate to find and list examples of different persuasive techniques used in the essay.

Administer the Writing, Revising, and Editing Test.

OBJECTIVES

Thematic Connection: Inventors

- ✓ Explain Idioms
- ✓ Explain Relationships Between Individuals


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 8.7

MATERIALS

timer • dictionaries



WARM-UP

Have students review the readings from Week 1, including “Starting Your Own Business” and the **Small Group Reading** books. Have pairs discuss the innovations they read about and the steps involved in following them.

Power Writing

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

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

Academic Talk

1 Discuss the Big Question

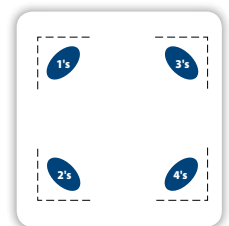
Review with students how to explain a process. Elaborate: *To help explain a process, give a reason why a step is important or give evidence to support a step.*

Tell students that they will explain a process to answer the question: How does an idea become real? Model: *Suppose we have an idea to raise money for new library books. The first step is to make a plan. This step is important because, as Arlene Erlbach says on page 544, successful entrepreneurs plan before they start a business.*

Have students brainstorm fund-raising ideas, such as having a bake sale, and then vote to identify four ideas they all like best. Use **Corners** to have groups explain the steps they would take to plan each fund-raiser.

- Designate one corner for each idea the class chose.
- Have students individually think about the steps of the process to make one idea real.
- Have students group into the corner of their choice and work together to identify key steps.
- Have groups present their processes to the class.

For **Corners** see page BP45.



Corners

Vocabulary Strategy

2 Idioms ✓ Anthology page 560

Project **Student eEdition** page 560 and read aloud the introduction. Then read aloud the first row of the chart and model the thinking: *The individual words at any cost might mean that you don't know the price of something. The idiom at any cost has a different meaning.*

Model using context clues to determine and explain the meaning of the idiom: *The context words even if it means I will have to work longer hours show that the speaker is willing to act in any way possible to please the customers. The context clue tells me that the idiom at any cost means “in any way possible.”*

Repeat the strategy to explain the idioms *at face value* and *deliver the goods*.

COMMON CORE STANDARDS

Reading

- | | |
|--|-------------|
| Explain Relationships Between Individuals in a Historical Text | CC.5.Rinf.3 |
| Read With Fluency to Support Comprehension | CC.5.Rfou.4 |

Writing

- | | |
|---|-----------|
| Write Informative/Explanatory Text to Examine a Topic | CC.5.W.2 |
| Write Over Shorter Time for Specific Purposes | CC.5.W.10 |

Speaking and Listening

- | | |
|--|-----------|
| Discuss Topics, Expressing Ideas Clearly | CC.5.SL.1 |
| Explain Reasons and Evidence | CC.5.SL.3 |

Language and Vocabulary

- | | |
|---------------------------------------|------------|
| Clarify Meanings of Words and Phrases | CC.5.L.4 |
| Use Context Clues | CC.5.L.4.a |
| Explain Idioms | CC.5.L.5.b |



Idioms

An **idiom** is a colorful and fun way to say something. Usually, a few words combine to make an idiom. The words, when used together, mean something different from what the words mean by themselves.

Read this list of idioms and their meanings.



Idiom	What it means	Example
at any cost	any way possible	I will make customers happy at any cost, even if it means I will have to work longer hours.
at face value	what something first seems to be	Because ads often exaggerate, you can't take them at face value.
deliver the goods	do what is expected or wanted	Our customers are happy because we always deliver the goods.

Try It Together

Read the paragraph. Then choose the best answer for each question.

My brother and I just started our T-shirt business two weeks ago, and already our shirts are selling like hotcakes. We can't make them fast enough. We're so happy! We feel like a million dollars!

- | | |
|--|--|
| <p>1. What does <u>selling like hotcakes</u> mean?</p> <p>A look like pancakes
B keeping customers warm
C started our T-shirt business
D can't make them fast enough</p> | <p>2. Identify the other idiom above.</p> <p>A we're happy
B income is great
C feel like a million dollars
D business is a success</p> |
|--|--|

560

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 560

3 Try It Together Anthology page 560

Read the directions aloud and have a volunteer read aloud the passage. Then have partners work together to answer the questions. (question 1: D, question 2: C)

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Idioms ✓

As students answer the questions, observe if they can use context clues to figure out the meaning of an idiom.

If students have difficulty, reteach: *The context words can't make them fast enough show that the brothers must work really fast because so many people want to buy their T-shirts. If you want to sell hotcakes, or pancakes, you need to work really quickly to make sure everyone has fresh, hot cakes to eat. If the T-shirts are selling like hotcakes; the brothers have to work quickly so people can get the T-shirts right away.*

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T559m–T559n)
- ✓ Power Writing (559o, T560c, T565a, T567a T567e)
- ✓ Writing (T560b, T564–565 T567, T567d, T567g)
- ✓ Writing Project (T567i–T567l)

Differentiate

EL English Learners

ISSUE Students lack English vocabulary necessary to make literal translations.

STRATEGY Have students use dictionaries to determine literal meanings of words in the idiom.

SN Special Needs

ISSUE Students have trouble stating literal meanings of idioms.

STRATEGY Have each student write each word of the idiom on a card and add a one- or two-word definition from a dictionary. Then have students place the cards in idiom order and read the sentence with the definitions in place of the words.

Fluency

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

Comprehension

4 Explain Relationships Between Individuals ✓

Introduce: *When you understand the relationship between individuals in a text, you can better understand the whole text.*

Display **eVisual 8.7** and read aloud the first two paragraphs.



Read Aloud

Historical Text

The Birth of Microsoft

Bill Gates and Paul Allen may never have met if it weren't for a computer terminal linking their school to a company's computer. Gates was 13, and Allen was 15. Allen was shy and innovative. Gates was feisty and driven. What brought the two unlikely friends together was their interest in computers.

In 1968, computers were complicated to use because you had to program them to do what you wanted. So Gates and Allen spent all their spare time learning about computers and how they worked. Allen shared technology and ideas. Gates reviewed the ideas and decided which ones they would work on.

Soon the boys knew so much about computers that they were writing their own programs, including a scheduling program for the school. They talked about designing programs that would make computers easier to use, and Gates even suggested that they would one day go into **business** together.

In 1975, Gates and Allen founded Microsoft, and the entrepreneurs were in **business**. As Microsoft grew, Gates spent more time on the road negotiating sales and promoting the company while Allen researched new technology and products. It was a good combination for two friends who wanted to make computers available to everyone.

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 8.7



INTERACTIVE WHITEBOARD TIP: Underline details that show the individuals' relationship.

Model explaining the relationship between the two individuals: *The boys had different ages and personalities, but they were both interested in computers. This is why they became friends. Allen shared his ideas with Gates and agreed to work on the ideas Gates chose. This shows that Allen was the source of the ideas, but Gates was the decision-maker.*

Read aloud the next paragraph and explain other details that show how the relationship between the boys developed.

Read aloud the last paragraph of “The Birth of Microsoft.” Have partners work together to explain the relationship between Gates and Allen.

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Relationships Between Individuals ✓

As partners discuss the text, note whether they can explain the relationship between Gates and Allen.

If students have difficulty, prompt them with questions, such as:

- *What helped the boys remain friends?* (They created a **business** together.)
- *How were the boys' roles different?* (Gates negotiated sales and promoted the company while Allen researched new technology and products.)



Daily Language Arts

Spelling and Word Work ✓

Pretest page T559i

Daily Grammar ✓

Revisit the second paragraph of the **Read Aloud** and note the past-tense verbs *wanted, worked, shared, and reviewed*. Then use page T559k to review regular past-tense verbs.

Daily Writing Skills ✓

Remind students that writers can use many different techniques to persuade their readers. Then use page T559m to teach how to write persuasive techniques.

Writing

6 Write to Synthesize

Tell students that they will write sentences to compare how Gates and Allen started their business with “Starting Your Own Business.” Model writing to explain how Gates and Allen followed one of the seven steps.

Think Aloud

I will write about how Gates and Allen followed step two: Find Your Niche.

Write

One step to starting a business is to think about what people need. Bill Gates and Peter Allen knew that computer companies needed programs that would make computers easier to use.

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

Have partners reread “The Birth of Microsoft” and identify steps that Gates and Allen used to start their business. Then have individual students write about one step and add their sentences to their Weekly Writing folders.



WRAP-UP

Brainstorm a list of personality traits with students, such as determined, out-going, shy, innovative, and organized. Have students review what they have read about starting a business and discuss which trait or traits they think help people follow the steps to starting a business.

Differentiate

EL English Learners

ISSUE Students lack the vocabulary necessary to explain the relationships.

STRATEGY Provide sentence frames:

- The decision-maker in the relationship was _____. He _____.
- The source of ideas was _____. He _____.

SN Special Needs

ISSUE Students confuse Gates and Allen and have difficulty distinguishing their roles.

STRATEGY Have each student create a T-chart with *Gates* and *Allen* as column headings. Then have each student list each person's roles in the appropriate columns.

OBJECTIVES

Thematic Connection: Inventors

- ✓ Explain Idioms
- ✓ Choose Reading Strategies to Comprehend Text
- ✓ Explain Relationships Between Individuals

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can for one minute about the word *niche*.

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

COMMON CORE STANDARDS

Reading

- Explain Relationships Between Concepts in a Technical Text CC.5.Rinf.3
- Read and Comprehend Informational Texts CC.5.Rinf.10
- Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

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

Speaking and Listening

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

Language and Vocabulary

- Clarify Meanings of Words and Phrases CC.5.L.4
- Use Context Clues CC.5.L.4.a
- Explain Idioms CC.5.L.5.b



WARM-UP

Have partners create and share sentences using the idioms they learned on Day 1: *at any cost*, *at face value*, *deliver the goods*.

Vocabulary Strategy

1 More Idioms ✓

Remind students that context clues can help them determine the meaning of an idiom. Copy and display these sentences:

1. My friend and I are two peas in a pod. We have the same business ideas.
2. As an entrepreneur, you must blow your own horn to attract investors to your plan.
3. If your business makes a profit, you can really bring home the bacon every month.

Remind students to use context clues to determine meanings of idioms. Explain the literal meaning of *two peas in a pod* and model using context clues to determine the idiomatic meaning.

Then have partners read aloud the remaining sentences and use context clues to figure out the meaning of each idiom. (2. to boast or brag about yourself; 3. to earn a lot of money)

Check & Reteach

OBJECTIVE: Explain Idioms ✓

Listen as partners use context clues to figure out the meanings of the idioms.

If students have difficulty, model for the second sentence:

The context clue attract investors help me figure out that blow your own horn has something to do with getting people to notice you. I know that blowing a horn attracts people's attention. Blow your own horn means "to attract a lot of people's attention to yourself."

Academic Talk

2 Preview and Predict

Review: *Before reading a newspaper article, look at the title, headings, photographs, and captions to preview and predict what a text will be about.* Project **Student eEdition** pages 561–565. Remind students that they should come to discussions prepared and use information from the title, headings, photographs, and captions to make predictions. Then have partners discuss their predictions.

Connect Across Texts You read about how to start your own **business**. Now read a business success story.

Genre A **newspaper article** reports facts about real people and events. The **headline** is the title. The **byline** gives the writer's name. The **dateline** tells where and when it was written.

Blind teen starts business creating Braille restaurant menus

by Jane Rider of the *Missoulian*

MISSOULA, MONTANA June 17, 2004—Kayla Legare doesn't order chicken strips anymore when she goes to restaurants.

Legare, who attends high school in Helena, Montana, lost her vision at age 4. She has always tried to avoid the **hassle** of making someone else read her the choices off restaurant menus. That's why, until recently, she would only order chicken strips.

"I got **pretty sick of them**," she said.



▲ Kayla Legare stands outside her high school in Helena, Montana.

In Other Words

hassle discomfort

pretty sick of them very tired of eating just chicken strips

Before You Move On

- 1. Plan and Monitor** Why did Kayla order only chicken strips at restaurants?
- 2. Use Text Features** Which part of this article tells you where and when it was written?

561

STUDENT
TECHNOLOGY



Student
eEdition

NGReach.com

Anthology page 561

Reading

3 Read a Newspaper Article Anthology page 561

CONNECT ACROSS TEXTS Project **Student eEdition** page 561. Ask students to recall what they learned about starting a **business** in "Starting Your Own Business." Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Elaborate: *Before writing newspaper articles, reporters conduct research, observe events, and/or interview people.*

SOCIAL STUDIES BACKGROUND Tell students that Braille was created by a French man named Louis Braille, who became blind as a young child. He studied at France's National Institute for Blind Children and created the system of Braille when he was only 15. Braille uses raised dots that visually impaired readers feel with their fingers.

Read and Build Comprehension

- 1 Ask Questions** ✓ *After reading this sentence, what question do you have? Read on to find an answer.* (Possible response: I wonder why Kayla doesn't order chicken strips anymore. I read that she ordered chicken strips so people wouldn't have to read menus to her. Now I wonder what foods she orders.)
- 2 Plan and Monitor: Monitor and Clarify** ✓ *What does lost her vision mean?* (Possible response: I reread the title about a blind teen starting a **business**. This clarifies that *lost her vision* means that Kayla became blind.)

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Plan and Monitor** ✓ Kayla ordered only chicken strips so she wouldn't have to ask anyone to read menus to her.
- 2. Use Text Features** The dateline tells where and when the article was written. (Missoula, Montana, June 17, 2004)

Braille Menus Coming to Missoula

Today Legare can order any dish she wants. That's because a growing number of restaurants in the Helena area are customers of Legare's **business**, "Braille the World."

"Braille the World" creates Braille menus so that restaurants can better serve vision-impaired customers. Braille is a reading and writing system for the blind and visually impaired people.

Starting this week, Legare's business is bringing Braille menus to restaurants in Missoula, too.

The Beginning of a Business

Legare's business was born less than a year ago, when she shared her idea with her uncle, Carl Schweitzer.

Schweitzer took Legare to visit his friend, Bob Keenan. Keenan owns a local hotel restaurant. The restaurant became the first to **pilot** Legare's idea of Braille menus. **1**



▲ The Braille alphabet uses raised dots. People read by touching them.



▲ Using her fingers, Legare reads a Braille menu she created.

In Other Words
pilot try out

562



▲ In the past, Braille was made by machines like this one. Now, people can use special computers to print Braille.

Then, using special computer software, Legare and Schweitzer created sample Braille menus for several restaurants in Helena. Last month, they gave a presentation at a meeting of the Montana Restaurant Association. Jeff Hainline, president of a major **restaurant chain**, heard it and was very interested.

"Everyone was impressed with the idea and the passion behind it," Hainline said.

In Other Words
represent show
restaurant chain group of restaurants with the same name

Braille Alphabet Key

▲ To read Braille, a person passes his or her fingers over a small rectangle, or cell. Within each cell, there are one to six raised dots in different positions. They represent different letters and symbols.

Before You Move On

- 1. Main Idea** What **goods** or **services** does Legare's **business** provide?
- 2. Draw Conclusions** Use the key above to write your name. What can you conclude about the length of the Braille menus?

563

Anthology
pages 562–563

Daily Language Arts

Daily Spelling and Word Work

Practice page T559i.

Daily Grammar

Point to the irregular past-tense verbs *took* and *became* in the last paragraph on **Anthology** page 562. Then use page T559k to teach irregular past-tense verbs.

Daily Writing Skills

Display the **Anthology** page 564 and point out that Matt Castner uses examples to persuade readers that restaurants should have Braille menus. Then use page T559m to practice identifying bias and persuasive techniques.

Read and Build Comprehension

- 1 Explain Relationships Between Individuals** Explain the relationship between Legare and her uncle. (Legare thinks of the idea and shares it with her uncle. Legare's uncle helps her promote her idea.)
- 2 Make Connections** In "Starting Your Own Business," you read about two main types of **businesses**. Which type is Legare's? (It is a manufacturing **business**; it sells **goods**.)
- 3 Ask Questions** What question do you have now about Legare? (Possible response: I wonder what materials Legare will develop in the future.)

Mini Lesson

Recognize Problem and Solution

Explain that when authors write, they organize their ideas in various ways, called text structures. Clarify: *Jane Rider used a problem-and-solution text structure to write about Kayla Legare's business.* Have students share what they have learned about problems and solutions.

Elaborate: *First, the author describes a problem: Legare cannot read menus because she is blind. Then the author explains a solution to the problem: Legare can order any dish she wants because several restaurants have Braille menus.*

Have students follow your model to identify other examples of the problem-and-solution text structure in the article.

Answers Before You Move On

- 1. Main Idea** Legare's **business** makes Braille menus for restaurants.
- 2. Draw Conclusions** Braille menus must be very long.

Braille in Restaurants

Two days later, Hainline called Legare. He ordered twenty-six Braille menus, enough to place two copies in each of the restaurants. The twenty-three-page menus also include a Braille translation of the history of the restaurant chain.

Matt Castner is a “Braille the World” employee. He thinks Braille menus will make visually impaired diners feel more welcome.



▲ Legare reads one of her Braille menus, which are now available in many Montana restaurants.

“You think, ‘Here is a restaurant that really cares about serving everybody,’ ” said Castner, who has been blind since birth. “A lot of places have ramps and special bathroom stalls for people who use wheelchairs, but where are the Braille menus?”

Bringing Braille to the World

Legare is amazed at how quickly restaurant owners have **warmed up to** her idea. Now she wants to make her business grow even more. Her goal is to make the world **more accessible** to the visually impaired.

“I don’t want to do just menus,” she said. She envisions bank statements, bills, and educational materials in Braille. In fact, on Thursday, Legare is meeting with Montana Fish, Wildlife, and Parks. They will discuss the possibility of offering nature articles in Braille.

“I know it will be really hard, but I know we can do it if we put the energy into it,” Legare said. ❖ **3**



▲ Seeing-eye dogs like Legare’s help make the world more accessible to blind people. Legare hopes her menus will do the same.

In Other Words
warmed up to become interested in
more accessible to easier to live in for

► Before You Move On

1. **Generalize** What can a supermarket, for example, learn from Legare’s **business**?
2. **Make Connections** According to “Starting Your Own Business,” why is Legare’s business successful?

Writing

4 Write a Response

Ask students to think about Legare’s relationships with individuals who helped develop her **business** idea. Explain that students will respond to the article by writing paragraphs about Legare’s relationships with others and expressing opinions about what impressed them most about her accomplishments.

Model: *I was most impressed by the presentation Legare makes to the group of restaurant owners. It is one thing to speak with a friend of your uncle’s, but it takes a lot of courage to speak before a group of strangers. This shows me how determined Legare is to make her **business** succeed.*

Have students write their paragraphs and add them to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have students work in small groups to discuss other texts that might be printed in Braille or places that might benefit from Braille signs to help the visually impaired. Then have each group share their ideas.

Answers Before You Move On

1. **Generalize** ✓ Possible response: A supermarket can learn to make its **business** more accessible to visually impaired people. For example, the supermarket might create Braille signs that tell what products are in each aisle.
2. **Make Connections** ✓ Legare followed several steps to create a successful **business** including “plan your **business**,” “find a niche,” “get started,” “advertise,” and “plan further.”

Differentiate

BL Below Level

ISSUE Students have difficulty linking relationships to accomplishments.

STRATEGY Help students create a T-chart with the column headings: Legare’s relationships; Legare’s accomplishments. Then have students draw lines to connect relationships with related accomplishments.

SN Special Needs

ISSUE Students cannot focus sufficiently to identify accomplishments.

STRATEGY List Legare’s accomplishments. Have students choose one accomplishment to write about.

OBJECTIVES

Thematic Connection: Inventors

Compare Procedural Texts

Grammar: Use Past-Tense Verbs

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM 8.11


Grammar Practice: Practice Master PM 8.12

TECHNOLOGY ONLY

Grammar Passage: eVisual 8.13

MATERIALS

timer



WARM-UP

Have partners discuss how service and manufacturing businesses provide solutions to problems. Prompt with examples, such as: newspapers, blogs, fast food restaurants, musicians and actors.

Power Writing

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

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

Fluency

Practice Phrasing As partners reread the newspaper article aloud, circulate and listen for correct phrasing.

COMMON CORE STANDARDS

Reading

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

Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

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

Speaking and Listening

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

Report on a Text CC.5.SL.4

Language and Vocabulary

Demonstrate Command of Grammar and Usage CC.5.L.1

Use Verb Tense CC.5.L.1.c

Demonstrate Command of Spelling CC.5.L.2

Use Knowledge of Language and Conventions CC.5.L.3

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

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 566 and point out the Key Words. Also display the word **procedure**. Chorally read all the words as a class. Pause after each word and have a volunteer give the definition.

Have students work with partners. Have one partner choose two Key Words. Then have the other partner use both words in an oral sentence. Have partners take turns until all the Key Words are used.

Review and Integrate Ideas

2 Compare Procedures Anthology page 566

Read aloud the introduction on **Student eEdition** page 566. Model the thinking: *In the first step, "Plan your **business**," the author of "Starting Your Own Business" says to tell someone about the idea and make a plan. There is a check in the second column because Legare followed this step by sharing her idea with her uncle and planning how to show her idea to others.*

Have partners review "Starting Your Own Business" to list the remaining steps in the first column on **Practice Master PM8.11**. Then have partners reread the article about Legare, discuss how she started her business and add checks beside steps she followed.

Check & Reteach

OBJECTIVE: Compare Procedural Texts

As partners discuss each step and their examples from the Legare article, determine whether they can accurately compare procedural texts.

If students have difficulty, model comparing Legare's actions to Step 2 in the procedural text:

- *Step 2 is "Find your niche." What should you consider to find your niche?* (Identify a need; decide how your **business** will provide a solution to that need as a service or manufacturing **business**.)
- *Does Legare follow this step? How?* (Yes, she identifies a need for Braille menus and manufactures Braille menus to sell to restaurants.)



Key Words

analyze	goods
apply	income
business	profit
cost	services
earnings	supply
expenses	value

Compare Procedures

The procedural text and the newspaper article both tell about starting a **business**. Work with a partner to interpret whether the steps listed in "Starting Your Own Business" were followed by Kayla Legare.

List the seven steps for starting a business in the first column. Then, in the second column, put a check mark next to the ones Kayla followed to start her Braille menu business.

Comparison Chart

Steps in "Starting Your Own Business"	Steps Kayla Legare Used
1. Plan your business	✓
2.	
3.	
4.	
5.	
6.	
7.	

Talk Together

How do you think Kayla Legare's idea might change the future? How does this help you understand how one idea can be turned into a successful business? Use **Key Words** to talk about your ideas.

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Academic Talk

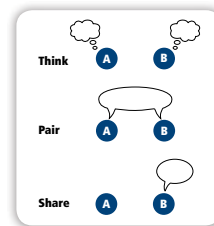
3 Talk Together Anthology page 566

Read aloud **Talk Together**. Remind students to come to discussions prepared by reviewing Kayla Legare's accomplishments and her plans for the future.

Then use a **Think, Pair, Share** to have students discuss what they learned about Legare and her business to answer the questions. Remind students to use Key Words in their discussions.

- Have students individually think about each question.
- Have partners discuss the questions.
- Then have partners share with the class their answer to each question.

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



Think, Pair, Share

Name _____ Date _____

Comparison Chart

Compare Procedures

Steps in "Starting Your Own Business"	Steps Kayla Legare Used
1. Plan your business	✓
2. Find a niche	✓
3. Get started	✓
4. Plan the pricing	
5. Advertise	✓
6. Do the math	
7. Plan your steps further	✓

Take turns with a partner. Share one way Kayla could have completed one of the steps that isn't checked.

Differentiate

BL Below Level

ISSUE Students have trouble identifying the special forms of irregular past-tense verbs when reading.

STRATEGY Have students list the past-tense verbs from the passage in charts with these column heads: Past-Tense Verb; Regular/Irregular. Have students compare the past-tense spellings with the patterns shown in the chart on page 567 and write *regular* or *irregular* in the second columns of their charts.

EL English Learners

ISSUE Many languages, such as Korean, Hmong, and Cantonese, do not change form to express tense.

STRATEGY Have students chart the past-tense verbs from the passage, categorized by spelling:

Past-Tense Verb Forms			
+ ed	invented		
y to i + ed	applied		
drop e + ed	plunged	received	used
double consonant	occurred	slipped	
special form	was	lost	

Have students add to their charts as they find past-tense forms in other texts.

Name _____ Date _____

Grammar: Regular and Irregular Past-Tense Verbs

Kayla's Menu

Grammar Rules Regular / Irregular Past-Tense Verbs

- For most verbs, add *-ed* to form the past tense (ordered).
- Add just *-d* to verbs that end in silent *e* (baked).
- Double the final consonant for verbs that end in vowel + consonant (fanned).
- Change *y* to *i* and add *-ed* for verbs that end with consonant + *y* (tried).
- Remember special past-tense forms for *is, are, do, go, take*.

Write the past tense of the verb.

Kayla used special software to make menus for blind and visually impaired people. She planned her business with her uncle. He was interested and wanted to help her. They went to talk to restaurant owners. Kayla worried that no one would buy her menus. She and her uncle were happy that restaurants bought the menus.

Listen when a partner tells you a verb. Tell the past tense of the verb. Tell the spelling rules to make the past tense.

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Grammar Focus

4 Past-Tense Verbs Anthology page 567

Project **Student eEdition** page 567. Read aloud the introduction. Then explain each concept shown in the chart.

Display **eVisual 8.13**. Read aloud the passage. Then reread the first sentence and identify the verbs. Explain: *The verb invented is the past-tense form of invent. It is a regular verb, so we add -ed to form its past tense. The other past-tense verb, was, is irregular. It is the past tense of the verb be.*



Grammar Passage

Louis Braille invented the Braille system of writing in 1824 when he was a student at the National Institute for Blind Children in France. Braille lost his sight in one eye when he was three years old. An accident occurred in his father's harness shop. A tool slipped and plunged into one of Braille's eyes. Later, he became totally blind. At school, Braille received a message that applied small bumps to represent sounds. Braille used that idea to create his own system of writing with small bumps.

Grammar Passage: eVisual 8.13



INTERACTIVE WHITEBOARD TIP: Draw a line under each past-tense verb.

Have students identify each remaining past-tense verb in the passage, tell whether it is a regular or irregular verb, and explain how its past tense is formed. For regular verbs, have students also identify any spelling changes to the base required to form the past-tense form.

5 Read Past-Tense Verbs Anthology page 567

Read aloud the directions and the passage about Kayla and her uncle. Have partners find each past-tense verb in the passage, tell whether it is a regular or irregular verb, and explain how its past tense is formed.

See **Differentiate**

6 Write Past-Tense Verbs Anthology page 567

Read aloud the directions, and have students work independently. Provide support as necessary. Assign **Practice Master PM8.12**.

Check & Reteach

OBJECTIVE: Grammar: Past-Tense Verbs

As students write sentences with past-tense verbs, check their use of past-tense forms. If students have difficulty spelling past-tense forms correctly, model how to use the examples provided on page 567 and on Handbook page 651 as guides.

Past-Tense Verbs

Regular past-tense verbs end in *-ed*, but **irregular** past-tense verbs do not.

Grammar Rules Past-Tense Verbs

	Now	In the Past
• For most verbs, add -ed .	look	Leah looked around her neighborhood.
• For some verbs, change the base word before you add -ed .	analyze	She analyzed the need for a dog-washing business.
	plan	She planned where she would buy her supplies.
	worry	She worried about all the expenses.
• Irregular verbs have special forms to show past tense.	be	She was soon busy washing dogs.
	give	She gave them some treats.
	go	The dogs went home, clean and content.

Read Past-Tense Verbs

Read the passage. Explain to a partner which words show the past tense.

Legare created "Braille the World." Her business was born less than a year ago, when she shared her idea with her uncle, Carl Schweitzer. Schweitzer took Legare to visit his friend.

Write Past-Tense Verbs

Write one sentence describing the picture on page 550. Use one regular and one irregular past-tense verb. Compare your sentences with a partner's.

567

Anthology page 567

Writing

7 Write to Reinforce Grammar

Have students imagine that they could talk to Kayla Legare. Have each student write at least three questions to ask her about what she did and then write three answers that Kayla might give. Tell students to use at least three past-tense verbs and at least three of the Key Words on page 566 in their writing.

After students complete their writing, have them draw one line under each regular past-tense verb and two lines under each irregular past-tense verb. Remind students to use the grammar rules on page 567 to check their work. Then have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T559j

Daily Grammar ✓

Point out the past-tense verbs *invented* and *was* in the **Grammar Passage**. Then use page T559l to reinforce understanding of past-tense verbs.

Daily Writing Skills ✓

Remind students that they have been learning about different kinds of persuasive techniques, such as using examples and giving solid reasons. Then use page T559n to introduce strong beginnings and endings as another persuasive technique.

WRAP-UP Ask students to think about how both Louis Braille and Kayla Legare developed practical solutions to problems in their own lives. Have groups list problems they see around their school and ask them to brainstorm solutions to the problems. Have students tell how these solutions might benefit others.

OBJECTIVES

Thematic Connection: Inventors

- Compare Text Structures
- Explain Idioms

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM8.13–PM8.16

TECHNOLOGY ONLY

Mark-Up Model 8.1 or Model 8.1 PDF

Vocabulary Strategy Practice: eVisual 8.15

Name _____ Date _____

Mark-Up Reading


Making Bucks
by **Washing Pups** by Mai Nguyen

Do you love dogs? If so, consider starting a dog washing business. To be successful, **begin with a plan** that includes where you will wash the dogs. **Then** think about the materials you will need, such as shampoo, hoses, towels, and a tub. Also **list** who you think your customers might be.

Next, do the numbers. Add up all your costs and **decide** how many customers you might get each week. **Figure out** what you should charge to begin making a profit within three months.

Show your detailed plan to your parent(s) and **explain** your goals. **Then**, if they give permission, **get (and take)** their advice.

Text Structure: procedural



▲ Washing dogs can be fun and profitable.


Maddie's FishFlops by Amit Sinha

Because Maddie Robinson **loved sketching sea creatures** at the beach, it was no surprise when, one day, she **sketched a flip-flop design with sea animals** on it. She named it a FishFlop.

Maddie's father **saw the business possibilities** right away. He **registered for the FishFlops.com domain name** and talked with a lawyer about **getting a trademark**.

Since Maddie and her father **wanted people to see the product, they began making samples and taking them to trade shows.** Customers began to flip for FishFlops, and **the business grew!**

Text Structure: cause-effect




▲ Maddie displays some of her flip-flop designs.

PM8.13 Unit 8 | One Idea

NGReach.com Practice Masters PM8.13–PM8.16

COMMON CORE STANDARDS

Reading	
Compare Text Structures	CC.5.Rinf.5
Read with Fluency to Support Comprehension	CC.5.Rfou.4
Writing	
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	
Clarify Meanings of Words and Phrases	CC.5.L.4
Use Context Clues	CC.5.L.4.a
Explain Idioms	CC.5.L.4.b



WARM-UP

Ask: *What qualities do you think are most important for someone starting a small **business**?* (Possible responses: good ideas, a lot of energy, creativity)

Comprehension

1 Compare Text Structures

Explain that students will compare text structures. Have volunteers describe several types of text structures they have already learned.

SCREEN 1

- 1 Display and read aloud the first article on **Mark-Up Model 8.1**. Explain: *Not all texts have signal words to help you determine the structure.* Model: *"Begin with a plan" is a command that might be used in either procedural or persuasive text.* Highlight the phrase "begin with a plan."
- 2 Ask: *What other words or phrases might provide clues to this text's structure?* (Possible responses: *then, list, next, do the numbers*) Have volunteers highlight words and phrases, and click the Text Clues button to confirm. Ask: *What kind of text structure does the use of commands in a sequence show?* (procedural) Have students mark up the first article on **Practice Master PM8.13**. Click the arrow to the next screen.

SCREEN 2

- 3 Read aloud the second article on **Mark-Up Model 8.1**. Have students follow along using **Practice Master PM8.13**. Ask: *How does the first paragraph in this article differ from the first paragraph in the other article?* (The signal word *because* indicates the first relationship is cause and effect.) Have volunteers highlight words and phrases that show how information is organized, click the Text Clues button, and identify the structure (cause-effect). Explain: *This article is a narrative that describes how Maddie and her father started their **business** rather than explaining how to start a **business**.* Click the arrow to the next screen.

SCREEN 3

- 4 Ask: *What kind of events does the author include in the first article?* (steps in a process) *What kinds of events does the author include in the second article?* (causes and effects) Have students continue comparing and contrasting the text structures. Have volunteers drag the labels to the corresponding columns in the chart and then fill in the first chart on **Practice Master PM8.16** accordingly.

Have students read and mark up **Practice Masters PM8.14–PM8.15** by highlighting signal words and text clues. Have students use these details to fill in the second chart on **Practice Master PM8.16**. Ask partners to share and compare their charts.



SCREEN 1

Making Bucks by Washing Pups

by Mai Nguyen

1 Do you love dogs? If so, consider starting a dog washing business. To be successful, **begin with a plan** that includes where you will wash the dogs. Then think about the materials you will need, such as shampoo, hoses, towels, and a tub. Also **list** who you think your customers might be.

Next, **do the numbers**. Add up all your costs and decide how many customers you might get each week. **Figure out** what you should charge to begin making a profit within three months.

Show your detailed plan to your parent(s), and explain your goals. Then, if they give permission, get (and take!) their advice.

2 Highlight words and phrases that provide clues to the text structure.



▲ Washing dogs can be fun and profitable.

Text Clues

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NGReach.com Mark-Up Model 8.1

SCREEN 2

Maddie's FishFlops

by Amit Sinha

3 Because Maddie Robinson loved sketching sea creatures at the beach, it was no surprise when, one day, she sketched a flip-flop design with sea animals on it. She named it a FishFlop.

Maddie's father saw the business possibilities right away. He registered for the FishFlops.com domain name and talked with a lawyer about getting a trademark.

Since Maddie and her father wanted people to see the product, they began making samples and taking them to trade shows. Customers began to flip for FishFlops, and the business grew!

3 Highlight words and phrases that provide clues to the text structure.



▲ Maddie displays some of her flip-flop designs.

Text Clues

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SCREEN 3

4 Drag the features below to the correct column.

"Making Bucks by Washing Pups"	Both	"Maddie's FishFlops"
explains a procedure for starting a business	is a nonfiction text	presents events as causes and effects
uses commands and present tense	organizes information	describes how a business began
uses signal words <i>begin, next, then</i>	includes signal words	describes past events
presents events as steps		uses signal words <i>because, since</i>

Text Clues

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Check & Reteach

OBJECTIVE: Compare Text Structures ✓

Review students' marked-up **Practice Masters PM8.13–PM8.16** to check if they correctly compared procedural and cause-effect text structures.

If students have difficulty comparing text structures, guide them with questions:

- *How is information organized in the first article?* (as a procedure) *In the second?* (cause-effect)
- *What information does the first article give?* (how to start a dog washing **business**) *The second article?* (how Maddie started her **business**)

Fluency ✓

Model and Practice Phrasing Explain: *Fluent readers use punctuation as a guide to help them group words together into meaningful phrases, rather than reading word by word.* Model reading the first paragraph of **Practice Master PM8.13**, using proper phrasing. Have students read the paragraph aloud, focusing on proper phrasing.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T559j

Daily Grammar ✓

Have students find the word *saw* on **Practice Master PM8.13**. Then use pages T559k–T559l to review regular and irregular past-tense verbs.

Daily Writing Skills ✓

Ask students to find details in **Practice Master PM8.14** that support the claim that the product was a huge success. Then use pages T559m–T559n to review persuasive techniques 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 Idioms ✓

Remind students that they have learned how to use context clues to identify idioms and replace them with phrases that have the same meanings. Display **eVisual 8.15**.



Vocabulary Strategy Practice

1. Diego’s lack of a permit was just the tip of the iceberg when it came to the things he needed to do to follow the laws.
2. Doherty began his operation on a shoestring by making jam in his parents’ kitchen and selling it to his neighbors and at local farmers’ markets.
3. Eliminating one of the two main ingredients in his jam was not a piece of cake.
4. The solution to Diego’s problems was right under his nose—salsa.
5. Diego continued working hard, and sales of his salsa went through the roof.

Idiom Meanings	
Meaning	Idiom
a small part of something bigger	the tip of the iceberg
increased	went through the roof
with little money	on a shoestring
obvious	right under his nose
simple task	piece of cake

NGReach.com Vocabulary Strategy: eVisual 8.15



INTERACTIVE WHITEBOARD TIP: Have students underline each idiom.

Model the process with the first item: *The idiom the tip of the iceberg describes Diego’s lack of a permit, but the context suggests that this is only one of many things he must do to meet the laws. So the tip of the iceberg must mean a small part of something bigger.*

Have partners identify the idiom in each sentence and then use the context of the sentence to figure out the meaning of the idiom. Have partners recreate the chart and fill in the correct idiom in the second column.

Check & Reteach

OBJECTIVE: Explain Idioms ✓

Review partners’ charts to check if students are able to match idioms to their meanings. If students have difficulty determining the meanings of the idioms, support them with questions such as the following:

How is “making jam in his parents’ kitchen” a context clue for the meaning of on a shoestring? (By using his parents’ kitchen, he was starting his business cheaply, so on a shoestring probably means “with little money.”)

Writing

3 Compare Information

Introduce the activity: *Write a paragraph to compare the information given in the news articles “From Super Idea to SuperJam” and “Diego’s Awesome Salsa.” Conclude by explaining which article you found most helpful.* Model the process using “Making Bucks by Washing Pups” and “Maddie’s FishFlops.”

Think Aloud	Write
<i>First, I’ll describe how the topic of the texts is alike.</i>	Both articles focus on the same topic: young people starting new businesses.
<i>Next, I’ll describe how the information they give is different.</i>	However, the author of “Making Bucks...” tells how any young person could start a business, while the article “Maddie’s FishFlops” focuses on a specific girl’s business.
<i>Then I’ll write a concluding sentence to describe which article I found most useful.</i>	“Making Bucks by Washing Pups” was most useful to me because I would like to start a business. I appreciate the clear, sequential steps the author gives.

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

Have students generate their own paragraphs. Ask volunteers to share their opinions and then add the paragraphs to their Weekly Writing folders.

See **Differentiate**

Academic Talk

4 Compare Text Structures

Introduce the activity: *Discuss similarities and differences between sequential and problem-solution text structures. Use details from “From Super Idea to SuperJam” and “Diego’s Awesome Salsa” as evidence to support your statements.*

Model with “Making Bucks by Washing Pups” and “Maddie’s FishFlops”: *In “Making Bucks by Washing Pups,” the author describes events in the order they should happen, while in “Maddie’s FishFlops,” the author describes a chain of causes and effects.* Give students time to review the articles and look for examples of both text structures.



WRAP-UP Form small groups. Have each group select one of the small businesses they have read about and create a slogan to promote its product or service. Have groups share their slogans with the class.

Differentiate

BL Below Level

ISSUE Students lack an effective process for comparing and contrasting.

STRATEGY Have partners ask and answer questions such as these:

- Which parts of starting a new business do both authors describe?
- Which parts of starting a new business does the author of “From Super Idea to SuperJam” describe?
- Which parts of starting a new business does the author of “Diego’s Awesome Salsa” describe?

AL Above Level

ISSUE Students satisfy the minimum requirement for the assignment.

STRATEGY Challenge students to compare how the tone of the two articles differs. Explain that *tone* is the reflection of the author’s feelings toward his topic or subject.

OBJECTIVES

Thematic Connection: Inventors

- Explain Idioms
- Integrate Information from Several Texts

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM8.13–PM8.16

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 8.16

Comparison Chart: eVisual 8.17

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Integrate Information from Several Texts CC.5.Rinf.9

Writing


Write Opinions on Topics CC.5.W.1
Provide Reasons CC.5.W.1.b
Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a
Review Key Ideas CC.5.SL.1.d

Language and Vocabulary

Clarify Meanings of Words and Phrases CC.5.L.4
Use Context Clues CC.5.L.4.a
Explain Idioms CC.5.L.5.b



WARM-UP

Say: *Richard posted a sign at an animal shelter to drum up **business** for his dog-walking service, and several new customers called him.* Have students explain the literal meaning of the words “to drum up.” Then have them use context clues to determine what this idiom means. (to create)

Vocabulary Practice

1 Idioms

Remind students that they learned to use context clues to determine the meanings of idioms. Display **eVisual 8.16**.



Vocabulary Strategy Practice

Starting a new **business** is no walk in the park. It's hard work. Everyone wants his or her **business** to be a blockbuster, but this kind of huge success is the exception. So remember not to jump the gun and start too quickly. Give yourself plenty of time to think. Dot all the i's and cross all the t's in the plan for your **business**. But don't wait too long either. If you see a good opportunity, grab it. Strike while the iron is hot!

NGReach.com Vocabulary Strategy: eVisual 8.16



INTERACTIVE WHITEBOARD TIP: Have students underline each idiom.

Model the activity using the idiom *walk in the park*. *Walk in the park is an idiom. The second sentence contrasts with the first sentence that starting a new **business** is not a walk in the park, but hard work. So walk in the park must mean the opposite of hard work, or “an easy task.”*

Have one partner write an idiom from the passage. Then have the other partner write the idiom's meaning using a context clue. Have partners exchange tasks.

Check & Reteach

OBJECTIVE: Explain Idioms

Review partners' lists to check if students can explain the meanings of the idioms in the passage using context clues.

If students have difficulty using context clues, support students with questions such as:

- *How is a huge success a context clue for the meaning of a blockbuster?* (It gives the definition of *blockbuster*, which means “a big success.”)
- *How is it's hard work a context clue for the meaning of walk in the park?* (It is a contrast clue to the meaning of *walk in the park*, which means “an easy task.”)

Name _____ Date _____

Mark-Up Reading

Making Bucks by Washing Pups by Mai Nguyen

Do you love dogs? If so, consider starting a dog washing business. To be successful, **begin with a plan** that includes where you will wash the dogs. **Then** think about the materials you will need, such as shampoo, hoses, towels, and a tub. Also **list** who you think your customers might be.

Next, do the numbers. Add up all your costs and **decide** how many customers you might get each week. **Figure out** what you should charge to begin making a profit within three months.

Show your detailed plan to your parent(s) and **explain** your goals. **Then**, if they give permission, **get (and take!) their advice.**

Text Structure: procedural

Maddie's FishFlops by Amit Sinha

Because Maddie Robinson **loved sketching sea creatures** at the beach, it was no surprise when, one day, **she sketched a flip-flop design with sea animals** on it. She named it a FishFlop.

Maddie's father **saw the business possibilities** right away. He **registered for the FishFlops.com domain name** and talked with a lawyer about **getting a trademark.**

Since Maddie and her father **wanted people to see the product, they began making samples and taking them to trade shows.** Customers began to flip for FishFlops, and **the business grew!**

Text Structure: cause-effect

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Name _____ Date _____

Mark-Up Reading

From Super Idea to SuperJam by Edgar Wilson

EDINBURGH, SCOTLAND—It all **started** with a super idea. **When he was only fourteen**, Fraser Doherty's grandmother taught him to make her delicious jam using her secret recipe. Fraser decided to go into business selling it.

Fraser **began** his operation on a shoestring, making jam in his parents' kitchen and selling it to his neighbors and at local farmers' markets. **Soon** demand skyrocketed.

It was only logical to expand his business. Analyzing the market, he saw an opportunity for healthier, sugar-free jams. Eliminating one of the two main ingredients in his jam was not a piece of cake. And to top it off, he had to figure out how to keep his expenses down so that he could continue to make a reasonable profit. But Fraser **finally** found a way to sweeten his jam with only fruit juice, making it more popular than ever.

After that, Fraser needed to greatly increase production. He got a loan and rented a factory to help him produce his SuperJam. **On the first day** his SuperJam was sold in stores, the supermarket sold more jam in that one day than it usually sold in an entire month.

SuperJam is **now** sold in several supermarket chains across the United Kingdom and Ireland and is a huge success! **Looking back**, Fraser thinks anyone can accomplish what he did with determination and imagination. He has proven that one simple idea can become a reality!

Text Structure: sequence

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Review and Integrate Ideas

2 Summarize Information

Remind students that they have learned how to summarize by identifying main ideas and important details. Explain: *Knowing a text's structure can also help you summarize.* Explain that students will summarize the most important ideas in each article. Emphasize that summaries should be much shorter than the original text.

Model writing a summary for "Diego's Awesome Salsa."

- What is the topic? *The topic is Diego's experiences in starting a small business.*
- What important ideas does the article present? *Diego starts a business selling homemade salsa. At first, his business is successful. But, the growth of his business causes problems.*

Ask: *What is the next important idea or event?* (Possible responses: The health department sees Diego on television. They require Diego to get a health permit and change some of his methods.)

Ask: *How does the article end?* (Diego works hard to solve his problems and his business continues to grow.)

Have students summarize the information for "Making Bucks by Washing Pups" and "Maddie's FishFlops" on **Practice Master PM8.13**, and "From Super Idea to SuperJam" on **Practice Master PM8.14**. If students need extra support, have them create a main idea and details chart for each article.

Main Idea and Detail Chart

Topic: Starting a business selling salsa

Main Ideas	Details
Diego starts a business selling homemade salsa.	Diego's business is successful at first.
The growth of his business causes problems.	Diego needs to buy permits and change his methods.

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T559j

Daily Grammar ✓

Have students find the verbs *get*, *started*, *went*, and *know* on **eVisual 8.17**. Then use page T559l to review regular and irregular past-tense verbs.

Daily Writing Skills ✓

Say: *If you want to be a successful entrepreneur, you have to be patient. According to the president of our local Rotary Club, it takes an average of two years before most new businesses start making a profit.* Then use page T559n to review persuasive techniques in writing.

3 Integrate Information ✓

Have students review their main idea and details charts for **Practice Masters PM8.13–PM8.15**. Explain to students that they will integrate information from their charts to identify ideas and actions that all or most of these young entrepreneurs shared when starting and running their businesses. Explain: *To integrate information, look for similar ideas in most of the articles.* Display **eVisual 8.17**.



Comparison Chart

Information in Common	Examples
1. Start with a good idea.	a dog washing business, a FishFlop, a delicious jam or salsa
2. Get help from others.	Maddie's dad, Fraser's grandmother, Diego's mom
3. Find ways to market a product.	Maddie and her father went to trade shows. Fraser Doherty started selling to neighbors and local farmers' markets and then went to supermarkets.
4. Know your costs.	dog washing supplies, cost of making sugar-free jam, costs of permits for making salsa

NGReach.com Comparison Chart: eVisual 8.17



INTERACTIVE WHITEBOARD TIP: Have students underline information found in several articles.

Model integrating information: *All of the texts include the idea that an entrepreneur needs to start with a good idea.*

Differentiate

SN Special Needs

ISSUE Students are unable to focus on one or two important ideas.

STRATEGY Have students review their integration charts and choose one of the common ideas from the left column. Then have them add examples from the right column that support this idea.

EL English Learners

ISSUE Students are unfamiliar with the types of phrases needed to give advice.

STRATEGY Provide sentence frames, such as:

- *When starting a business, you should _____.*
- *Before you start, you need _____.*
- *The most important thing you should do is _____.*

Check & Reteach

OBJECTIVE: Integrate Information from Several Texts ✓

Review students' charts to check if they are able to integrate key information.

If students have difficulty, reteach by having them compare their summaries to identify an event or action that was similar in two or more of the articles. Have them also look for terms that are repeated in each article.

Writing

4 Write to Advise

Introduce the activity: *Now you will use the ideas in your comparison charts to write a paragraph explaining the most important advice you would give to someone starting a new **business**. Be sure to include reasons and examples for your advice.* Allow time for students to review the comparison chart they completed. Have students add their advice 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: How can one idea change your future? Say: *Think about “Starting Your Own Business,” “Blind teen starts business creating Braille restaurant menus,” “Making Bucks by Washing Pups,” “Maddie’s FishFlops,” “From Super Idea to SuperJam,” “Diego’s Awesome Salsa,” and a Small Group Reading book you have read. Ask: How do the texts help you understand how one idea can change your future?*



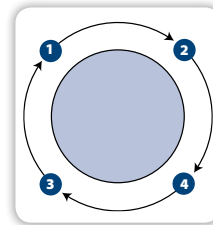
Model a response to the question using **Practice Masters PM8.14–PM8.15**: *The ideas that both Fraser Doherty and Diego Bartolome built their **businesses** on were simple—making jam and salsa. Yet those simple ideas inspired successful **businesses**.*

Remind students to prepare for a discussion about the Big Question by reviewing the selections and their writing assignments.

Use a **Roundtable** to have students continue the discussion about how the readings relate to the Big Question.

- Form groups of four. Seat each group around a table.
- Ask each group a question with many possible answers.
Possibilities:
 - *How might a person become interested in starting a small **business**?*
 - *What personal characteristics would an entrepreneur most need?*
 - *What would be the biggest challenge in starting a small **business**?*
 - *What would be the biggest rewards in starting a small **business**?*
- Encourage each student around the table to answer the question in a different way.

For **Roundtable**, see page BP46.



Roundtable

Best Practices

Link to Experiences As students talk, connect selection topics to personal experiences.

For example: *Diego Bartolome’s appearance on a television program created some problems for him. What might have been some of the good things that resulted from this television appearance? What would have been the most interesting part of this experience for you?*

WRAP-UP Each of the young entrepreneurs profiled in the selections is extraordinary. Have students use a show of hands to decide which of these young business people’s achievements seems the most remarkable. Then have volunteers share the reasons for their choice and discuss as a class.

OBJECTIVES

Thematic Connection: Inventors

- Write an Ad or TV Commercial: Voice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A8.40

TECHNOLOGY ONLY

Sample Ad: eVisual 8.10

Writing Trait: Voice: eVisual 8.11

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

Introduce a Topic, State an Opinion, and Create a Structure	CC.5.W.1.a
Provide a Concluding Statement	CC.5.W.1.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 Tasks	CC.5.W.10
Language and Vocabulary	
Demonstrate Command of Grammar	CC.5.L.1
Use Verb Tense	CC.5.L.1.c

Write an Ad or TV Commercial

Display and read aloud the prompt.

An advertising agency is looking for fresh ideas from young people. As an intern at the agency, your job is to come up with an idea for a new product and then design a print ad or TV commercial to sell it.

Study a Model

Read an Ad

Explain: *Let's read one student's ad.* Display and read aloud **eVisual 8.10**.



Sample Ad

The Mini-Miracle

Videomakers, rejoice! Take the guesswork out of making videos! The new Mini-Miracle is a camera controlled by just your voice.

With the Mini-Miracle, all you have to do is talk. Say "Action," and the camera starts rolling. Say "Zoom in," and the lens does so seamlessly. This versatile little camera even takes still photographs with a "Snap" command.

Get the Mini-Miracle now! It will eventually replace the tons of equipment you lugged around in the past. Be the first to try it out. Run, don't walk, to your nearest camera store!

NGReach.com Sample Ad: eVisual 8.10



INTERACTIVE WHITEBOARD TIP: Underline the words that convey enthusiasm.

Review the Trait: Voice

Remind students: *Voice in advertising must be crafted carefully. It should be honest and enthusiastic without being exaggerated or misleading.* Use **eVisual 8.11**.



Writing Trait: Voice

When you write an ad, use voice that is

- honest and sincere, as well as enthusiastic and persuasive
- not exaggerated or misleading

NGReach.com Writing Trait: Voice: eVisual 8.11



INTERACTIVE WHITEBOARD TIP: Check off each point as you explain it.

Read aloud the following sentences: *The Mini-Miracle is a new camera that takes videos and still photographs. It will turn you into the world's best videomaker.* Discuss: *What is wrong with this opening? How could we make it better?* Help students identify the second sentence as misleading. Then reread **eVisual 8.10**, pointing out the strong opening hook and the enthusiastic, yet honest, voice.



Prewrite

Choose a Topic

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

Role: Ad designer/intern

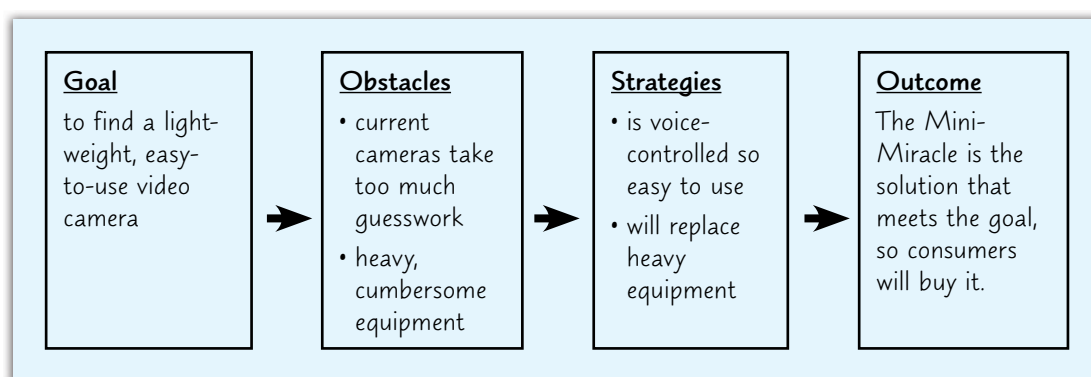
Audience: Advertising agency executives

Form: Ad or TV commercial

To help students come up with topics, have them look through catalogs and newspaper and magazine ads. Then ask small groups to brainstorm ideas about products—real or made-up—to sell to consumers. 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 writer of the ad has a goal: to sell a new kind of video camera. The ad is written to persuade people to buy it. A good way to plan writing that persuades is by using a goal-and-outcome chart.* Display a goal-and-outcome chart. Model using ideas from “The Mini-Miracle” to complete it. Explain: *The ad writer put herself in the place of a consumer when thinking about why someone would buy the camera.*



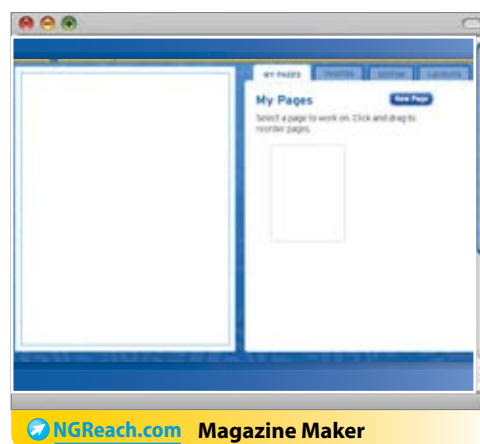
Goal-and-Outcome Chart

Have students use goal-and-outcome charts to plan their ads or TV commercials.

Draft

Write Ideas

Have students draft their TV commercials or ads. If they are planning a commercial, they need to script all the words that viewers will hear. Students should create both storyboards and separate scripts. Then have them select an appropriate layout from **Magazine Maker** in which to draft their ads or TV commercials. Remind students to focus on using persuasive techniques.



See **Differentiate**

Differentiate

EL English Learners

ISSUE Students don't have the vocabulary to write ads for new products.

STRATEGY Have each student work with an English-proficient student who suggests words that describe the products. Then students can use a thesaurus to find additional word choices.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T559i–T559j

Daily Grammar ✓

Have students find the past-tense verb in the sample ad. (*lugged*) Use pages T559k–T559l to practice using past-tense verbs.

Daily Writing Skills ✓

Point out that persuasive techniques are often used to sell products. Then use pages T559m–T559n to practice persuasive techniques.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Ask listeners to retell what they heard and to offer ideas to make the language more persuasive and the opening and closing stronger. Display language frames to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> The product you are selling is _____. The things that are good about this product are _____. I want this product because _____. 	<ul style="list-style-type: none"> Your opening/closing is great because _____. You could _____ to make the ad more persuasive. Your opening/closing could be better if you _____.

Make Changes

Have students revise their ads. Remind students to use persuasive language and create strong openings and closings.

Demonstrate how to change text colors in **Magazine Maker**: *Select the text you want to appear in color. Next to the type selection box, there is a color drop-down menu. Click on the color you want to use.*

See Differentiate

Student Sample: Revise

The Mini-Miracle is a new camera that takes videos and still photographs. It can be controlled by speaking.

With the Mini-Miracle, all you have to do is talk. Say “Action,” and the camera starts rolling. Say “Zoom in,” and the lens does so seamlessly. This versatile little camera even takes still photographs with a “Snap” command.

The Mini-Miracle will eventually replace the tons of equipment you lug around in the past. Go to your nearest camera store and try it out.

Sample Analysis

The voice of this opening does not sound very enthusiastic. I need a better “hook” to capture my reader’s attention.

My closing should be stronger. I want to persuade people to buy the product now.

Differentiate

SN Special Needs

ISSUE Students lack the attention span needed to complete the task successfully.

STRATEGY Encourage students to make up jingles, chants, or raps to promote the products they want to sell.



Edit and Proofread

Check the Ad/TV Commercial

Have students check their grammar and spelling, focusing on the Week 2 spelling words and past-tense verbs.

Student Sample: Edit and Proofread

Sample Analysis

Video makers, rejoice! Take the guesswork out of making videos! The new Mini-Miracle is a camera controlled by just your voice.

With the Mini-Miracle, all you have to do is talk. Say "Action," and the camera starts rolling. Say "Zoom in," and the lens does so seamlessly. This versatile little camera even takes still photographs with a "Snap" command.

Get the Mini-Miracle now! It will eventually replace the tons of equipment you lug around in the past. Be the first to try it out. Run, don't walk, to your nearest camera store!

- I misspelled *eventually*. I'll fix that.
- I need to use the past tense of *lug*.

Publish and Present

Make a Final Copy

If students are producing print ads, remind them that **Magazine Maker** allows them to add images, resize them, and move them around. Suggest that students draw pictures of their products. If students are creating TV commercials, provide them with video equipment to use, if possible.

Share with Others

Review: *When you read aloud, read expressively to sound enthusiastic.* Model displaying the ad and reading it aloud. Then have small groups take turns reading their ads or presenting their commercials in storyboard or video form.

Have students display their print ads and storyboards in the classroom. Then have students make additional copies and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's ad or TV commercial.

Student Sample: Publish

The Mini-Miracle

Video makers, rejoice! Take the guesswork out of making videos! The new Mini-Miracle is a camera controlled by just your voice.

With the Mini-Miracle, all you have to do is talk. Say "Action" and the camera starts rolling. Say "Zoom in," and the lens does so seamlessly. This versatile little camera even takes still photographs with a "Snap" command.

Get the Mini-Miracle now! It will eventually replace the tons of equipment you lugged around in the past. Be the first to try it out. Run, don't walk, to your nearest camera store!

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation	
4	-The writing has a clear focus and purpose. -Details are accurate and relevant to the topic. -The writing shows a strong understanding of the topic.	-Most of the writing has a clear structure and purpose. -The writing is organized smoothly and logically. -Most of the writing is well organized and easy to read.	-The writing has a clear voice and tone. -The writing is mostly appropriate for the audience. -The writing is mostly appropriate for the audience.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the audience. -Most of the words are spelled correctly.	-All sentences are used and are clear. -The writing has a clear flow and is easy to read. -The writing is mostly appropriate for the audience.	-The writing has a clear structure and purpose. -The writing is organized smoothly and logically. -Most of the writing is well organized and easy to read.	-The writing has a clear voice and tone. -The writing is mostly appropriate for the audience. -The writing is mostly appropriate for the audience.	-The best presented in an orderly way. -The writing is mostly appropriate for the audience. -The writing is mostly appropriate for the audience.
3	-Most of the writing has a clear focus and purpose. -The writing shows a strong understanding of the topic.	-Most of the writing has a clear structure and purpose. -The writing is organized smoothly and logically.	-The writing has a clear voice and tone. -The writing is mostly appropriate for the audience.	-Appropriate words were chosen to convey the writer's message. -Language used is mostly appropriate for the audience.	-All sentences are used and are clear. -The writing has a clear flow and is easy to read.	-The writing has a clear structure and purpose. -The writing is organized smoothly and logically.	-The writing is presented in an orderly way. -The writing is mostly appropriate for the audience.	
2	-The writing has a clear focus and purpose. -The writing shows a strong understanding of the topic.	-The writing has a clear structure and purpose. -The writing is organized smoothly and logically.	-The writing has a clear voice and tone. -The writing is mostly appropriate for the audience.	-Appropriate words were chosen to convey the writer's message. -Language used is mostly appropriate for the audience.	-All sentences are used and are clear. -The writing has a clear flow and is easy to read.	-The writing has a clear structure and purpose. -The writing is organized smoothly and logically.	-The writing is presented in an orderly way. -The writing is mostly appropriate for the audience.	
1	-The writing does not have a clear focus and purpose. -The writing shows a weak understanding of the topic.	-The writing does not have a clear structure and purpose. -The writing is not organized smoothly and logically.	-The writing does not have a clear voice and tone. -The writing is not appropriate for the audience.	-Appropriate words were not chosen to convey the writer's message. -Language used is not appropriate for the audience.	-Not all sentences are used and are not clear. -The writing does not have a clear flow and is not easy to read.	-The writing does not have a clear structure and purpose. -The writing is not organized smoothly and logically.	-The writing is not presented in an orderly way. -The writing is not appropriate for the audience.	

Week 2 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Choose Reading Strategies to Comprehend Text
- ✓ Explain Relationships Between Individuals
- ✓ Compare Text Structures
- ✓ Integrate Information from Several Texts

ASSESSMENTS

Reading Comprehension Test Unit 8, Week 2

Directions: Read the two biographies. Then answer the questions about them.

Wangari Maathai

Growing up in the African country of Kenya, Wangari Maathai took clean water and a healthy countryside for granted. As an adult, however, Maathai was disturbed by her husband's changes. Trees were cut down, and without tree roots, the topsoil blew away. When it rained, water didn't soak into the soil, and drought started appearing.

"Maathai asked herself, 'What can I do?' In 1977, she set her job to create the Green Belt Movement. Her idea was to reforest Kenya. Maathai began the huge job by planting trees in her own backyard. Then thousands of women in Kenya's villages went to work for the Green Belt Movement. They cut down trees and encouraged farmers to plant small trees. Twenty years later, 15 million trees had been planted!

Richard Seidman

An American named Richard Seidman noticed that the green spaces where he lived were not being cared for. As a teacher, Seidman taught students about the value of trees. Realizing that not enough trees were being planted, he asked his class, "What can we do?"

In 1985, Seidman formed a group to plant trees. The group was called the Friends of Trees. In addition to creating more green spaces, he hoped to bring people in the community together. Thanks to Seidman, hundreds of thousands of people did the hard work of leading, digging, and planting trees. Today, those volunteers have planted hundreds of thousands of trees. Growing along with those trees are many new friendships.

Grade 8 Assessment AB.12 Unit 8, One Idea

Reading Comprehension Test Unit 8, Week 2

Which of these gives a clue about the text structure of the biography?

Both Maathai and Seidman formed a group.

Both Maathai and Seidman wanted to plant trees.

Both Maathai and Seidman reached out to other people.

Both Maathai and Seidman found something they wanted to improve.

Both biographies include information about:

planting trees.

teaching students.

working with farmers.

Both Maathai and Seidman made change happen by:

starting work on their own jobs.

getting encouragement from farmers.

leading the help of their community.

helping others start their own groups.

Grade 8 Assessment AB.13 Unit 8, One Idea

Reading Strategy Assessment Unit 8, Week 2

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

Ask: *What do you do when you come across a word you don't understand? How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?*

Part and Number	Ask Questions	Determine Importance
4 3 2 1	4 3 2 1	4 3 2 1
1. Underline or circle words you don't understand. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?	1. Ask questions about words you don't understand. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?	1. Determine which words are most important. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?
2. Underline or circle words you don't understand. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?	2. Ask questions about words you don't understand. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?	2. Determine which words are most important. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?
3. Underline or circle words you don't understand. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?	3. Ask questions about words you don't understand. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?	3. Determine which words are most important. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?
4. Underline or circle words you don't understand. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?	4. Ask questions about words you don't understand. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?	4. Determine which words are most important. How do you do it? Underline or circle? How do you do it? Underline or circle? How do you do it?

Grade 8 Assessment SG8.30 Unit 8, One Idea

Reading Comprehension Test A8.12–A8.13

Reading Strategy Assessment SG8.30–SG8.31

Fluency

- ✓ Phrasing
- ✓ Accuracy and Rate

Oral Reading Assessment Unit 8, Week 2

On December 17, 1903, an amazing flying machine lifted off the sand dunes of Kitty Hawk, North Carolina. The "flier" was the invention of two brothers, Wilbur and Orville Wright. It was the first time that anyone had ever flown a controlled, powered airplane—a memorable day that changed the world forever.

As children, the two boys were always interested in how things worked. When they were older, they opened a print shop and a bicycle shop and regularly built and fixed machinery.

In the 1880s, Wilbur and Orville became interested in constructing a successful heavier-than-air flying machine. They studied the science of flight, including how birds fly. They knew they needed to create a special kind of wing and tail, and that the wings would need to change shape during the flight. They began to build glider models in their bike shop. They also built a wind tunnel to measure the force of the wind on wings and to try out various wing designs.

The Wright brothers kept working on the design of their gliders. After practice flights, they made improvements. They realized that they needed more power and a way to steer, so they built an engine and invented a way to control the aircraft. Then they built their first plane, one that could fly for 30 minutes. They called it the "flier." Wilbur and Orville flew the first of their 12 or more flights, soaring with excitement. Later, Wilbur flew for 59 seconds. They were flying! There was no doubt that they had invented the powered airplane.

Today, millions of people fly every day. We owe our thanks to the imagination and hard work of the Wright brothers.

Grade 8 Assessment AB.1 Unit 8, One Idea

Oral Reading Assessment Unit 8, Week 2

Accuracy	Fluency	Rate	Comprehension
100%	100%	100%	100%
90%	90%	90%	90%
80%	80%	80%	80%
70%	70%	70%	70%
60%	60%	60%	60%
50%	50%	50%	50%
40%	40%	40%	40%
30%	30%	30%	30%
20%	20%	20%	20%
10%	10%	10%	10%
0%	0%	0%	0%

Grade 8 Assessment AB.2 Unit 8, One Idea

Oral Reading Assessment Unit 8, Week 2

Code	Score	1	2	3	4
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4

Grade 8 Assessment AB.3 Unit 8, One Idea

Oral Reading Assessment A8.1–A8.3

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

Vocabulary and Spelling

- ✓ Explain Idioms
- ✓ Spell Words with Suffixes: *y, ly, less, ful*
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 8, Week 2

Directions: Read the question. Choose the best answer.

1. What does **upset** mean in this sentence?
Last week, I had to miss my soccer game. I was **upset** because I had to miss my game.

2. What does **upset** mean in this sentence?
I was **upset** because I had to miss my game.

3. What does **upset** mean in this sentence?
I was **upset** because I had to miss my game.

Grade 8 Assessment AB.14 Unit 8, One Idea

Spelling Words

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

Words with Suffixes: *ly, less, ful*

1. **busily** She worked non-stop all day, **busily** making menus.
2. **countless** With so many restaurants, we can sell **countless** menus.
3. **directly** Talk **directly** to the owners, not to the manager.
4. **eventually** After three months, her effort **eventually** succeeded.
5. **frequently** With daily meetings, she gets advice **frequently**.
6. **gleeful** At the first talk, her **gleeful** smile spread ear to ear.
7. **graceful** Become more **graceful** at our new dancing school.
8. **happily** **Happily** your new business will succeed!
9. **meaningful** Solve a problem that you think matters, and your business will be more **meaningful** to you.
10. **powerful** Personal experience with a problem is a **powerful** reason to start a new business.
11. **previously** She **previously** needed help with menus, but now she reads the Braille menus.
12. **priceless** No amount of money can buy independence, which is **priceless**.
13. **respectful** Always be **respectful** and polite to customers.
14. **steadily** Orders increase every week as homemade doggie treats become **steadily** more popular.
15. **thankless** At first this was a **thankless** task, but then people started to notice and thank me.

Watch-Out Words

16. **barring** **Barring** a problem so everyone can see it is the first step in finding a way to solve it.
17. **bearing** The way you behave when faced with a problem tells a lot about your **bearing** as a person.
18. **complement** Braille signs are the perfect **complement** to the new menus.
19. **compliment** The restaurant owner received a **compliment** from each blind customer.

Grade 8 Assessment AB.16 Unit 8, One Idea

Vocabulary Test A8.14

Spelling Pretest/Spelling Test T559i

Grammar and Writing

- ✓ Use Regular and Irregular Past-Tense Verbs
- ✓ Use Persuasive Techniques

Writing, Revising, and Editing Test Unit 8, Week 2

Directions: Read the paragraphs. Then answer the questions.

When I was ten years old, I 1 my first business. I 2 a woman planting seeds in her garden next door. I 3 to myself, "I could do that!" I got a few books and 4 planting seeds for some other neighbors. The flowers 5 beautifully, and the neighbors were happy. Then I 6 on to my next business idea: walking dogs. The dogs loved me and 7 their tails. The owners loved me, too. They 8 me big tips. I made a lot of money last summer!

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.

5. Choose the answer that goes in Blank 5.

6. Choose the answer that goes in Blank 6.

7. Choose the answer that goes in Blank 7.

8. Choose the answer that goes in Blank 8.

Grade 8 Assessment AB.15 Unit 8, One Idea

Writing, Revising, and Editing Test Unit 8, Week 2

Choose the answer that goes in Blank 5.

1. give

2. given

3. gived

4. gived

Choose the answer that goes in Blank 6.

1. need

2. needd

3. needd

4. needd

Imagine that you have invented something that fills a need. You want a company or business to buy your invention. Write a persuasive letter to convince a company or business to buy your invention. Underline examples of persuasive techniques that you use.

Grade 8 Assessment AB.16 Unit 8, One Idea

Writing Rubric

Score	Content	Organization	Style	Mechanics
4	The student's writing is focused on the topic and includes relevant details and examples. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is well organized and easy to read. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is clear and easy to read. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is free of errors in mechanics and punctuation.
3	The student's writing is focused on the topic and includes relevant details and examples. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is well organized and easy to read. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is clear and easy to read. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is free of errors in mechanics and punctuation.
2	The student's writing is focused on the topic and includes relevant details and examples. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is well organized and easy to read. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is clear and easy to read. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is free of errors in mechanics and punctuation.
1	The student's writing is focused on the topic and includes relevant details and examples. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is well organized and easy to read. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is clear and easy to read. The student uses a variety of persuasive techniques to convince the reader.	The student's writing is free of errors in mechanics and punctuation.

Grade 8 Assessment AB.40 Unit 8, One Idea

Writing, Revising, and Editing Test A8.15–A8.16

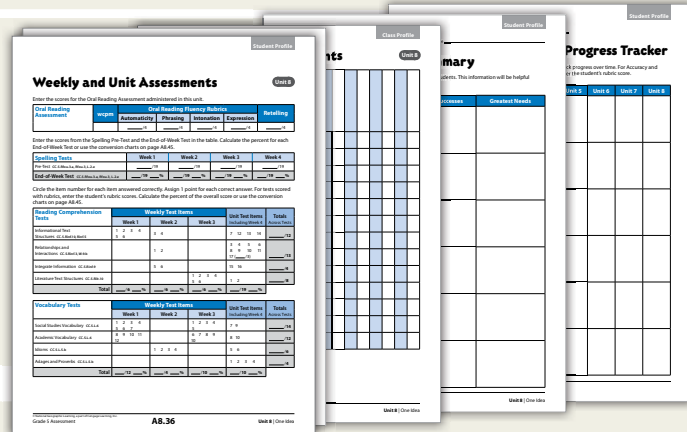
Writing Rubric A8.40



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

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

RESOURCES AND ROUTINES

Reading

RETEACH

- Explain Relationships Between Individuals:** Reteaching Master RT8.3
- Compare Text Structure:** Reteaching Master RT8.4
- Integrate Information:** Reteaching Master RT8.5
- Choose Reading Strategies:** Reteaching Master RT8.6

ADDITIONAL PRACTICE

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

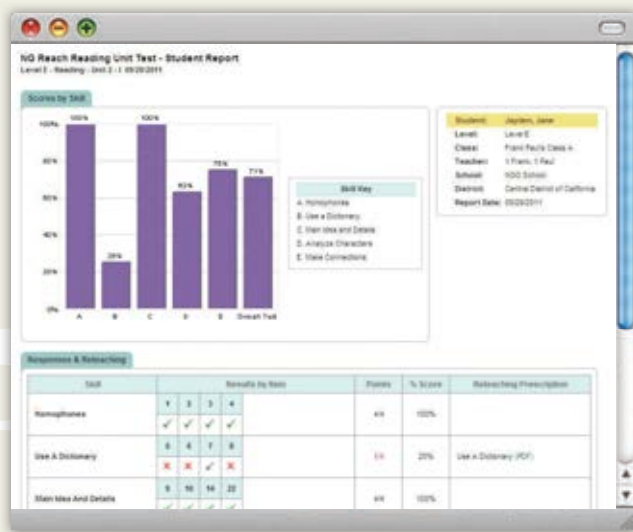
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

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



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

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

ADDITIONAL PRACTICE

Vocabulary Games [NGReach.com](https://www.ngreach.com)
Daily Spelling Practice, pages T559i–T559j

Grammar and Writing

RETEACH

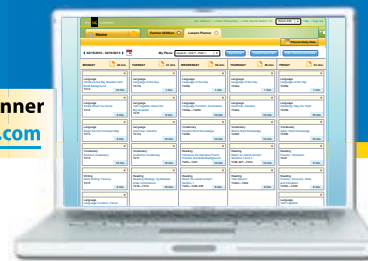
- Past-Tense Verbs:** Anthology Handbook, page 651
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Voice:** Reteaching Master RT8.7

ADDITIONAL PRACTICE

More Grammar Practice PM8.18
Daily Writing Skills Practice, pages T559m–T559n

Week 3 Planner

Online Lesson Planner
NGReach.com



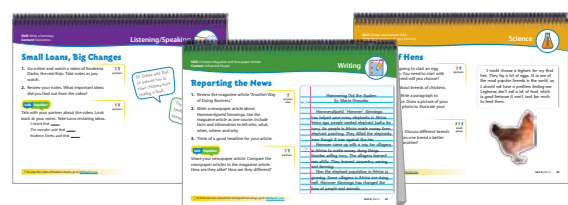
☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening 🕒 5–10 minutes	Academic Talk CC.5.SL.1.d Restate an Idea T568	Academic Talk CC.5.SL.2 Evaluate Information T570a
	Language and Vocabulary 🕒 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Pretest; Syllable Types, and Commonly Misspelled Words T567s Daily Grammar CC.5.L.2.e ☑ Verb Tense T567u Social Studies Vocabulary CC.5.L.1.d ☑ Learn Key Words T568 borrow credit debt entrepreneur loan	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.L.2 ☑ Practice T567s Daily Grammar CC.5.L.1.d ☑ Verb Tense Continued T567u Academic Vocabulary CC.5.L.6 ☑ Learn More Key Words T570a advantage determine evaluate favorable influence organization
	Reading 🕒 20–40 minutes	Reading CC.5.Rlit.10 Read Aloud: Realistic Fiction T569a Comprehension CC.5.Rlit.10 ☑ Elements of Fiction T569a	Reading CC.5.Rlit.10 Story T572 Comprehension CC.5.Rlit.10 ☑ Use Reading Strategies T572
	Writing 🕒 15–45 minutes	Power Writing T568 CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.L.1.d Stay Active T567w Writing CC.5.W.2; CC.5.W.10 Identify Story Elements T570 Writing Project: Realistic Fiction CC.5.W.3; Study a Model T593a CC.5.W.4; CC.5.W.5; CC.5.W.10	Power Writing T570a CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.L.1.d Stay Active T567w Writing CC.5.W.2; CC.5.W.2.a; How to Read Actively T572–T573 CC.5.W.10 Writing Project: Realistic Fiction CC.5.W.3; Prewrite T593b CC.5.W.4; CC.5.W.5; CC.5.W.10
SMALL GROUP READING TIME		Read Social Studies Articles	
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG17 Reading CC.5.Rinf.1 Make Inferences SG16 Build Comprehension CC.5.Rinf.1; SG17 CC.5.Rinf.10	Vocabulary CC.5.L.6 Learn Story Words SG18–SG19 Reading CC.5.Lit.10 Introduce SG18–SG19 Read SG20–SG21 ☑ Elements of Fiction CC.5.Rlit.10 SG20–SG21 ☑ Use Reading Strategies CC.5.Rlit.10 SG20–SG21
LEARNING STATION TIME		Read Fiction Books	
🕒 20 minutes		Speaking and Listening T567q CC.5.SL.1; CC.5.SL.3; CC.5.SL.4 Language and Vocabulary T567q CC.5.L.6 Writing T567q CC.5.W.1; CC.5.W.2.a; CC.5.W.2.d Cross-Curricular T567r CC.5.Rinf.10; CC.5.W.8 Reading and Intervention CC.5.Rlit.10; CC.5.Rinf.1; T567r; SG68 CC.5.Rfou.3; CC.5.Rfou.3.a	

Fiction & Nonfiction




LEARNING STATION TIME


🕒 20 minutes



BIG Question How can one idea change your future?

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 Preview and Predict T574	Academic Talk CC.5.SL.1; CC.5.SL.1.c; CC.5.SL.2 Summarize Reading T586	Academic Talk CC.5.SL.2; CC.5.SL.4 Talk About "One Hen" T592
Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e <input checked="" type="checkbox"/> Practice T567t	Daily Spelling and Word Work CC.5.L.2.e <input checked="" type="checkbox"/> Practice T567t	Daily Grammar CC.5.L.1 Review and Assess T567v
Daily Grammar CC.5.L.1.c <input checked="" type="checkbox"/> Future Progressive T567v	Daily Grammar CC.5.L.1; CC.5.L.2 Grammar and Writing T567v	Vocabulary Practice CC.5.L.6 <input checked="" type="checkbox"/> Apply Word Knowledge T591b
Vocabulary Practice CC.5.L.6 <input checked="" type="checkbox"/> Expand Word Knowledge T574	Vocabulary Practice CC.5.L.6 <input checked="" type="checkbox"/> Share Word Knowledge T586	
Reading CC.5.Rlit.10 Read a Story T575–T584 	Reading CC.5.Rlit.10 Read a Story T587–T591 	Reading CC.5.Rlit.10 Reread a Story T575–T590
Comprehension CC.5.Rlit.10 <input checked="" type="checkbox"/> Elements of Fiction T576–577, T580–581, T584 <input checked="" type="checkbox"/> Use Reading Strategies T578–579, T580–581, T582–583, T584	Comprehension CC.5.Rlit.10 <input checked="" type="checkbox"/> Elements of Fiction T587, T590–T591 <input checked="" type="checkbox"/> Use Reading Strategies T588–589, T590–T591	Comprehension CC.5.Rlit.10 <input checked="" type="checkbox"/> Elements of Fiction T592a
Fluency CC.5.Rfou.4.b <input checked="" type="checkbox"/> Practice Expression, Accuracy, and Rate T576–577	Fluency CC.5.Rfou.4.b <input checked="" type="checkbox"/> Practice Expression, Accuracy, and Rate T587	Fluency CC.5.Rfou.4.b <input checked="" type="checkbox"/> Check Expression T593
Power Writing T574 CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.L.1.d Stay Active T567x	Power Writing T586 CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.L.1.d Stay Active T567x	Power Writing T591b CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.L.1.d Review and Assess T567x
Writing CC.5.W.10; CC.5.L.1; CC.5.L.3 Write to Explain T585	Writing CC.5.W.2; CC.5.W.10; CC.5.L.5 Writer's Craft: Retell a Story T591a	Writing CC.5.W.2; CC.5.W.10 Write About It: Essay T592
Writing Project: Realistic Fiction CC.5.W.3; Draft T593b CC.5.W.4; CC.5.W.5; CC.5.W.10	Writing Project: Realistic Fiction CC.5.W.3; CC.5.W.4; Revise; Edit and Proofread CC.5.W.5; T593c–T593d CC.5.W.10	Writing Project: Realistic Fiction CC.5.W.3; CC.5.W.4; Publish and Present T593d CC.5.W.5; CC.5.W.10

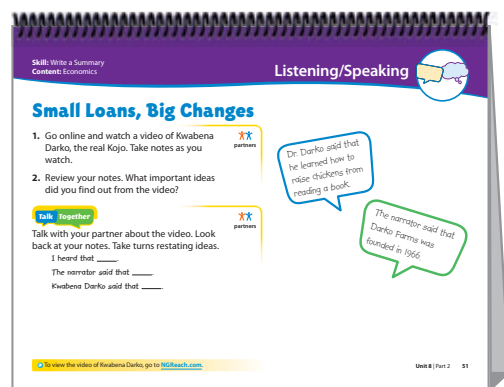
Read Fiction Books	Read Fiction Books	Read Fiction Books
Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG18–SG21 	Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG18–SG21 	Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG18–SG21 
Reading CC.5.Lit.10 Read and Integrate Ideas SG20–SG21 <input checked="" type="checkbox"/> Elements of Fiction CC.5.Rlit.10 SG20–SG21 <input checked="" type="checkbox"/> Use Reading Strategies CC.5.Rlit.10 SG20–SG21	Reading CC.5.Lit.10 Read and Integrate Ideas SG20–SG21 <input checked="" type="checkbox"/> Elements of Fiction CC.5.Rlit.10 SG20–SG21 <input checked="" type="checkbox"/> Use Reading Strategies CC.5.Rlit.10 SG20–SG21	Reading CC.5.Rlit.2; CC.5.Rlit.3; Connect Across Texts CC.5.Rlit.10; SG21 CC.5.SL.1.a Writing CC.5.W.2 Choose a Writing Option SG21

ASSESSMENT & RETEACHING		
	Assessment and Reteaching T593e–T593f <input checked="" type="checkbox"/> Reading Comprehension Test A8.17–A8.18 CC.5.Rlit.10 <input checked="" type="checkbox"/> Reading Strategy Assessment SG8.30–SG8.31 CC.5.Rlit.10 <input checked="" type="checkbox"/> Oral Reading Assessment A8.1–A8.3 CC.5.Rfou.4 <input checked="" type="checkbox"/> Vocabulary Test A8.19–A8.20 CC.5.L.6	<input checked="" type="checkbox"/> Spelling Test: Syllable Types, CC.5.Rfou.3; CC.5.Rfou.3.a; and Commonly Misspelled Words T567s CC.5.L.2.e <input checked="" type="checkbox"/> Writing, Revising, and Editing Test CC.5.W.5; A8.21–A8.22 CC.5.W.10 Reteaching Masters RT8.8–RT8.10

Week 3 Learning Stations

Speaking and Listening

Option 1: Small Loans, Big Changes



Listening/Speaking

Small Loans, Big Changes

1. Go online and watch a video of Kwabena Darko, the real Kojak. Take notes as you watch.

2. Review your notes. What important ideas did you find out from the video?

Talk Together

Talk with your partner about the video. Look back at your notes. Take turns restating ideas.

I heard that _____

The narrator said that _____

Kwabena Darko said that _____

Dr. Darko said that he learned how to write dialogues from reading a book.

The narrator said that Darko Farms was founded in 1966.

Unit 8 | Part 2 | 51

PROGRAM RESOURCES

Language and Literacy Activities: Card 51

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

Student Resources Directory

Discuss Topics, Expressing Ideas Clearly CC.5.SL.1
Summarize Points CC.5.SL.3

Option 2: Change a Life



Have partners develop an idea for a project that could help others.

- Tell students that their project can be school-based, community-based, or global in scope.
- Once partners have chosen an idea, have them write a short persuasive speech to convince others to support their idea.
- Have student pairs deliver their speeches to other members of the class.

Speak Clearly and at an Understandable Pace CC.5.SL.4

Language and Vocabulary

Key Words

advantage · borrow · credit · debt · determine
entrepreneur · evaluate · favorable · influence
loan · organization

Option 1: Vocabulary Games



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

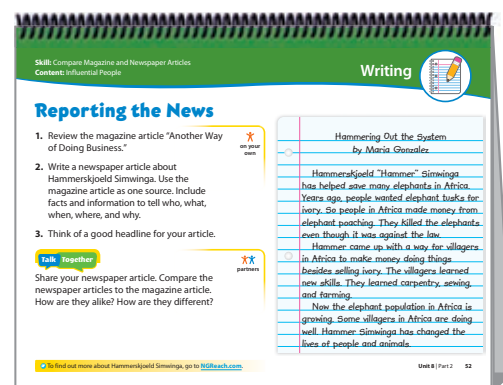
Have students expand their word knowledge.

- Under Add More Information > Cognates, have students add any cognates they know.
- Under Add More Information > Use this Word > Write a Sentence, have students write a sentence using a Key Word and an active-voice verb.

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

Writing

Option 1: Reporting the News



Reporting the News

1. Review the magazine article "Another Way of Doing Business."

2. Write a newspaper article about Hammerskjöld Simwinga. Use the magazine article as one source. Include facts and information to tell who, what, when, where, and why.

3. Think of a good headline for your article.

Talk Together

Share your newspaper article. Compare the newspaper articles to the magazine article. How are they alike? How are they different?

Hammering Out the System
by Maria Gonzalez

Hammerskjöld "Hammer" Simwinga has helped save many elephants in Africa. Years ago, people wanted elephant tusks for ivory. So people in Africa made money from elephant poaching. They killed the elephants even though it was against the law.

Hammer came up with a way for villagers in Africa to make money doing things besides selling ivory. The villagers learned new skills. They learned carpentry, sewing, and farming.

Now the elephant population in Africa is growing. Some villagers in Africa are doing well. Hammer Simwinga has changed the lives of people and animals.

Unit 8 | Part 2 | 52

PROGRAM RESOURCES & MATERIALS

Language and Literacy Activities: Card 52

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

Student Resources Directory

newspapers and magazines

Write Informative/Explanatory Text to Convey Information Clearly CC.5.W.2
Group Related Information Logically CC.5.W.2.a
Use Precise Language to Inform and Explain CC.5.W.2.d

Option 2: Design a Project

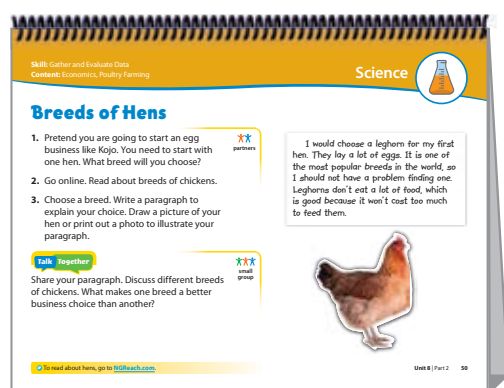
Display the following writing prompt:

Choose a project that you and your partner could develop to help others. Write a proposal for the project. Describe the project, how it would work, who it would help, and reasons why others should support it.

Write Opinions on Topics CC.5.W.1

Cross-Curricular

Option 1: Breeds of Hens 



PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 50

Teacher's Guide on 

Student Resources Directory

Gather and Summarize Information CC.5.W.8

Option 2: Money Metropolis 



Have students play a game in which they find jobs to earn money for a particular goal.

To play the game have students go to Resources > Unit 8 > Learning Stations > Week 3 > Money Metropolis.

- After playing the game several times, have partners write a review of the game.
- Have them tell what they learned about spending, earning, and saving money.

Read and Comprehend Informational Texts CC.5.Rinf.10
Summarize Information CC.5.W.8

Reading

Option 1: Comprehension Coach 



Read and Comprehend Literature CC.5.Rlit.10

Option 2: Branding of America 



To view the article have students go to Resources > Unit 8 > Learning Stations > Week 3 > The Branding of America.

- Have students read about different product brands and choose one to write about.
- Have students write short paragraphs in which they summarize how their chosen brands began and why they chose that particular brand.

Quote When Explaining Text CC.5.Rinf.1

Intervention

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 RT8.6–RT8.8.

Additional Resources

Reach into Phonics 



Lessons 121 and 122

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

ESL Kit 



ESL Teacher's Edition pages T568–T593

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Business

- ✔ Syllable Types
- ✔ 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.

Syllable Types

1. abide	We cannot abide the situation, so let's change it.
2. abilities	Children should explore their talents to find out what their abilities are.
3. academy	To attend the academy , all students must pay a fee.
4. amazing	Are you filled with wonder when you hear an amazing success story?
5. apology	If you say you are sorry, I will accept your apology .
6. extraordinary	He is an extraordinary business leader who has developed many unique products.
7. gallery	The museum has a gallery of paintings from Ghana.
8. gamble	I will take a risk and gamble that my farm will succeed.
9. handle	Hold the handles of the egg basket very carefully.
10. hardy	This chicken is strong and hardy and lays many eggs.
11. resemble	The new brown hen resembles her brown mother.
12. strategy	I shared my business strategy with the banker, and he liked the plan.
13. tackle	If we tackle this problem together, we can solve it.
14. tremble	Anxious small-town ranchers tremble at the sight of the big city cattle market.
15. wrestle	If you wrestle over the egg basket, chances are it will fall and the eggs will break.

Watch-Out Words

16. disburse	The bank will disburse loans to the villagers so they can buy more hens.
17. disperse	Each morning the hens gather to be fed and then they disperse around the farmyard.
18. advice	Do you need advice and direction on how to run your business?
19. advise	I will be happy to advise you and tell you how to succeed.

Syllable Types

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students • scissors • one dictionary per pair of students

Teach

Display the words *abide*, *gallery*, and *gentle*. Explain:

- *When the last syllable of a word ends in -y or -le, the preceding consonant usually goes with the -y or -le.*
- *When the first letter of a word is a-, the vowel usually stands alone as a separate syllable.*

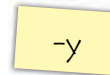
Pronounce each spelling word and have students echo you.

Prepare

- Arrange students in pairs and have them collaborate to print each spelling word on a separate card, leaving room between the syllables for cutting.
- Have partners consult a dictionary to see where syllable breaks appear, pointing out that some words, such as *ex/traor/di/nar/y*, do not follow the rules.
- Have students cut each word apart at syllable breaks. Tell them to stack all the *a-*, *-y*, and *-le* syllables face down and arrange the remaining syllables face up.

Play a Game

- To begin, one partner chooses a card from the *a-/y/-le* syllable stack and then chooses one or more syllable cards to form a complete spelling word.
- The student says the completed word aloud, spells it, and earns a point for each syllable in the word.
- Have students continue, alternating turns until all the words have been reassembled and spelled. The player with more points wins.



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

Consult References

CC.5.L.2.e

Compose a Skit

Day 2



Option 2

Write and Perform a Skit

Have small groups of students write dialogue for a skit using the Watch-Out Words and as many other spelling words as possible. Tell them to underline each spelling word. For example:

Angela: A student gallery and art sale is an amazing idea.
 Louis: I can handle the advertising and disperse the flyers.
 Mark: I'll tackle arranging the artwork. Angela, your math abilities are extraordinary. Can you handle the finances?
 Angela: Okay, but I'll need advice on how to disburse the money we raise. Do you think the principal would advise us?

Demonstrate Command of Spelling

CC.5.L.2



Inside Outside

Day 3



Option 1

MATERIALS

Index cards, one per student • timer

Prepare

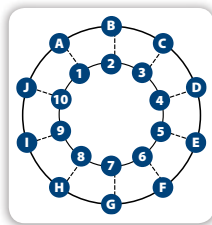
Arrange students in a large group. Assign one or more spelling words to each student in the group so that all 19 words are assigned at least once. Have each student write his or her word or words on an index card.

Have students stand in concentric circles so that each student in the inside circle faces a student in the outside circle. Set the timer for 15 minutes.

Play a Game

Use an Inside-Outside Circle.

- Each student in the inside circle spells the word he or she hears. If the word is misspelled, the student in the outside circle spells the word.
- Students then switch roles and each student in the inside circle reads aloud his or her word for the student facing him or her to spell.
- Have the students in the outside circle move to the right so that they are each facing a new student and repeat the process.
- Students continue playing until the timer rings.



Inside-Outside Circle

For Inside-Outside Circle, see page BP45.

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

Acrostic Poem

Day 3



Option 2

Prepare

Assign each student two to three spellings words.

Write a Word Poem

- Have students 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 students read their poems in small groups, challenging listeners to name the word and spell it.

Ask for help
Don't be shy
Valuable counsel
Is nearby
Conversation is the key
Every suggestion helps me

Demonstrate Command of Spelling CC.5.L.2

Use a Dictionary

Day 4



Option 1

MATERIALS

Index cards, 19 per group • dictionaries, one per student

Prepare

Have small groups of students collaborate to write each of the 19 spelling words on a separate index card. Tell students to look up each word in a dictionary and write the definition on the back of the card.

Play a Game

- Have students place the cards on the table with the definitions visible.
- Tell students to take turns picking a definition and then stating and spelling aloud the spelling word that goes with it.
- Have group members check one another's spelling. If a student names and spells the word correctly, he or she keeps the card. If a student states the wrong word or misspells the correct word, the student returns the card to the table.
- Have groups continue until all the cards are picked. The student with the most cards wins.

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

Crack the Code!

Day 4



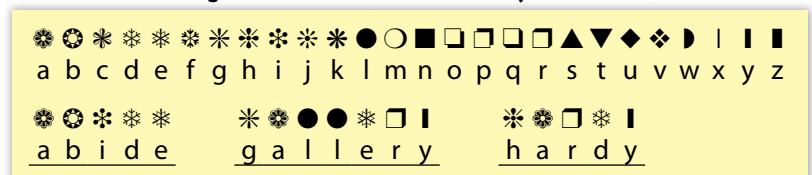
Option 2

MATERIALS

computers, one per pair of students

Prepare

- Have partners use a computer to type the alphabet on one line. Tell them to paste that line onto the next line, and then change the second line to a symbol font.
- Next, have the partners type all 19 spelling words in a random-order list and then change the words to the same symbol font.



Play a Game

- Have partners use the symbol alphabet to decode the letters in each word and then write the word.
- Explain to students that they might be able to figure out a word after decoding only a few of its letters.

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

Week 3 Daily Grammar

OBJECTIVES

Thematic Connection: Business

- ✓ Grammar: Use Correct Verb Tense
- ✓ Grammar: Use Future Progressive

COMMON CORE STANDARDS

Edit Writing	CC.5.W.5
Demonstrate Command of Grammar and Usage	CC.5.L.1
Use Verb Tense	CC.5.L.1.c

Day 1

PROGRAM RESOURCES

Past-Progressive Verbs: eVisual 8.2 *index cards, 8 per pair of students*

Regular Past Perfect: eVisual 8.4

Past-Tense Verbs: eVisual 8.8

MATERIALS

Teach the Rules

Use the suggestion on page T570 to introduce shifts in verb tense. Use **eVisual 8.2**, **eVisual 8.4**, and **eVisual 8.8** to review past-progressive, past-perfect, and past-tense verbs. Then work through the following sentences to find the errors, identify the correct verb forms, and make corrections.

1. Kojo ^{had} lived in a small village before he moved away for college.
(past perfect/past)
2. Kojo was trying to help his family so he ^{bought} was buying a hen.
(past progressive/past)
3. Every day, Kojo ^{checked} had checked the nest he had made for his hen.
(past/past perfect)

Play a Game

Have partners write each of these verbs on a separate card: *borrow, saw, rely, trap, influence, be, stay, eat*. Then have partners stack the cards face down to play. Explain:

- *Player 1 calls out past, past progressive, or past perfect.*
- *Player 2 picks a verb card, forms the designated tense of the verb, and then uses it in an oral sentence.*
- *If Player 1 agrees that the verb has been used correctly, Player 2 gets a point. Then players switch roles.*
- *Play continues until all the cards have been used.*

Differentiate

BL Below Level

ISSUE Students confuse the past progressive with the past perfect.

STRATEGY Display the following chart for student reference:

Past Progressive Form	Past-Perfect Tense
is, are, was, were + -ing	had + -ed
	irregulars: had + seen, been, eaten

Day 2

MATERIALS

timer

Teach the Rules

Use the suggestion on page T572 to review how to use the verbs correctly when speaking of the past. Then remind students that using the correct verb form is important so that the order of events is clear. Say: *The function of the past-perfect tense is to make clear which of two actions came first.* Then use sentences such as the following to teach students how to correct shifts in tense.

1. Jill did not have any money because she lost her job. (*had lost*)
2. A family used the money they borrowed for fruit. (*had borrowed*)
3. Pablo made some lemonade and had sold it at his stand. (*sold*)

Read the first sentence chorally. Ask: *Which action came first: Jill losing her job or her not having any money?* (losing job) *Since losing her job came first, the past perfect is needed. The verb should be had lost.* Insert *had* before *lost* in the sentence. Continue with the remaining sentences.

Generate Sentences

Copy and display the word bank. Then have students generate sentences using verbs from the bank. Explain:

- *Choose a verb. Write a sentence in the past-perfect tense. Put the verb in the second and third positions.*
- *Choose a different verb. Use the past-progressive form of the verb in a sentence. Put the verb in the third and fourth positions.*
- *Choose another verb. Use the past-tense form of the verb in a sentence. End your sentence with the verb.*

attract	practice	expect	write	be
reply	plan	live	know	shop

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

Differentiate

AL Above Level

ISSUE Students use verbs easily and correctly.

STRATEGY Have students use irregular verbs, such as *sleep, send, think, and choose*, in their sentences.



Correct Verb Tense
Demonstrate Command of Capitalization, Punctuation, and Spelling

CC.5.L.1.d
CC.5.L.2

Day 3

PROGRAM RESOURCES

Future Progressive: eVisual 8.22
Game: Practice Master PM8.20

MATERIALS

2 markers and one coin per pair of students

Teach the Rules

Use the suggestion on page T584 to introduce the future progressive. Then display eVisual 8.22 to teach the rules.

Future Progressive

- The **future progressive** tells about an action that will be happening in the future.
Kojo will buy more hens and **will be hiring** more workers soon.
- The **future progressive** is formed with the helping verbs **will be** and a main verb ending in **-ing**.
The villagers **will be helping** one another.
They **will be planning** a brighter future together.

NGReach.com Future Progressive: eVisual 8.22

Play a Game

Distribute **Practice Master PM8.20** and have partners play the game.

Name _____ Date _____

Grammar Game
Climb to the Future Progressive

Directions:

- Play with a partner.
- Use a paper clip, eraser, or other small object as a game marker and place it on START.
- Flip a coin to move. Heads = 1 rung; tails = 2 rungs.
- Read the verb on the rung where you land. Use its future-progressive form in a sentence.
- If your partner agrees that you formed and used the future progressive correctly, stay where you are. If not, move back down one rung.
- Take turns. The first player to reach END is the winner.

END	END
run	plan
buy	draw
plan	run
write	apply
draw	earn
apply	choose
laugh	stop
stop	laugh
earn	write
choose	buy
Player 1 START	Player 2 START

For use with TE, T567v. **PM8.20** Unit 8 | One Idea

NGReach.com Practice Master PM8.20

Differentiate

EL English Learners

ISSUE Verbs are not inflected in Chinese, Hmong, and Vietnamese.

Meaning is usually indicated through context or by adding expression of time. Students may say *She teach math next year*, instead of *She will be teaching math next year*.

STRATEGY Copy and display a chart like the following for students to refer to during the game.

will be	(main verb)	+ -ing
---------	-------------	--------

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM8.21

Grammar and Writing

Distribute **Practice Master PM8.21**. Have students use editing and proofreading marks to correct errors with past tense, past-perfect tense, and future-progressive verbs.

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 past, past perfect, and future-progressive verbs
- correct form of irregular verbs

Editing and Proofreading Marks	
^	Add.
↖	Take out.

Before Europeans arrived in western Africa, Ghana had ^{been} ~~been~~ part of an ancient trade route. By 1472, Portuguese had ^{arrived} ~~arrive~~ ashore and had ^{saw} ~~saw~~ that the local people wore gold jewelry. That had attracted people from Portugal and other European countries. The area became known as the Gold Coast. After Europeans had ^{made} ~~make~~ contact, locals were greatly impacted. Europeans wanted to protect their trade interests, so they ^{constructed} ~~construct~~ forts and castles. Originally, trade had ^{centered} ~~centered~~ on the gold, which was available in the area.

After the British gained control of the area, it ^{made} ~~make~~ Ghana a British colony. In the 1900s, inhabitants of the Gold Coast ^{started} ~~start~~ to take control of their country. They finally ^{will be gaining} ~~will be gain~~ independence on March 6, 1957. Today, Ghana is one of the leading countries in Africa. Hopefully, Ghana will ^{enjoy} ~~enjoy~~ a bright future.

For use with TE, T567v. **PM8.21** Unit 8 | One Idea

NGReach.com Practice Master PM8.21

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A8.21–A8.22

Review and Assess

Display the chart below. Have partners fill in the missing verb tenses on the chart.

Past	Past Perfect	Future Progressive
I waited.	I had waited.	I will be waiting.
He ran.	He had run.	He will be running.
We lost.	We had lost.	We will be losing.
They talked.	They had talked.	They will be talking.
They planned.	They had planned.	They will be planning.

Have partners exchange papers with another pair and check each other's verbs.

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

Week 3 Daily Writing Skills

OBJECTIVES

Thematic Connection: Business

Use Active Voice

COMMON CORE STANDARDS

Write Narratives
Use Verb Tense

CC.5.W.3
CC.5.L.1.c

Introduce Active Voice

Day 1



PROGRAM RESOURCES

Active Voice: eVisual 8.19

Teach the Skill

Introduce active voice: *One way to keep your writing lively is to use vivid, or very specific verbs, and to write using active voice.* Display eVisual 8.19.

Active Voice

Paragraph 1

A bundle of firewood is hoisted by Kojo onto his head. A cart is bought by Kojo's mother to carry firewood to the market. Their village is situated in the Ashanti region of Ghana.

Paragraph 2

Kojo hoists a bundle of firewood onto his head. Kojo's mother buys a cart to carry firewood to the market. Their village is situated in the Ashanti region of Ghana.

NGReach.com

Active Voice: eVisual 8.19



INTERACTIVE WHITEBOARD TIP: Underline the active verbs.

Read paragraph 1 aloud. Explain: *This paragraph uses the vivid verbs hoisted, bought, and situated, but the writer wrote it in the passive voice. Passive voice makes it hard to visualize the action.*

Model how to identify passive voice. Circle the subject *bundle*, draw a box around the verb *is hoisted*, and underline *by Kojo*. Explain: *In the passive voice, the subject does not perform the action, it receives the action. The subject is acted upon by someone identified in a phrase after the verb.*

Read paragraph 2 together. Explain: *This sample is written using active voice. It's much easier to understand and visualize because the subject performs the action.* Model how to identify active voice. Circle the subject *Kojo*, draw a box around the verb *hoists*, and underline the direct object *bundle*. Then do the same with the second sentence.

Read the last sentence. Explain: *Sometimes passive voice is necessary. In this sentence, no action is performed, so passive voice works.*

Copy and display these sentences. Work with students to change them from passive voice to active voice:

A plump brown hen is spied by Kojo.	A nest is made by Kojo for his hen.
Kojo spied a plump brown hen.	Kojo makes a nest for his hen.

Identify Active Voice

Day 2



Option 1

Introduce

Tell students they can usually identify a sentence in passive voice by looking for a two-word verb that begins with *is*, *are*, *was*, or *were*, followed by a phrase that begins with *by*.

Practice

Copy and display the following chart.

Sentence	Voice
1. On market day, a good spot to sell eggs is found by Kojo.	Passive
2. He sells two eggs to one woman and one egg to another.	Active
3. Kojo clutched the egg money tightly in his hand.	Active
4. Enough money was saved by Kojo to repay his mother.	Passive
5. Kojo's request for a loan was turned down by the first bank.	Passive

Have partners copy and complete the chart. Tell them to collaborate to identify the subject and verb in each sentence to determine if it is written in passive voice or active voice. Tell partners to save their completed charts in their Weekly Writing folders.

Identify Voice

Day 2



Option 2

Practice

Have partners make a chart similar to the one below. Tell them to find two sentences in the active voice and two sentences in the passive voice on **Anthology** pages 562–563 and list them in the chart. For example:

Active	Passive
Today Legare can order . . .	Legare's business was born, . . .
Schweitzer took Legare . . .	Everyone was impressed . . .

Have partners analyze the effectiveness of the active sentences and discuss why the passive sentences are appropriate. Have them rewrite each passive sentence in active voice. For example:

Legare started her business less than a year ago.
The idea and passion behind it impressed everyone.

Have partners discuss the results and consider: What made writing in active voice difficult? Was it worth the effort? Why or why not?

SUGGESTED PACING

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

Passive to Active Voice

Day 3



Option 1

Introduce

Review how to distinguish between sentences written in passive voice and those written in active voice. Explain: *In passive voice, the subject receives the action. In active voice, the subject performs the action.*

Practice

Have partners review their sentence chart from Day 2. Tell them to rewrite each passive voice sentence using active voice. For example:

1. On market day, a good spot to sell eggs is found by Kojo.
On market day, Kojo finds a good spot to sell eggs.
2. Enough money was saved by Kojo to repay his mother.
Kojo saved enough money to repay his mother.
3. Kojo's request for a loan was turned down by the first bank.
The first bank turned down Kojo's request for a loan.

Then have each student write one sentence using passive voice. Tell students to exchange papers with their partner and rewrite each other's passive sentence in the active voice.

Passive to Active Voice

Day 3



Option 2

Introduce

Remind students that writing in the active voice is more interesting and makes it easier to visualize the action.

Practice

Have each student write three sentences using passive voice. Remind students that they may include a "by" phrase to identify the person or thing performing the action in each sentence.

Then have students exchange papers with partners and rewrite each other's passive sentences in the active voice. Tell partners to discuss the sentences they wrote and why active voice is usually more interesting and effective in writing.

Write in Active Voice

Day 4

**Introduce**

Have students review "One Hen" on **Anthology** pages 574–590. Remind them that this is a third-person narrative.

Practice

Ask students to write a short narrative that retells an event in "One Hen." Tell them to try to write each sentence using active voice.

Have students exchange papers and check each other's narratives for sentences written in passive voice. Remind students that some sentences in passive voice are unavoidable and acceptable.

Review and Assess

Day 5

**PROGRAM RESOURCES**

Writing, Revising, and Editing Test:
Assessment Masters A8.21–A8.22

Review the Skill

Copy and display the following sentences. Have partners identify the sentences in passive voice and then collaborate to rewrite each one in active voice.

1. At school, Kojo studied hard to catch up with the other students.
2. A scholarship to an agricultural college was won by Kojo to study farming.
3. Kojo's first request for a loan was denied by the banker in Kumasi.
4. Kojo didn't give up, and his loan application was accepted by a banker in Accra.
5. Kojo asked Lumusi to marry him, and she accepted.
6. A successful business that helped many people was established by Kojo and his family.

Have partners trade sentences with another pair of students. Tell students to compare how they rewrote the sentences in active voice and talk about why it was harder to use active voice in some sentences than in others.

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

OBJECTIVES

Thematic Connection: Business

- Use Domain-Specific Words
- Comprehend Elements of Fiction

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Family Newsletter 8
- Story Map: Practice Master PM8.19

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud eVisual 8.18

MATERIALS

timer • Picture Dictionary



WARM-UP

Have partners brainstorm reasons why people might start a business. Partners should then identify which reasons they think are the most important.

Power Writing

Have students write as much as they can as well as they can for one minute about the word *borrow*.

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

Academic Talk

1 Restate an Idea Anthology page 568

Read aloud the instructions and play the **Sing with Me Language Song**: “Have a Warm Day.” Explain that when you restate an idea, you use your own words to repeat an idea that you’ve heard or read. You can also elaborate on other people’s ideas by adding related ideas of your own.

Model restating and elaborating on an idea in the song: *First, I restate the idea from the first line: I heard that some people in our city don’t have enough money to buy coats. Then I elaborate on the idea: People need coats to stay warm in winter.*

Ask students to restate and elaborate on other ideas they heard in the song. Then have partners take turns telling an idea they have read or heard about helping others. Have the other student restate and elaborate on that idea.

Social Studies Vocabulary

2 Key Words ✓ Anthology page 569

Explain and model using **Vocabulary Routine 1** and the illustrations on **Student Edition** page 569 to learn the Key Words.

- **Pronounce the word** and point to the image: **entrepreneur**.
- **Rate the word**. Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word**: An **entrepreneur** is a person who starts a business.
- **Elaborate**. My mom became an **entrepreneur** when she opened a restaurant.

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

See **Differentiate**

Key Words

borrow • credit • debt
entrepreneur • loan

COMMON CORE STANDARDS

Reading

- 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 Information CC.5.W.2
- Write Over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

- Elaborate on Others’ Remarks CC.5.SL.1.d

Language and Vocabulary

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



NGReach.com My Vocabulary Notebook



Language Frames

- I heard that _____.
- I read that _____.

Restate an Idea

Listen to Antonia's song. Then use **Language Frames** to restate an idea that you have heard or read about.

Have a Warm Day Song

I heard that some kids in our town are cold—
And that's not cool.
That's why I think we should collect some coats
Right here at our school.
I read that another town
Collected coats this way. So—
Let's start a coat drive to help everyone
Have a warm day.

Tune: "Pack Up Your Troubles in Your Old Kit Bag and Smile, Smile, Smile"

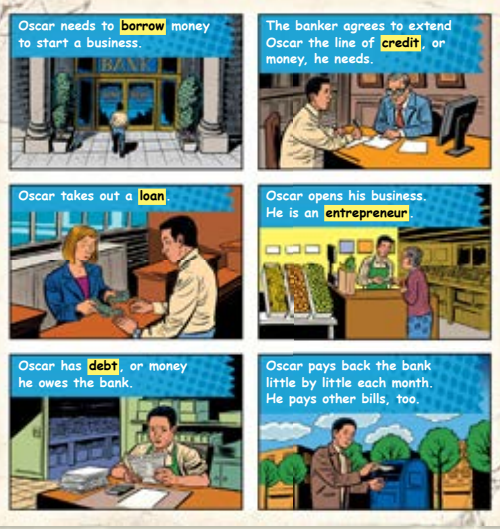


Key Words

- borrow
- credit
- debt
- entrepreneur
- loan

Key Words

Look at the illustrations. Use **Key Words** and other words to talk about how a business works.



Talk Together

How can borrowing money affect your life? Talk to a partner. Use **Language Frames** from page 568 and **Key Words** to restate how the idea changed Oscar's life.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 568–569

3 Talk Together Anthology page 569

Review Oscar's experiences in the story panels. Then have partners take turns restating how borrowing money affects Oscar's life. Ask: *How does taking out a **loan** change Oscar's life? Do you think it will make his life better or worse?* Encourage students to use **Key Words** in their discussion.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words

As students talk about borrowing money, listen for correct usage of the **Key Words**. If students use a word incorrectly, refer them to the images on page 569 and challenge them to complete language frames. For example:

- *A person who owes money has _____.* (**debt**)
- *One reason you might _____ money is to start a business.* (**borrow**)
- *A person who starts a business is an _____.* (**entrepreneur**)

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T567w–T567x)
- ✓ Power Writing (T568, T570a, T574, T586, T591b)
- ✓ Writing (T570, T572–T573, T585, T591a, T592)
- ✓ Writing Project (T593a–T593d)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

credit/crédito debt/deuda

BL Below Level

ISSUE Students have difficulty understanding the difference between *credit* and *debt*.

STRATEGY Explain that *credit* is the ability to pay for something later. *Debt* is the amount of money you owe. Encourage students to look up definitions in the **Picture Dictionary**, which begins on page 660, to reinforce their understanding of the words. Then have them write a sentence using each word.

Fluency

Model Expression Explain the concept: *Fluent readers read with appropriate feeling, or expression. For example, their voices might be fast and excited as they read about a chase or a close race. They might read sadly and softly when they describe a boy who has lost his dog.* Model expression with sentences from “Coats for Kids.” Have students practice expression by reading aloud the song on **Anthology** page 568.

Comprehension

4 Elements of Fiction **Anthology** page 570

Read aloud the first paragraph on page 570 and review the meanings of the literary terms *character, setting, plot, and theme*. Then display **eVisual 8.18** and read aloud “Coats for Kids.” Remind students to think about who the story is about, where and when it takes place, and what happens.



Read Aloud

Realistic Fiction

Coats for Kids

Antonia clutched her heavy coat around her as a chilly blast of air hit her. She felt warm and cozy inside her coat, but she knew other students in her community were suffering in the winter cold. Antonia had heard that many kids in her town desperately needed warm coats. Their thin coats or fleece sweatshirts simply didn't protect them from the freezing winter temperatures.

Antonia read that a local charity was collecting coats and she wondered how she could contribute to this worthy cause, but she did not want to **borrow** money or get a **loan** to pay for expensive new coats. “I think I've got a great idea!” she exclaimed excitedly.

The next day, Antonia felt like an **entrepreneur** by starting a coat drive at her school. She asked other students to donate new or slightly used coats. In no time at all, her campaign, called Coats for Kids, was a huge success. It collected hundreds of coats for needy children. Antonia felt wonderful knowing she had helped others and made a difference.

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 8.18



INTERACTIVE WHITEBOARD TIP: Circle details to add to the story map.

5 Map and Talk **Anthology** page 570

Read aloud the instructions for making a story map. Have students review the sample story map and use it to retell the story to a partner.

6 Talk Together **Anthology** page 570

Have partners use **Practice Master PM8.19** to make a story map for a story students have read, heard, or seen. Have them use the maps to identify the different elements of the story.

Check & Reteach

OBJECTIVE: Comprehend Elements of Fiction 

Monitor that students correctly identify story elements from a familiar story.

If students have difficulty, prompt them with questions to help them complete each

section: *Who is the story about? Where and when does the story take place? What happens in the story? What is the main message or lesson?*



Elements of Fiction

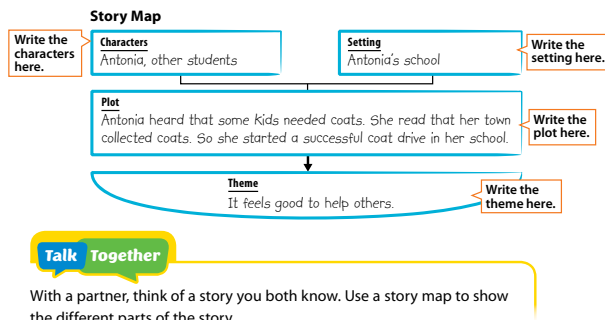
When you think about a story, you usually think about the different story elements, such as the characters, the setting, and the plot. Then you think about the theme.

Look at the pictures. They tell the story of Antonia's coat drive.



Map and Talk

You can use a story map to show the different elements of a story. Here's how you make one.



570

Anthology page 570

Writing

7 Write About Story Elements

Introduce: *You will write a paragraph about the story you discussed.* Model:

Think Aloud

First, I write about the characters and setting.

Next, I write the problem and how the characters solved it.

Then I tell the story's message.

Write

The story is about a fifth grader named Antonia who finds a problem at school.

Antonia hears that some kids need winter coats. She wants to help, so she starts a coat drive.

The story reminds us that it is good to help others.

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

Have students use the story map they made in **Talk Together** to write paragraphs independently. Have them add the paragraphs to their Weekly Writing folders.

WRAP-UP

Have students discuss businesses that help people. Ask: *How can a business be more than a company that sells goods or makes money?*

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T567s

Daily Grammar ✓

Point out the shift in verb tense in the last sentence of the **Read Aloud**: *Antonia felt wonderful knowing she had helped others...* Then use page T567u to teach about shifts in verb tense.

Daily Writing Skills ✓

Point out that the author of the **Read Aloud** used active-voice verbs. Then use page T567w to teach the difference between active and passive voice.

Name _____ Date _____

Story Map

Elements of Fiction

Characters
Responses will vary.
Possible response: The Three Little Pigs, The Big Bad Wolf

Setting
the countryside

Plot
The first little pig built his house of straw. The wolf blew the house down. The second little pig built his house of sticks. The wolf blew the house down. The third little pig built his house of bricks. The wolf could not blow the house down.

Theme
Do things as well as you can and you will be rewarded.

Retell the story to a partner using your story map.

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For use with TE p. T569a

PM8.19

Unit 8 | One Idea

OBJECTIVES

Thematic Connection: Business

- Use Academic Words
- Choose Reading Strategies to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 8


TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

timer • index cards



WARM-UP

Have students discuss how businesses are an important part of a community.
Ask: *What do businesses contribute to your city or town?*

Power Writing

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

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

Academic Talk

1 Evaluate Information

Explain that we evaluate information when we decide whether a speaker's information is accurate and valuable. Point out that one way to evaluate information is to listen for the use of evidence to support a claim.

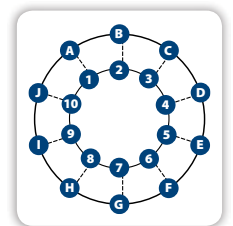
Read aloud this statement: *Cleaning the park is a good way to help the community. I read in the newspaper that over 200 families use the park each week. The head of the Parks Department said that volunteer cleanups save thousands of dollars each year.*

Ask questions to help students evaluate the claim: *Does the speaker use facts and quotes to support the claim? Do the facts and quotes come from reliable sources?* Then have students express and evaluate statements based on the following question: *How should businesses give back to the community?*

Use an **Inside-Outside Circle**:

- Have students stand in two circles facing each other.
- Have students in the inside circle make a statement and support it with evidence.
- Have students in the outside circle evaluate the statement and how well the speaker supports it.
- Have students trade roles and repeat the activity.

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



Inside-Outside Circle

Academic Vocabulary

2 More Key Words Anthology page 571

Say: *Let's learn more words about businesses.*

Explain and model using **Vocabulary Routine 1** and the images in the **Student eEdition**.

- **Pronounce the word** and point to the image: **advantage**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** An **advantage** is something that helps you.
- **Elaborate.** Paul's height gives him an **advantage** on the basketball court.

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

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

Key Words

advantage • determine • favorable
influence • organization

COMMON CORE STANDARDS

Reading

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 Examine a Topic CC.5.W.2
Group Related Information Logically and Include Formatting CC.5.W.2.a
Write Over Shorter Time for Specific Audiences CC.5.W.10

Speaking and Listening

Explain Reasons and Evidence CC.5.SL.3

Language and Vocabulary

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

More Key Words

Use these words to talk about "One Hen" and "Another Way of Doing Business."

advantage
(ud-van-tij) *noun*



An **advantage** is something that helps you. Being fast is an **advantage** in tennis.

determine
(di-tur-mun) *verb*



To **determine** is to decide something. The doctor **determined** that her patient had the flu.

favorable
(fā-vu-ru-bul) *adjective*



Something that is **favorable** is good. They had **favorable** weather for the party.

influence
(in-flū-uns) *verb*



If something **influences** you, it affects you. Her kindness **influenced** me to be kind.

organization
(awr-gu-nu-zā-shun) *noun*



An **organization** is a business or other official group. This **organization** helps lost pets.

Talk Together

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

Word	Definition	Example from My Life
favorable	good	When the winds are favorable , I like to fly a Kite.

Add words to My Vocabulary Notebook.
NGReach.com

571

Anthology page 571

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Best Practices

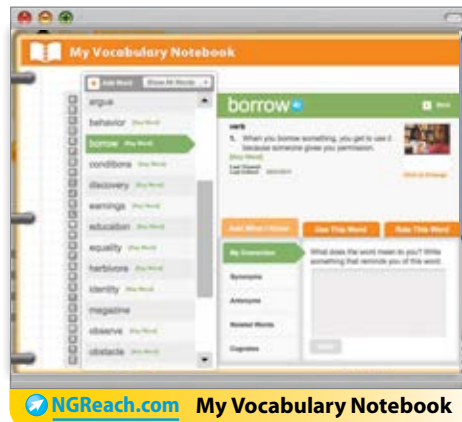
Encourage Elaboration As students compare charts, use prompts to encourage elaboration. For example:

- *Can you give us more details about that example?*
- *Does that relate to anything else we have discussed or read in class?*

Have partners take turns repeating the routine for each word using page 571. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 571
Read aloud the instructions for completing a Vocabulary Example Chart for each Key Word. To help students complete column 3, prompt with questions using the Key Words, such as: *What **influence** do you have over others? What **organizations** do you belong to?*



NGReach.com My Vocabulary Notebook

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

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

*determine/determinar favorable/favorable
influence/influenciar organization/organización*

BL Below Level

ISSUE Students cannot correctly use the Key Words in their own examples.

STRATEGY Use questions to help students connect the Key Words to their own experience: *What is a **sports organization** you are part of or have heard about?*

*What would give you an **advantage** on a test?*

Have students write the responses as their example sentences.

Check & Reteach

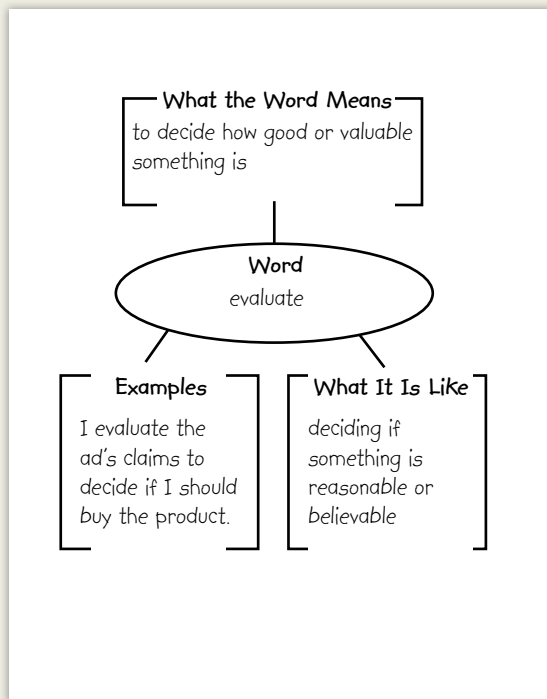
OBJECTIVE: Use Academic Words ✓

As partners compare charts, ask students to choose a Key Word and use it in a sentence.

If students use the word incorrectly, have them answer forced-choice questions:

- *Is a bank an **organization** or an **advantage** that loans people money? (**organization**)*
- *Would you want to get a **favorable** or unfavorable grade on a test? (**favorable**)*
- *Would a buyer **determine** or **influence** which car to buy? (**determine**)*

Word Map



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T567s

Daily Grammar ✓

Point out the incorrect shift in verb tense in the sentence *He folded the coats and had set them aside.* Then use page T567u to review how to use past tenses correctly.

Daily Writing Skills ✓

Point to the following sentence in the fifth paragraph of the story on **Anthology** page 573: *Hector and Maddie found the perfect coat.* Explain that *found* is an active-voice verb. Then use page T567w to practice identifying active and passive voice.

Fluency

Practice Expression As partners read aloud “A Warm Welcome,” circulate and listen for correct expression.

Comprehension

4 Use Reading Strategies ✓ Anthology page 572

Use a Word Map to teach the term **evaluate**. Then project **Student eEdition** page 572. Review the reading strategies and read aloud the text.

Model using reading strategies to understand different parts of a story:

- *Before I read, I will plan and monitor to predict what this text is about.*
- *As I read, I can ask questions to figure out what is happening.*
- *Now that I’m finished, I think that I can summarize the most important events.*

5 Talk Together Anthology page 573

Read aloud the instructions. Have partners chorally read the first paragraph and then choose a reading strategy to evaluate what they read.

Ask: *How did your strategy help you better understand the text?* (Possible response: Asking questions helped us find out why the family must spend money carefully.)

Have partners take turns reading paragraphs of the text, using a reading strategy, and telling how it helped them evaluate what they have read.

Check & Reteach

OBJECTIVE: Choose Reading Strategies to Comprehend Literature ✓

Monitor that students apply each reading strategy correctly.

If students have difficulty using strategies before, during, and after reading, ask: *How could you plan and monitor before you read? How can making connections or visualizing help you as you read? After reading, what strategies could you use to think about what you read?*

Writing

6 Write About Reading Actively

Introduce: *Now you will write a how-to text with steps to explain to a younger student how to read actively.* Model the process with “A Warm Welcome.”

Think Aloud	Write
<i>First, I explain what to do before reading.</i>	Before you read, look through the text to preview and predict what it is about.
<i>Then I explain how to use reading strategies while reading. I can include an example of how to use a strategy.</i>	As you read, choose strategies that help you understand the text. In “A Warm Welcome,” you could ask: Why does Maddie decide to help Coats for Kids?
<i>Finally, I explain how to use strategies after reading.</i>	After you read, use strategies to synthesize what you read in the text.

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



Reading Strategies

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

Use Reading Strategies

Good readers use strategies all the time! Get in the habit of using reading strategies before, during, and after you read. Here's how to read actively.



- **Before you read**, look through the text quickly to get an idea of what it will be about. Decide on your purpose, or reason, for reading.
- **While you are reading**, stop now and then to ask yourself: Does this make sense? Use a reading strategy to help you understand better.
- **When you finish reading**, pause and reflect. Decide what you want to remember about the text.

How to Use a Reading Strategy

1. Before you read a text, stop and think: What strategies can help me get ready to read?
Before I read, I will _____.
2. During reading, think about which strategies can help you better understand what you are reading.
As I read, I can _____.
3. After reading, ask yourself: What strategies can I use to help me think about what I read?
Now that I'm done, I think _____.

Talk Together

Antonia wrote a story based on something that happened at the coat drive. Read her story. Tell a partner which reading strategies you used to help you understand the text.

Story

A Warm Welcome

Maddie lived with her father and her little brother Will in a house in the city. The **organization** her father worked for went out of business, so her father lost his job. The family had to be careful about spending money.

Winter was coming, and Will had grown too big for his winter coat. Maddie **determined** he needed a new coat. She had heard **favorable** things about a group called Coats for Kids. In fact, some volunteers from the group were working at her school. This gave her an **advantage**.

After school, she went to talk to Hector, the student in charge of Coats for Kids. He was busily folding coats, and Maddie started to help him.

"My brother could use a warm coat," Maddie said.

Hector smiled. "That's why we're here. What size is your brother?" Hector and Maddie found the perfect coat. It was green, Will's favorite color. As Maddie turned to leave, she paused and asked, "Do you need another volunteer?"

Hector knew the experience **influenced** her. "We can always use new volunteers," he said. "Welcome to our coat drive, Maddie!"



Have students write a how-to text about how to read actively. Remind them that a how-to text often gives steps that must be followed in order. Students should include an example of a reading strategy that would be appropriate for a younger student. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty writing about the steps for reading actively.

STRATEGY Have students label three index cards "Before you read," "As you read," and "After you read." Have students list a step in the active reading process on each card and then use the cards to write about what readers can do before, during, and after they read.

WRAP-UP

Remind students that they have been reading about Antonia's coat drive. Have small groups list other organizations or events that help people. Groups can then share their lists with the class.

OBJECTIVES

Thematic Connection: Business

- ✓ Comprehend Elements of Fiction
- ✓ Choose Reading Strategies to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 4
Tracks 10–11

Comprehension Coach

MATERIALS

timer • world map

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Quote When Drawing Inferences	CC.5.Rlit.1
Read and Comprehend Literature	CC.5.Rlit.10
Read Orally with Expression on Successive Readings	CC.5.Rfou.4.b

Writing


Establish a Situation	CC.5.W.3.a
Use Description	CC.5.W.3.b
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
Report on a Text	CC.5.SL.4

Language and Vocabulary

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

Have small groups imagine they have a basket of apples. Ask them to discuss and then explain to the class how they could use the apples to start a business.

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating 4-Corner Vocabulary Organizers. Use

Vocabulary Routine 2 to model how to make an organizer for one of the Key Words.

- Write the word.
- Draw a picture.
- Write a context sentence.
- Add a definition.

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

Key Words

advantage • borrow • credit • debt
determine • entrepreneur • evaluate
favorable • influence • loan • organization

Assign a Key Word to each student. After students complete their organizers, have them share with a partner who studied the same Key Word and then add the context sentences to **My Vocabulary Notebook**. Display the organizers in the classroom.

Academic Talk

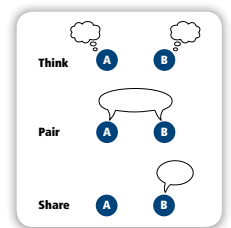
2 Preview and Predict

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

Display these Key Words: *advantage, organization, loan, entrepreneur*. Use a **Think, Pair, Share** to have students discuss their predictions about “One Hen.”

- Have students preview the title and illustrations on **Anthology** pages 574–590 independently.
- Have Student A interview Student B about his or her predictions for the story events.
- Then have Student B interview Student A. Encourage students to use the Key Words in their predictions.
- Have each student report to the class what his or her partner predicted.

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



Think, Pair, Share

Read a Story

Genre

Fiction is writing about imaginary people, places, things, or events. Sometimes, however, parts of fictional stories can be real. This fictional story is based on the life of a real person.

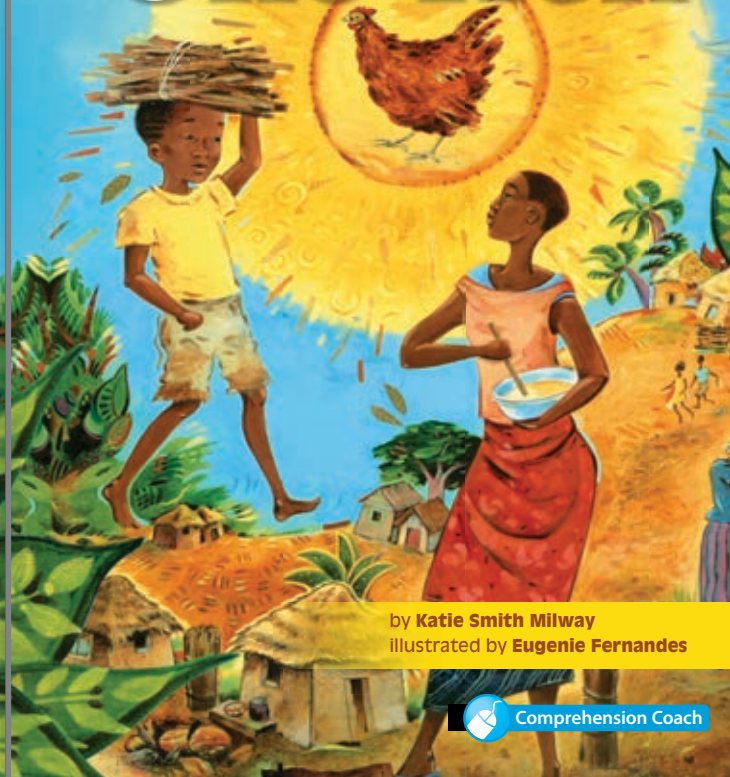
Point of View

Point of view describes how a story is told. In third-person point of view, a narrator outside the story tells the story. When the third-person point of view is *omniscient*, the narrator has unlimited knowledge of the story's events, including characters' hidden thoughts and feelings.

The banker sits back in his chair. This is not a story he hears every day.

574

One Hen



by **Katie Smith Milway**
illustrated by **Eugenie Fernandes**

Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 574–575

Reading

3 Read a Story

GENRE Have a volunteer read aloud the definition of fiction. Elaborate: *As you read this story, think about which events might be based on a real person's life.*

POINT OF VIEW Ask a volunteer to read about point of view. Reinforce the concept of an omniscient narrator: *An omniscient narrator doesn't have to follow a single character. The narrator can also describe what happens in other places.*

SOCIAL STUDIES BACKGROUND Display a world map and point out Ghana:

- *Ghana is a West African country of 25 million people.*
- *The Ashanti region lies in a rain forest at the center of Ghana. There, the Ashanti grow crops, including plantain, maize, cassava, and yam.*

Have students read pages 574–585. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ ALOUD Preview and discuss the illustrations. Then read the story together and use the questions to build comprehension.

OL On Level

READ TOGETHER Have small groups read the selection quietly. Use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY As students read silently, have them make notes about the characters, setting, and plot. Use the questions to build comprehension.

Best Practices

Choose a Variety of Reading Strategies Display a menu of reading strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, and Synthesize.

As students read “One Hen,” encourage them to select reading strategies that will help them comprehend the text. For example, ask:

- *What details in the text can help you visualize how the scene looks, sounds, and feels?*
- *Do you understand all the concepts that are being described in the story? Monitor and clarify the ideas to make sure you understand what is happening.*
- *What inferences can you draw based on what you read and already know? How does this help you understand the story?*

Set a Purpose 1

Find out how villagers use **loans** to improve their lives.

Kojo **hoists** a bundle of firewood onto his head. Since his father died, he has had to quit school and help his mother collect wood to sell at the market.

Kojo and his mother live in a village in the Ashanti region of **Ghana**. They live in a mud-walled house. Beside it is a garden where they grow their own food. They never have much money or much to eat.

None of the twenty families in the village have much money, but they do have a good idea. Each family promises to save a bit of money so that one family can **borrow** all the savings to buy something important.



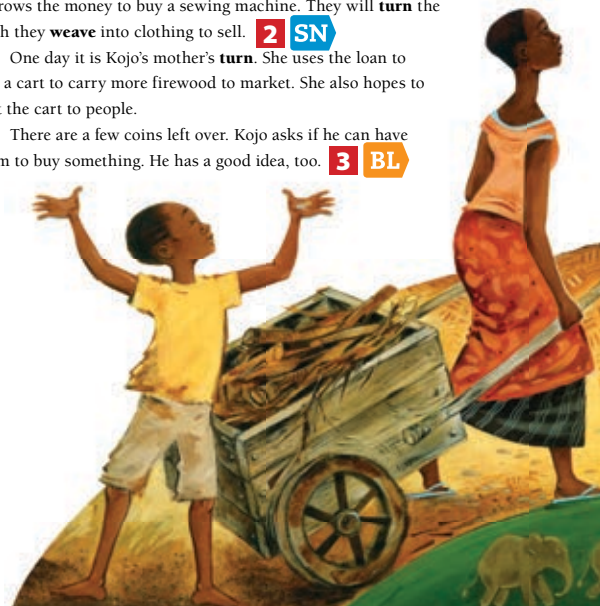
In Other Words
hoists lifts; puts
Ghana a country in West Africa

576

The Achempong family is first to borrow the money. They use it to buy two cartloads of fruit, which they sell for a profit at the market. When they pay back the **loan**, the Duodu family borrows the money to buy a sewing machine. They will **turn** the cloth they **weave** into clothing to sell. **2 SN**

One day it is Kojo's mother's **turn**. She uses the loan to buy a cart to carry more firewood to market. She also hopes to rent the cart to people.

There are a few coins left over. Kojo asks if he can have them to buy something. He has a good idea, too. **3 BL**



In Other Words
turn change
weave make
turn chance; opportunity

577

Anthology
 pages 576–577

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. Ask: *How might you or people you know use a **loan**?* Use the responses to interest students in what happens to the villagers.
- 2 Analyze Elements of Fiction: Plot** ✓ *How does the Achempong family use the **loan**?* (They buy fruit and sell it for a profit.) *How does the Duodu family use the **loan**?* (They buy a sewing machine so that they can sew clothes to sell.)
- 3 Determine Point of View** *How can you tell that this story is told through omniscient point of view?* (The third-person narrator knows what several characters are doing and what Kojo and his mother think.)

Differentiate

SN Special Needs

ISSUE Students have difficulty understanding the concept of a lending scheme.

STRATEGY Walk through how a borrowing system works with a quick role-playing activity or improvisation and explain each step.

BL Below Level

ISSUE Students do not recognize the third-person point of view in the story.

STRATEGY Remind students that stories told in third-person point of view use pronouns like *he*, *she*, and *they* rather than *I*, *me*, and *we*. Have students list the pronouns on page 577 and use them to identify the point of view.

4 Kojo's idea is to buy a hen. He and his mother will eat some of the eggs it lays and sell the rest. It takes Kojo two hours to walk to the chicken farm. He wonders how he will know which hen to choose.

When he arrives, Kojo tries to look over all the chickens. A white one pecks the ground near his foot. Should he choose this hen? A speckled one flaps her wings and clucks. Is she the one? Kojo spies a plump brown hen with a bright red comb. He knows in his heart that she is the one. He pays for the hen.



In Other Words
speckled spotted
spies sees
knows in his heart has a strong feeling

578

Kojo makes a nest for his hen and checks it for eggs every day. On the first day he finds . . . nothing. On the second, what is this? In the corner, under some straw, a smooth brown egg!

His hen lays five eggs the first week. Kojo and his mother eat one egg apiece, and he saves the other three for the market.

On market day, he finds a good place to set down his small basket and call out for customers. Kojo sells two eggs to Ma Achemping and one to Ma Duodu. He clutches his egg money tightly so he won't lose it.

5 SN



In Other Words
checks it looks in it
apiece each

► Before You Move On

- 1. Plot** How does Kojo use the loan to help his family?
- 2. Make Connections** How is Kojo's process similar to the process described in "Starting Your Own Business"?

579

Anthology
pages 578–579

4 Make Inferences ✓ *How is Kojo's idea for how to spend the money likely to help him and his mother for a long time?* (Possible response: I read that Kojo plans to buy a hen. I know that many hens lay eggs. And so I think that Kojo will have eggs to sell for a long time.)

5 Determine Importance: Summarize ✓ *What happens in the last paragraph on page 579?* (The topic is what happens when Kojo goes to the market. Detail #1 is that Kojo finds a good spot to sell his eggs. Detail #2 is that he sells all of his eggs. The paragraph is about Kojo's success at the market.)

Differentiate

AL Above Level

ISSUE Students make many inferences that do not support the text.

STRATEGY Have students identify a specific idea from the story and brainstorm several things they know about it. Then have partners discuss the options and select information that really connects to and supports what they read. They can work together to make an inference.

SN Special Needs

ISSUE Students struggle to summarize what happens at the market.

STRATEGY Ask guided questions to focus students' attention on the plot: *What does Kojo do first when he gets to the market? Who buys his eggs? What does Kojo do after he sells all of his eggs?* Have students use the responses and the language frames on page 156 to summarize the paragraph.

Answers Before You Move On

- 1. Elements of Fiction: Plot** ✓ Kojo uses the loan to buy a hen. Then he sells some of the eggs to make money for his family.
- 2. Make Connections** The topic is Kojo's process for starting his egg business. This reminds me of how the children in "Starting Your Own Business" find a need, meet it, and charge for their goods and services. Now I understand that entrepreneurs like Kojo follow the same basic steps no matter where they are or what they sell.

Predict 1 EL
Will Kojo's plan succeed?

Slowly, Kojo's egg money grows. After two months he saves enough to pay his mother back. In four months he has enough to buy another hen. After six months he buys a third hen, and he and his mother **have an** egg a day. **Bit by bit**, one small hen is making a big difference.

One year later Kojo has built up his **flock** to twenty-five hens. Selling eggs has given Kojo savings. Maybe he can pay for something he's been dreaming of: **fees** and a uniform so that he can go back to school.

"Your eggs have made us stronger, Kojo," says his mother. "Now go to school and learn."

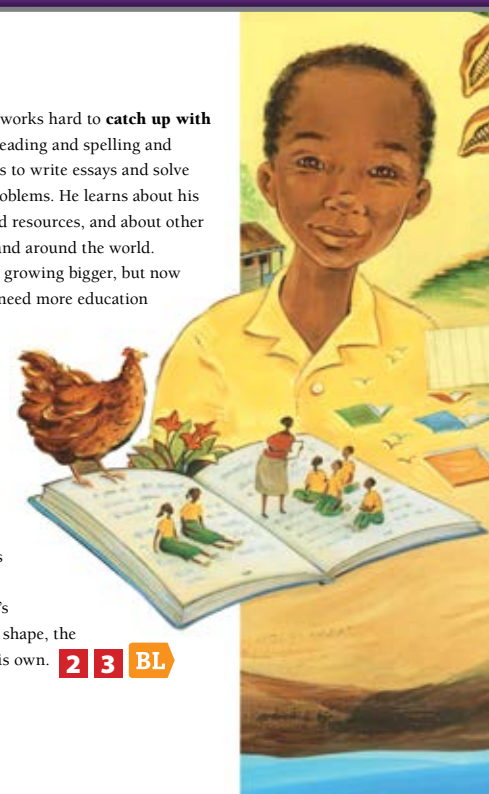


In Other Words
have an eat one
Bit by bit Slowly, over time
flock group of hens
fees money

In school Kojo works hard to **catch up with other students on** reading and spelling and arithmetic. He learns to write essays and solve math and science problems. He learns about his country's history and resources, and about other countries in Africa and around the world.

His dreams are growing bigger, but now he sees that he will need more education to make them come true. Kojo studies even harder and wins a **scholarship** to an agricultural college to learn more about farming. His mother will care for his chickens while he is away.

At college Kojo's dreams start to take shape, the shape of a farm of his own. **2 3 BL**



In Other Words
catch up with other students on learn what other students already know about
a scholarship money to go

581

Anthology
pages 580–581

Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Have students scan the illustrations on the next four pages to predict whether Kojo's plan will succeed.
- 2 Analyze Elements of Fiction: Setting** *What role do the settings on page 581 play in the plot of the story?* (Showing the settings of Kojo's school and college help to illustrate the passage of time.)
- 3 Synthesize: Draw Conclusions** *What can you conclude about Kojo after reading the last paragraph on page 581?* (Possible response: I read that Kojo goes to college. I also read that he dreams of starting a farm. And so I conclude that Kojo is smart and ambitious.)

Differentiate

EL English Learners

ISSUE Students need guidance verbalizing their predictions.

STRATEGY Provide sentence frames for students to predict and justify what will happen: I think that Kojo's plan _____. I think so because _____.

BL Below Level

ISSUE Students have difficulty drawing a conclusion for question 3, above.

STRATEGY Have partners reread the paragraph. Ask: *Where does Kojo go?* (college) *What does he dream about for the future?* (starting a farm) Based on what you read, what are some words that describe Kojo?

After Kojo finishes college, he decides to take a big **risk**. He will use all the money he and his mother have saved to start a real **poultry** farm. He buys a large plot of land and enough wood and wire to build **chicken coops**. Now he needs nine hundred hens to start the farm. He needs another **loan**, a big one.

This time Kojo goes to a bank in Kumasi, a nearby town. When the banker hears that Kojo wants to buy nine hundred hens, he shakes his head. He does not want to lend money to a young man from a poor family.

Kojo does not give up. He goes to the capital city, Accra, and visits the bank's **headquarters**. Kojo tells the bank president that he has schooling and will work hard. The banker has heard such stories before and frowns. Then Kojo tells him about the small loan and the brown hen and the egg money he has used to build his flock.

The banker sits back in his chair. This is not a story he hears every day. He smiles and nods. Kojo will get his loan.

Back home Kojo buys his hens. Soon there will be so many eggs that he will need helpers to collect them all.



In Other Words
risk chance that he might lose money
poultry chicken
chicken coops buildings for chickens
headquarters most important office



582

583

Anthology
pages 582–583

- 4 Synthesize: Form Generalizations** ✓ *Based on what you have read and know, make a generalization about whom bankers lend money to.* (Possible response: I read that the first banker did not give Kojo a **loan** and the second banker only agreed after he heard about Kojo's experience. I know that people want to **loan** money safely so they can get their money back. I think that most bankers would lend money only to experienced **entrepreneurs**.)
- 5 Determine Importance** ✓ *What is the main idea on page 582?* (Possible response: My question is: "Will Kojo get the **loan**?" Detail #1 is that the first banker turns him down. Detail #2 is that the second banker gives him a **loan**. The main idea is that Kojo does not give up until he finally gets the **loan**.)

Differentiate

SN Special Needs

ISSUE Students are confused by the picture on page 583, which shows events that might take place in the future, but does not match the events on page 582.

STRATEGY Explain that the illustration shows Kojo's dream for the future, not what is happening yet in the story. Have students reread the last paragraph on page 582 and discuss: *Is Kojo's picture of the future coming true? Explain.*

AL Above Level

ISSUE Students easily identify the main idea on page 582.

STRATEGY Have partners identify and compare the details they used to support the main idea.

Best Practices

Encourage Participation If a student does not have the background experience necessary to fully participate in a discussion, encourage the student to ask questions as part of the background discussion.

 Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T567t

Daily Grammar ✓

Display this sentence: *We will be starting a business.* Explain that *will be starting* is a future-progressive verb. Then use page T567v to teach the future-progressive tense.

Daily Writing Skills ✓

Write the sentence: *A scholarship was won by Kojo.* Model how to change the verb to active voice. (Kojo won a scholarship.) Then use page T567x to practice changing passive voice to active voice.

Read and Build Comprehension

- 1 Make Connections** ✓ *How does the second paragraph on page 585 remind you of something in your life or something you have read?* (Possible response: The topic is Kojo spending time with another family. It reminds me of how I met my best friend at my neighbor's house when we were kids. Now I understand that Kojo meets new people and has important experiences by spending time with another family.)
- 2 Analyze Elements of Fiction: Characters** ✓ *What new characters are introduced on page 585?* (One new character who is introduced is Lumo, the shopkeeper who was a friend of Kojo's father. Another new character is Lumo's daughter, Lumusi.)
- 3 Ask Questions** ✓ *What questions do you have from reading the story so far?* (Possible response: I wonder if Kojo likes being a poultry farmer. I think that he is proud of what he has done. Now I wonder if he will continue to be successful.)

Check & Reteach

OBJECTIVE: Comprehend Elements of Fiction ✓

Ask students to identify the character, setting, and plot in the story so far.

If students have difficulty identifying story elements, guide them with questions:

- *Who is the most important person in the story?*
- *How does the setting affect the story? What would the story be like if it was set in your city instead of Ghana?*
- *What is the character's main goal? What does he do to meet his goal?*

Remind students that they can put the plot elements together to identify a theme at the end of the story.

OBJECTIVE: Choose Reading Strategies to Comprehend Literature ✓

The comprehension questions have addressed a variety of reading strategies. Monitor students' responses to confirm that they understand how to use each strategy correctly.

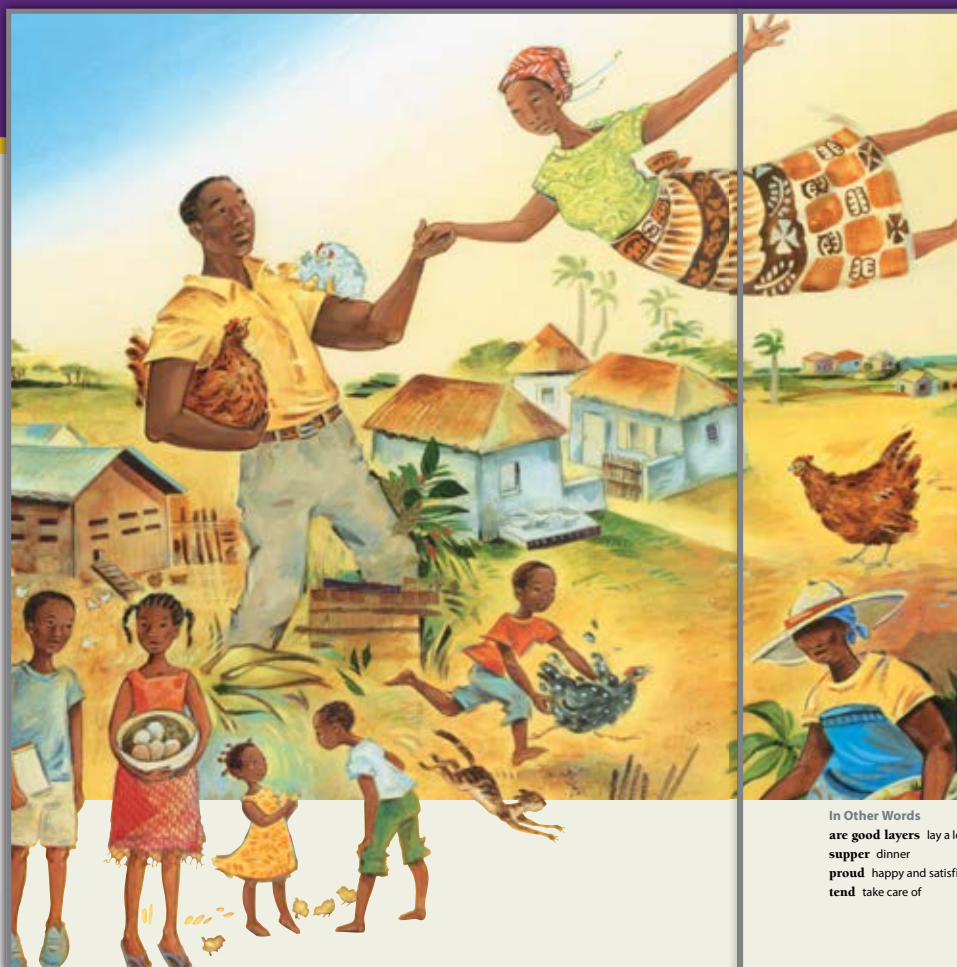
If students have difficulty using reading strategies, ask guiding questions, such as:

- *What strategies can you use to understand the story?*
- *Based on what you read and what you know, what inferences can you make about why characters make decisions?*
- *What details in the text help you visualize Kojo's experiences?*
- *Based on what you have read so far, what predictions can you make about what Kojo will do next?*

Refer to **Reading Strategy Assessment SG8.30–SG8.31** for additional specific questions to guide students through each strategy.

Answers Before You Move On

- 1. Elements of Fiction: Plot** ✓ Kojo takes important steps to become an **entrepreneur**. First, he identifies a product that is needed. Then he gets **loans** to grow and build his business. Finally, he sells his product in many places.
- 2. Point of View** The story would be different if it were told in third-person limited point of view because we would not know the thoughts and feelings of so many of the characters. The reader would be limited to seeing story events unfold through only one character's thoughts and feelings.



In Other Words
are good layers lay a lot of eggs
supper dinner
proud happy and satisfied
tend take care of

Kojo's hens **are good layers**. There are more than enough eggs for his village, so he travels to Kumasi to sell to the shopkeepers there.

One shopkeeper is called Lumo. Kojo knows him well. This man grew up in the same village that Kojo's father did and was his good friend. Kojo **1** always goes to Lumo's shop last and sometimes stays for **supper**. He likes to hear stories about his father. And he likes the peanut stew and palm oil soup that Lumo's daughter makes.

Her name is Lumusi, and she is a teacher. She has many stories about boys just like Kojo once was, boys who want to learn and who have big dreams. **2** Kojo loves these stories, and he visits more and more often. One day he asks if Lumusi will be his wife.

Lumusi is **proud** to marry Kojo and join him on the farm. As the years go by, they have three boys and two girls. With the money from Kojo's eggs they build a bigger house. Kojo's mother comes to live with them and **tend** the garden. She will never have to sell firewood again. **3**

► **Before You Move On**

- 1. Plot** What steps does Kojo take to become a successful **entrepreneur**?
- 2. Point of View** How would the story be different if it were in third-person *limited* point of view?

585

Anthology
 pages 584–585

Writing

4 Write to Explain

Explain: *An idiom is an expression that means something other than just the words themselves. The literal meaning of the idiom, "It's raining cats and dogs" is that cats and dogs are falling from the sky! The real meaning, however, is that it is raining hard.*

Explain that authors use idioms to make language more vivid. Display **Student eEdition** page 578 and point out the phrase: *He knows in his heart...* Ask: *What does the idiom mean?* (Kojo has a feeling about which hen to pick.)

Have students choose an idiom from the story, write the literal meaning, and what the idiom really means. Have them draw a two-panel cartoon to illustrate each meaning. Have students add their work to their Weekly Writing folders.

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

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty writing about the idiom they chose.

STRATEGY Provide sentence frames: The idiom _____ could mean that _____. The idiom really means that _____.

AL Above Level

ISSUE Students are able to do the basic assignment.

STRATEGY Challenge students to identify where they think one of the idioms in the story comes from, why they think it is appropriate, and how it enhances the story.

WRAP-UP

Have partners take turns role-playing a young person requesting a loan to start a business and a banker being asked for the loan.

OBJECTIVES

Thematic Connection: Business

- ✓ Comprehend Elements of Fiction
- ✓ Choose Reading Strategies to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY


My Vocabulary Notebook

Read with Me: Selection Recordings:
MP3 or CD 4 Track 12

Comprehension Coach

MATERIALS

timer • index cards



WARM-UP

Have partners take turns briefly summarizing a key event that has happened to Kojo so far in the story “One Hen.”

Power Writing

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

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

Vocabulary Practice

1 Share Word Knowledge ✓

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

Key Words

advantage · borrow · credit · debt
determine · entrepreneur · evaluate
favorable · influence · loan · organization

Pair each student with a partner who studied a different Key Word. Use **Vocabulary Routine 3**.

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

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

Academic Talk

2 Summarize Reading

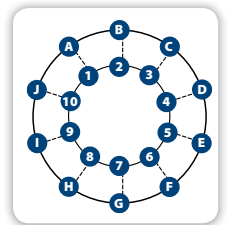
REVIEW Remind students: *When you summarize a story, you briefly tell the most important parts.* Explain that students will use Key Words to summarize what they have read from “One Hen.”

Write these Key Words: *borrow, determine, entrepreneur, influence.*

Use a **Roundtable** to help students review “One Hen.”

- Have students form groups of three or four and give each group one sheet of paper and one pencil.
- Ask students to respond to this question: *How have characters in “One Hen” used loans?*
- Have students take turns writing one answer on the paper. Then have them pass the paper and pencil clockwise to the next student.
- Allow three minutes for groups to provide as many correct answers as they can. When time is called, have groups discuss the answers and share one of their best ideas with the class.

For **Roundtable**, see page BP46.



Roundtable

COMMON CORE STANDARDS

Reading

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 Explain Ideas CC.5.W.2
Write Over Shorter Time for Specific Purposes 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

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

Predict 1

How will Kojo improve the lives of other people in Ghana?

Before long, many people are working on Kojo's farm. Men feed the chickens and clean the coops. Women collect the eggs and pack them in boxes. Other workers drive the eggs to markets.

The workers have families. One hundred and twenty people depend on the **wages** from Kojo's farm. Families like the Odonkors have enough food to eat and money for their children's school fees. Ma Odonkor can buy medicine when her daughter Adika **falls ill**. Pa Odonkor can rebuild the walls of their mud home with **cinderblocks**.

The workers on Kojo's farm can even afford **livestock** of their own. Some families buy a goat, others a sheep, and some start with one brown hen. **2 SN**



In Other Words
wages money paid to workers
falls ill gets sick
cinderblocks strong blocks made of cement
livestock farm animals

Kojo's farm is now the largest in Ghana. One day, Kojo hears a knock at the door. Adika Odonkor, **all grown up**, is there. She greets Kojo and holds out a small sack of coins.

She tells Kojo that she has saved her wages. With just a bit more, she says, she could buy a **mechanical grain mill** and start a business helping families turn their grain into flour. Would it be possible to have a small **loan**?

Kojo likes this idea. He makes Adika promise that one day she will loan money to another family. Adika agrees and, bit by bit, as one person helps another, the lives of many families improve. **3 BL**



In Other Words
all grown up who is now an adult
mechanical grain mill machine that breaks grain

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Reading

3 Read and Build Comprehension

- 1 Predict** Have a volunteer read aloud the predict question. Then discuss with students how they think Kojo will improve the lives of other people.
- 2 Analyze Elements of Fiction: Plot** *What are some ways that Kojo's farm affects the families that work there?* (Possible responses: The workers can buy food and medicine. They can afford their own animals.)
- 3 Synthesize: Draw Conclusions** *Why do you think Kojo asks Adika to promise to lend money to another family one day?* (Possible response: I read that Kojo started his farm with a small **loan**. I also read that Kojo can help others because his farm. I conclude that Kojo wants Adika to help others, too.)

Differentiate

SN Special Needs

ISSUE Students have difficulty identifying how Kojo's farm affects others.

STRATEGY Ask guiding questions: *What do the Odonkors get because they work on the farm? What can the workers buy with the money they earn?*

BL Below Level

ISSUE Students have difficulty figuring out why Kojo wants Adika to loan the money to others rather than pay it back to him.

STRATEGY Ask: *What makes it possible for Kojo to start his farm? Why does Kojo give Adika a **loan**? What could happen if she **loans** money to someone else later?*

Fluency

Practice Expression, Accuracy, and Rate

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

As the years pass, Kojo's poultry farm becomes the largest in all of West Africa. He is older now and a proud grandfather. His grandchildren visit often and help collect eggs. "Where will this one go?" they ask. "And that one?"

1
BL "To Bamako in Mali," Kojo replies, "or to Ouagadougou in Burkina Faso." Kojo's workers pack thousands of eggs a day, and Kojo feels proud each time an egg truck pulls away to take food to families in neighboring countries.

By now Kojo has paid **many taxes** to the government of Ghana. So have his workers and the shopkeepers who sell his eggs. The government uses the tax money to build roads, schools, and **health clinics** across the country. It uses the money to improve the port at Accra where ships from many countries come to trade.

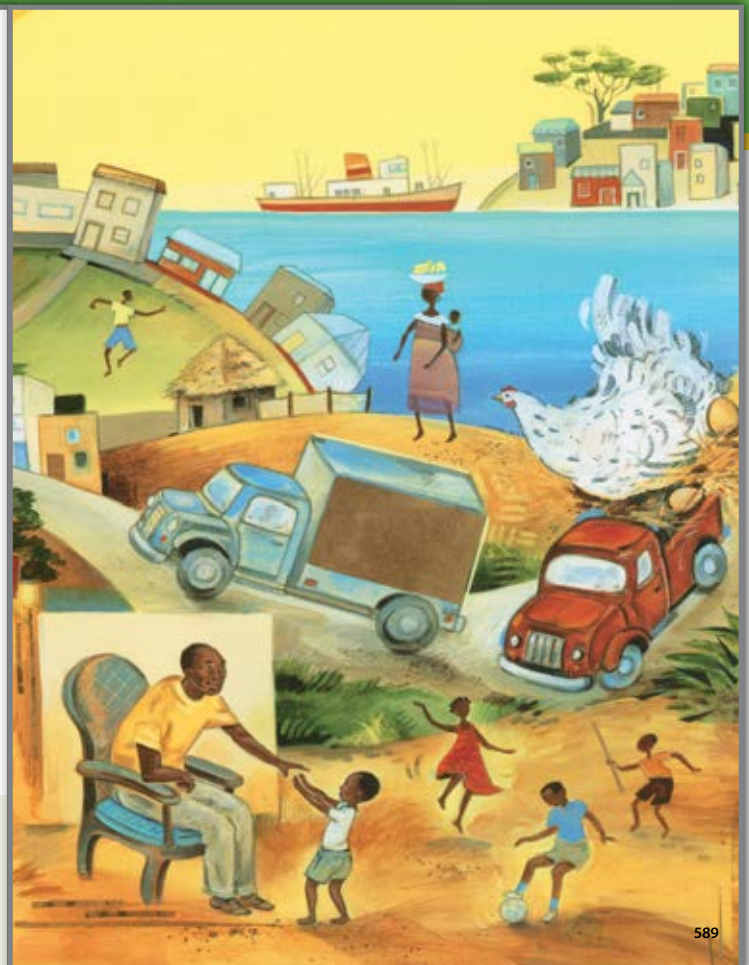
One more egg truck drives away, and Kojo looks down at his youngest grandson. The next time the boy asks Kojo where an egg will go, Kojo will say "To your future, my child."

2
EL



In Other Words
many taxes much money
health clinics places that offer medical services

588



589

Anthology
pages 588–589

Read and Build Comprehension

- 1 Visualize** ✓ *What details on page 588 help you visualize how large Kojo's **business** has become?* (I read that the eggs go to Mali and Burkina Faso. I picture trucks carrying eggs all over Western Africa. Now I understand that Kojo's small business has grown into an international business.)
- 2 Make Inferences** ✓ *What do you think Kojo's grandson's future will be like?* (Possible response: I read that Kojo's business is successful. I know that a working business can insure a family's future. And so I think that the grandson will have money to go to school and have a happy life.)

Differentiate

BL Below Level

ISSUE Students have difficulty visualizing what has become of Kojo's business.

STRATEGY Have students reread the first two paragraphs on page 588. Then ask guided questions: *What did you read in the paragraphs? What image do you make in your mind when you read them? What does that image help you understand?* Have students use their answers as they respond to question 1.

EL English Learners

ISSUE Students have difficulty articulating their inferences for question 2.

STRATEGY Have students draw Kojo's grandson as a young man, showing what he is doing or where he is in life (e.g., student, farmer). Then ask them to use words or short phrases to describe the inference they made. Have them identify clues from the text and their own knowledge to support their inferences.

This is the way that one young boy named Kojo, with one small **loan** to buy one brown hen, **eventually** changed the lives of his family, his community, his town and his country. It all started with a good idea and one small loan that made it come true. It all started with one hen. ❖ **3 4**



In Other Words
eventually slowly, over time

► **Before You Move On**

1. **Theme** How do small loans continue to improve the lives of Kojo and others in Ghana?
2. **Make Inferences** Why do you think Kojo trusts Adika to pay back the loan?

590

Anthology page 590

- 3 **Determine Importance: Summarize** ✓ *What is the text on page 590 mostly about?* (Possible response: The topic is what Kojo did with his life. Detail #1 is that he started with something small and grew it into something bigger. Detail #2 is that he helped his community and country. The paragraph is about how everyone can make a difference even if it seems small at the time.)
- 4 **Analyze Elements of Fiction: Theme** ✓ *What was a lesson or message of this story?* (Possible responses: A small change in the beginning can lead to big effects in the end. A dream can come true with hard work and planning.)

Check & Reteach

OBJECTIVE: Comprehend Elements of Fiction ✓

Ask: *How do the plot, setting, and characters help you understand an important theme, or lesson, from "One Hen"?*

If students have difficulty identifying story elements, ask: *What is it about Kojo that helps him succeed in his village? How does he help others?*

OBJECTIVE: Choose Reading Strategies to Comprehend Literature ✓

The comprehension questions have addressed a variety of reading strategies. Monitor students' responses to confirm that they use each strategy effectively.

If students have difficulty using reading strategies, ask: *What strategies can you use to understand more about the text? Can you summarize the key events in your own words? Will putting ideas together help you understand more?* Refer to **Reading Strategy Assessment SG8.30–SG8.31** for additional specific questions to guide students through each strategy.

Answers Before You Move On

1. **Theme** The small **loans** help Kojo and others in Ghana build businesses, make money, and contribute to their communities.
2. **Make Inferences** ✓ Possible response: I read that Kojo knew Adika. I know that Kojo had to get **loans** himself, and people in his community trusted him. And so, it makes sense that he believes Adika will pay back the **loan**, too.

AWARD WINNER

Meet the Author

Katie Smith Milway

Many books are fun to read and have beautiful art. Some books, like "One Hen," also have a purpose. Katie Smith Milway wrote "One Hen" so kids might think about the different ways they can help themselves and others.

Milway based her story on the life of Kwabena Darko. Like Kojo, Kwabena was a poor boy who grew up to be a successful poultry farmer in Ghana. Like Kojo, he gave loans to people who wanted to start their own businesses. You can find out more about Kwabena at Katie's website, which can be accessed at NGReach.com.



◀ Katie Smith Milway



◀ Kwabena Darko, the "real" Kojo

Writer's Craft

In "One Hen," the author uses varied sentences, both short and long, to tell the story of Kojo's success. Retell one part of the story using a variety of sentence lengths. What impact does it have on your storytelling?

591

Anthology page 591

4 Meet the Author

Have students silently read the biography. Discuss how the author based her story on the life of a real man named Kwabena Darko.

After students read the text, build comprehension:

- **Determine Importance: Main Idea and Details** *According to the first paragraph, why did Katie Smith Milway write the story "One Hen"?* (Possible response: My question is about why the author wrote the story. Detail #1 is that she wrote the story so kids would think about how they could help themselves. Details #2 is that she wrote the story so kids would think about how they could help others. The main idea is that Smith wrote the story to **influence** kids to think about how they can make a difference.)
- **Make Inferences** *How do you think the author feels about Kwabena Darko?* (Possible response: I read that the story of Kojo is based on Kwabena Darko. I know that it takes a lot of work to write a story. And so I think that the author admires Darko or she would not have written about him.)
- **Ask Questions** *What questions would you like to ask Katie Smith Milway about her story?* (Possible response: I wonder how Katie Smith Milway heard about Kwabena Darko. I think she might have visited Ghana. Now I wonder how she learned about Darko's life and experiences.)
- **Draw Conclusions** *Why do you think Milway has posted information about Kwabena on her Web site?* (Possible response: I read that the author wrote the book to **influence** kids to think about helping others. I also read Darko helped many people. I conclude that the author wants to make it easy for kids to learn more about Darko and how to help others.)

Writing

5 Writer's Craft **Anthology** page 591

Explain: In "One Hen," author Katie Smith Milway includes sentences of different lengths. Some of the sentences, such as "He smiles and nods." on page 582, are short. Others are medium length or long. Using sentences with different lengths gives a rhythm to writing and helps keep the reader interested in what you have to say.

Read aloud the instructions in the Writer's Craft feature on page 591. Have students look for examples of different sentence lengths in the selection.

Then have students write a paragraph that retells one part of the story "One Hen" using a variety of sentence lengths. Model the process:

Think Aloud	Write
<i>I write long and short sentences next to each other.</i>	Kojo buys his special hen, brings her home, and makes a nest where she can be warm and comfortable. Soon, he checks for eggs.
<i>I include a few short sentences that can be read quickly.</i>	Surprise! There's an egg!

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

Have students select a passage or page from "One Hen" that they would like to retell. Then have them identify the key events and retell them in a paragraph that includes a variety of sentence lengths. If time allows, have partners share their paragraphs and offer suggestions for improvement.

Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Spelling and Word Work ✓

Practice page T567t

Daily Grammar ✓

Display the first paragraph of **Anthology** page 586 and point out that the verb *are working* in the first sentence is a present-progressive verb. Then use page T567v to practice using verb tenses correctly.

Daily Writing Skills ✓

Point out the active verbs *collect* and *pack* in the sentence *Women collect the eggs and pack them in boxes.* on **Anthology** page 586. Then use page T567x to practice writing with active verbs.

Differentiate

EL English Learners

ISSUE Students have difficulty with the writing assignment because they cannot retell the events in a story passage.

STRATEGY Assign page 582 for students to retell. Have students answer these questions on one side of separate index cards to recap the key events. On the other side of each card, have them rewrite each summary point in a variety of sentence lengths.

- *What does Kojo do first after college?*
- *What does he do when he uses up all of his money?*
- *What happens when one bank turns him down for a **loan**?*
- *What happens after Kojo finally gets the **loan** he needs?*

AL Above Level

ISSUE Students include only very long and extremely short sentences in their writing.

STRATEGY Have students read aloud their writing to a partner and discuss whether there is a good balance of short and long sentences. Have partners suggest ways to include a better balance of short, medium, and long sentences.

WRAP-UP Have partners work together to create ads for a bank that makes small loans to new businesses. Have students include a drawing as part of the ad that shows what borrowers could do with a loan and how their business might grow into something big. Have partners then present their ads to the class.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Business

- ✓ Comprehend Elements of Fiction
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM8.22

Story Map: Practice Master PM8.23

Fluency Practice: Practice Master PM8.24

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Track 16

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

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

Writing

Write Opinions on Topics CC.5.W.1
Provide Reasons CC.5.W.1.b
Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Summarize Text CC.5.SL.2
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

Display the Key Words for the week. Have partners imagine that they are entrepreneurs like Kojo and write two or three sentences about being an entrepreneur.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **evaluate**. Call students' attention to the other Key Words on **Student eEdition** page 592. Then have students apply their knowledge of the Key Words to play Around the World. Share these instructions with students:

- *I will choose a Traveler. The Traveler will stand near the desk of the closest student. That student will be the Challenger.*
- *I will say a Key Word definition or ask a question that should be answered by a Key Word.*
- *If the Traveler is the first to correctly call out the Key Word, the Traveler will move to the next desk. If the Challenger is the first to correctly identify the Key Word, the Challenger will become the Traveler and travel to the next desk.*

Have students play the game.

- Choose the first Traveler and have him or her stand next to the nearest desk, the desk of the Challenger.
- State the definition of a Key Word or give a clue about a Key Word. For the word *entrepreneur*, for example, the clue might be "a person who starts a business."
- If the Traveler identifies the Key Word first, allow the Traveler to travel to the next desk. There you will ask about another Key Word.
- If the Challenger identifies the Key Word first, the Traveler returns to his or her desk. Allow the Challenger to become the Traveler and travel to the next desk.
- Continue play for ten minutes or until one player makes it all the way through the classroom.

For **More Vocabulary Routines**, see pages

BP41–BP43.

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

Key Words

advantage · borrow · credit · debt
determine · entrepreneur · evaluate
favorable · influence · loan · organization



Key Words	
advantage	entrepreneur
borrow	favorable
credit	influence
debt	loan
determine	organization

Talk About It

- "One Hen" is **fiction**, but it is based on some real events. What events do you think really happened? Tell which details you think the author made up.
- Imagine that you are talking to Kwabena Darko, the man "One Hen" is based on. **Restate ideas** you learned in the story. Then ask Darko a question that will help you understand more about his life.
I read that _____. I heard that _____.
- "One Hen" is told from the third-person omniscient point of view. How would the story be different if Kojo narrated the story?

Learn test-taking strategies.
NGReach.com

Write About It

Imagine that you are one of Kojo's grandchildren who is now grown up. Write a **favorable** essay about Kojo that you would want your children to read. Use **Key Words**.

Grandfather Kojo was _____. The thing I remember most about him was _____. One important lesson he taught me was _____.



Anthology page 592

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Answers Talk About It

- Fiction** Possible response: Darko is a real person, so details of Kojo's education and business are probably real. I can **determine** that the dialogue and details about Kojo's interaction with other characters are probably made up.
- Restate Ideas** Possible response: I read that Kojo was determined to go to school. I would ask Darko why he thought going to school was so important and what valuable lessons he learned there.
- Point of View** Possible response: If the story was written from Kojo's point of view, the narration would tell more about his thoughts and feelings.

Academic Talk

2 Talk About It Anthology page 592

Have partners use Key Words as they discuss the questions. For question 3, ask students to restate ideas from specific interactions between characters in the story as they determine how the story would be different.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM8.22** to ask more questions about the selection.

Writing

3 Write About It Anthology page 592

Ask: *Why would people in Ghana have a **favorable** impression of Kojo?* Have students consider Kojo's influence on his family and community as they discuss.

Read aloud the directions on page 592. Remind students to write the essay from the point of view of one of Kojo's grandchildren. Model how to write the essay including Key Words:

Grandfather Kojo was kind, smart, and giving. He started his business with just a small **loan**. The thing I remember most was that he had a great **influence** on the community. One important lesson he taught me was how to **evaluate** situations.

Have students add their essays to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Skip and Return to Questions

Directions: Read each question about "One Hen." Choose the best answer.

Sample

- 1 What does *organization* mean?
- Ⓐ something you are unfamiliar with
 - Ⓑ a person who starts a business
 - Ⓒ a business or other official group
 - Ⓓ money received from a bank

- 2 How does Kojo use the money he saved in the first year of selling eggs?
- Ⓐ buys toys to play with
 - Ⓑ pays his mother back
 - Ⓒ goes to the market
 - Ⓓ goes back to school

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

- 3 Kojo's grandson asks where all of the eggs go. Why does Kojo respond, "To your future, my child?"
- The money from a few eggs has grown into a business that provides for Kojo's family, his community, and his country.

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

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PM8.22

Unit 8 | One Idea

Differentiate

SN Special Needs

ISSUE Students have difficulty focusing on completing each section of the chart.

STRATEGY Have students cover all chart sections except one and guide them to work with a single section at a time.

EL English Learners

ISSUE Students are unsure where to put information in the chart.

STRATEGY Point out and discuss each section head within the chart. Have students paraphrase the meaning of the section head and then complete the section.

AL Above Level

ISSUE Students are able to include more detail about setting.

STRATEGY Encourage students to explain the impact of the setting on the plot and theme in order to determine which details about the setting are integral to the story.

Name _____ Date _____

Story Map

"One Hen"

Characters Kojo Kojo's mother, banker, Adika, Lumo, Lumusi	Setting small village Ghana, Africa
Beginning Kojo borrows money to buy one hen.	
Middle Kojo makes money selling the hen's eggs. He uses the money to go to school and to start a poultry farm.	
End Kojo becomes very successful and lends money to other people trying to start businesses.	
Theme Possible response: One idea can make a big difference in many people's lives.	

Use your story map to retell the story to a partner. Tell how you decided what the theme was.

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PM8.23 Unit 8 | One Idea

Comprehension

4 Elements of Fiction ✓ Anthology page 593

Display **Student eEdition** page 593 and read aloud the instructions. Review that story elements such as characters, setting, plot, and theme should answer the 5 Ws: *What happened? Who was there? Why did it happen? When did it happen? Where did it happen?*

Have students note that the Characters section in the story map answers the question: *Who was there?*

Model adding to the Setting section: *The setting answers the question, Where did the story happen? This story takes place in the Ashanti region of Ghana so I add this detail to that section of the chart.*

Read aloud the detail from the Beginning cell of the chart, and explain: *The details in this section tell what happened in the first part of the story.*

Have partners work together to complete **Practice Master PM8.23**. Ask guided questions to help them:

- *Where and when does the story take place?*
- *What happens in the middle and end of the story?*
- *What message, or theme, ties together the characters, setting, and plot?*

Circulate and observe that students correctly identify the story elements as they complete the chart.

See **Differentiate**

Have students use the story map to retell the story through use of the sentence frames. Encourage them to use Key Words.

Check & Reteach

OBJECTIVE: Comprehend Elements of Fiction ✓

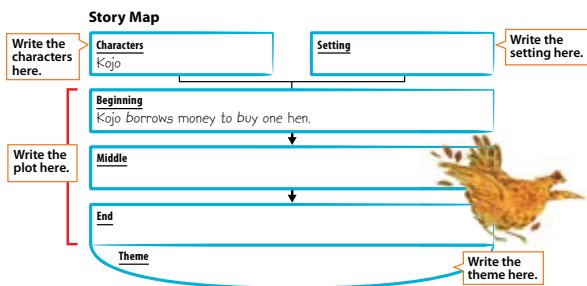
As students complete their story maps, monitor that they correctly identify the characters, setting, plot, and theme.

If students have difficulty identifying the story elements, remind them that they can use the 5 Ws to help them identify the story elements. Have them complete sentence frames:

- *Most of the important events happen to a character named _____.*
- *The story takes place at _____, _____, and _____.*
- *The most important event at the beginning/middle/end of the story is _____.*
- *The message of the story is _____.*

Elements of Fiction

Fill in the elements of the story "One Hen" on this story map.



Now use your story map to retell the story. Use the sentence frames and **Key Words**. Record your retelling.

The story is about _____.
The theme of the story is _____.

Fluency Comprehension Coach

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

Talk Together

How can one person change many lives? Think about a business or an organization in your community that has changed the lives of others. Use **Key Words** to tell a partner about it.

Daily Language Arts

Daily Spelling and Word Work ✓
Test page T567s

Daily Grammar ✓
Write the sentence *Adika will be repaying the loan*. Point out the future-progressive verb *will be repaying*. Then use page T567v to review and assess verb tenses.

Daily Writing Skills ✓
Point out the active verb in the sentence *She loves books*. Use page T567x to assess students' understanding of active and passive verbs.



NGReach.com Comprehension Coach

5 Fluency ✓ Anthology page 593

Have students read aloud the passage on **Practice Master PM8.24** 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 593

Read aloud the instructions on page 593. Have students suggest local or other businesses they know and identify what those businesses do. Make a list that students can reference during their discussions.

Name _____ Date _____

Fluency Practice "One Hen"

Use this passage to practice reading with proper expression.

Before long, many people are working on Kojo's farm. Men
feed the chickens and clean the coops. Women collect the eggs and
pack them in boxes. Other workers drive the eggs to markets.
The workers have families. One hundred and twenty people
depend on the wages from Kojo's farm. Families like the Odonkors
have enough food to eat and money for their children's school fees.
Ma Odonkor can buy medicine when her daughter Adika falls ill. Pa
Odonkor can rebuild the walls of their mud home with cinderblocks.
The workers on Kojo's farm can even afford livestock of their
own. Some families buy a goat, others a sheep, and some start with
one brown hen.
Kojo's farm is now the largest in Ghana. One day, Kojo hears a
knock at the door. Adika Odonkor, all grown up, is there. She greets
Kojo and holds out a small sack of coins.

From "One Hen," pages 586-587

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 Remind students that they have been reading about entrepreneurs this week. Have partners choose an entrepreneur and create a list of interview questions they would like to ask him or her.

OBJECTIVES

Thematic Connection: Business

Write Realistic Fiction: Voice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A8.40

TECHNOLOGY ONLY

Sample Realistic Fiction: eVisual 8.20

Writing Trait: Voice: eVisual 8.21

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

Write Realistic Fiction

Display and read aloud the prompt.

Your school literary magazine is putting out a "Helping Hands" edition, featuring stories about making a difference in other people's lives. Imagine that you have money to lend. Write a story about how it helps someone.

Study a Model

Read Realistic Fiction

Explain: *Let's read one student's story.* Display and read aloud **eVisual 8.20**.



Sample Realistic Fiction

One Small Loan

"Those are amazing!" I said to Mara, gazing at her carved earrings.

"My uncle in Tanzania made them," Mara said. Then she looked away.

"What's wrong?" I asked. That's when I learned that Mara's uncle had lost his sight. Without sight, he couldn't farm and lost his home. He and others with disabilities had moved to the village to find work, but no one would hire them.

"If they just had a place to work," Mara said, "they could sell their art and be independent." Then Mara and I had an idea. We each put in \$25 and raised money from friends. The money went to Mara's uncle as a loan so he could rent a workspace.

I hadn't expected much from my \$25 loan. But a year later, Mara's uncle repaid my money. He also sent along photos of the workspace. He had hired disabled craftspeople and artists to work there. Their work was being sold all over Tanzania. I learned that one small loan CAN make a big difference.

NGReach.com Sample Fiction: eVisual 8.20



INTERACTIVE WHITEBOARD TIP: Underline each line of dialogue.

Review the Trait: Voice

Explain: *We will focus on sounding natural and using active voice.* Display **eVisual 8.21**.



Writing Trait: Voice

When you write with effective voice:

- you use language that sounds natural and sincere.
- your voice is active; the subject of sentences does the action.

NGReach.com Writing Trait: Voice: eVisual 8.21



INTERACTIVE WHITEBOARD TIP: Check off each point as you explain it.

Read the following: *Mara's earrings were appealing to me.* Ask: *How could we make this beginning better?* Reread **eVisual 8.20**. Point out the strong beginning.

COMMON CORE STANDARDS

Writing

Write Narratives, Using Descriptive Details and Event Sequences	CC.5.W.3
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 and Usage	CC.5.L.1
Use Verb Tense	CC.5.L.1.c



Prewrite

Choose a Topic

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

Role: Storyteller

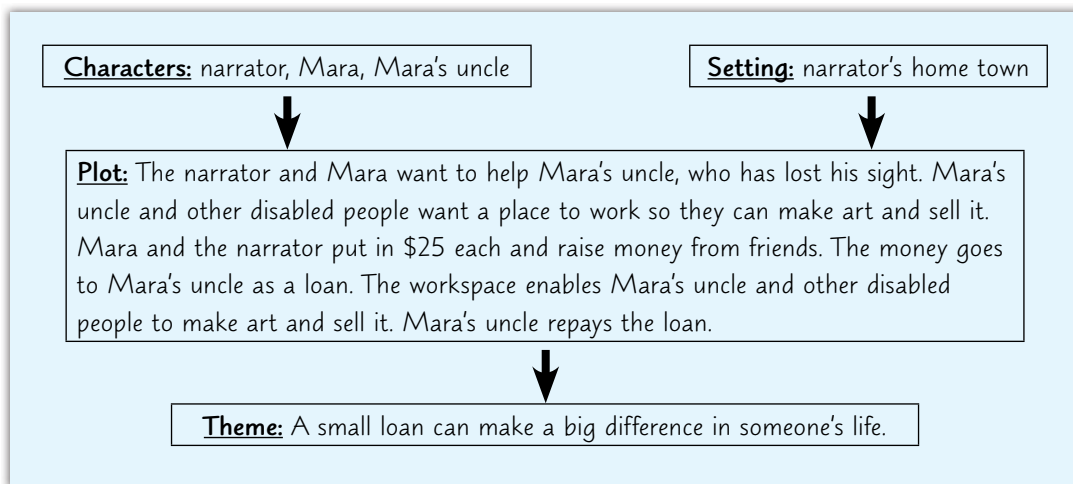
Audience: Student readers

Form: Realistic fiction

To help students come up with topics, have them work in small groups to brainstorm story ideas about using a loan to help others. Have students 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: *This story has a beginning, middle, and ending.* Display a story map and review: *The beginning of the story introduces the characters and the story problem. In the middle, the characters try to solve the problem. At the end, the problem is solved.* Model using ideas from “One Small Loan” to complete the organizer.



Story Map

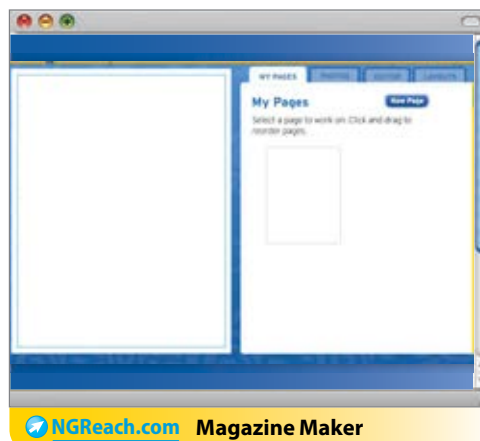
Have students use story maps to plan their narratives.

See **Differentiate**

Draft

Write Ideas

Have students begin drafting their stories. Then have them select an appropriate layout from **Magazine Maker** in which to draft their narratives. Remind students to focus on using the active voice in their sentences.



Differentiate

EL English Learners

ISSUE Students have insufficient English to fill out a story map.

STRATEGY Allow each student to draw a visual story map to represent the plot of his or her story. Encourage students to list words and phrases that tell about each event on the story map.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T567s–T567t

Daily Grammar ✓

Have students find verbs in past tense and in past-perfect tense in “One Small Loan.” Use pages T567u–T567v to practice correcting shifts in verb tense with past tense and in past-perfect tense.

Daily Writing Skills ✓

Guide students to point out the active voice in most of the sentences in the story. Then use pages T567w–T567x to practice using active voice.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Ask listeners to retell what they hear and offer ideas to make the sentences more active and the details more descriptive.

Display language frames to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> Your main character is _____. The setting is _____. The story plot is _____. The theme is _____. 	<ul style="list-style-type: none"> You could change the sentence about _____ to make the voice active. Could you work on what the character _____ says to make the voice more natural and authentic?

Make Changes

Have students revise their stories. Remind students to use an active voice that sounds authentic.

Demonstrate how to move text in **Magazine Maker**: *Select the text you want to move and click on the cut icon (scissors). Move the cursor to the place where you want to insert the text, and click on the paste icon.*

See **Differentiate**

Student Sample: Revise

Mara’s earrings were amazing to me. Her uncle in Tanzania made them. I found out that Mara’s uncle had lost his sight. Without sight, he couldn’t farm and lost his home. He and others with disabilities had moved to the village to find work, but no one would hire them.

“If they just had a place to work,” Mara said, “they could sell their art and be independent.” Then Mara and I had an idea. We each put in \$25. Money from friends was raised by us. The money went to Mara’s uncle as a loan so he could rent workspace.

Sample Analysis

I can use the characters’ own words here to make the voice more authentic.

This passive sentence would be more effective if I changed it to the active voice.

Differentiate

AL Above Level

ISSUE Students tell what happens, rather than giving details that show what happens.

STRATEGY Encourage students to imagine a conversation between the narrator and Mara. They can write this conversation as dialogue to show what happens.



Edit and Proofread

Check Realistic Fiction

Have students check their grammar and spelling, focusing on the Week 3 spelling words and on shifts in verb tenses.

Student Sample: Edit and Proofread

“Those are amazing!” I said to Mara, gazing at her carved earrings.

“My uncle in Tanzania made them,” Mara said. Then she looked away. ...

I hadn’t expected much from my \$25 loan. But a year later, Mara’s uncle repaid my money. He also had sent along photos of the workspace. He hired disabled craftspeople and artists to work there. Their work was being sold all over Tanzania. I learned that one small loan CAN make a big difference.

Sample Analysis

I misspelled *amazing*. I’ll fix that.

The tenses are wrong. This sentence should be past tense. The next sentence should be past perfect.

Publish and Present

Make a Final Copy

Remind students that **Magazine Maker** allows them to add images. Have them find pictures to support their stories, if possible, and add them to **Magazine Maker’s** picture folder. Have students title and print their stories and make copies for their Weekly Writing folders.

Share with Others

Review: *When you read aloud, speak expressively to sound genuine.* Model displaying the story and reading it aloud. Then have small groups take turns reading their stories. Have students bind what they wrote into a class magazine about “Helping Hands.” Use the **Writing Rubric** to assess each student’s story.

Student Sample: Publish

ONE SMALL LOAN

“Those are amazing!” I said to Mara, gazing at her carved earrings.

“My uncle in Tanzania made them,” Mara said. Then she looked away.

“What’s wrong?” I asked. That’s when I learned that Mara’s uncle had lost his sight. Without sight, he couldn’t farm and fix his home. He and others with disabilities had moved to the village to find work, but no one would hire them.

“If they just had a place to work,” Mara said, “they could sell their art and be independent.” Then Mara and I had an idea. We each put in \$25. Then we raised money from friends. The money went to Mara’s uncle on a loan so he could rent a small workspace.

I hadn’t expected much from my \$25 loan. But a year later, Mara’s uncle repaid my money. He also sent along photos of the workspace. He had hired disabled craftspeople and artists to work there. Their work was being sold all over Tanzania!

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the reader is interested. Details are accurate and show in-depth knowledge of the topic.	The writing has a clear structure and purpose. The writer’s ideas are presented smoothly and logically. The writer’s ideas are presented smoothly and logically.	The writing has a strong voice and style. The writer’s tone is consistent and appropriate for the audience.	Appropriate words were chosen to convey the writer’s message. Language used is appropriate for the reader’s attention.	All sentences are used and are easy to read. The writer’s sentences are varied and effective. The writer’s sentences are varied and effective.	The writing has correct punctuation, grammar, capitalization, and spelling. The writing is easy to read and understand.	The text is presented in an orderly way. The writer’s message is conveyed clearly. The text is presented in an orderly way.
3	Most of the writing is focused on the topic. The writer’s ideas are presented smoothly and logically. The writer’s ideas are presented smoothly and logically.	Most of the writing has a clear structure and purpose. The writer’s ideas are presented smoothly and logically. The writer’s ideas are presented smoothly and logically.	Most of the writing has a strong voice and style. The writer’s tone is consistent and appropriate for the audience.	Most of the writing has appropriate words chosen to convey the writer’s message. Language used is appropriate for the reader’s attention.	Most of the writing has correct punctuation, grammar, capitalization, and spelling. The writing is easy to read and understand.	Most of the writing has correct punctuation, grammar, capitalization, and spelling. The writing is easy to read and understand.	Most of the writing is presented in an orderly way. The writer’s message is conveyed clearly. The text is presented in an orderly way.
2	The writing has a focus, but the reader is not interested. The writer’s ideas are presented smoothly and logically. The writer’s ideas are presented smoothly and logically.	The writing has a structure, but it is not clear. The writer’s ideas are presented smoothly and logically. The writer’s ideas are presented smoothly and logically.	The writing has a voice, but it is not strong. The writer’s tone is consistent and appropriate for the audience.	Some of the writing has appropriate words chosen to convey the writer’s message. Language used is appropriate for the reader’s attention.	Some of the writing has correct punctuation, grammar, capitalization, and spelling. The writing is easy to read and understand.	Some of the writing has correct punctuation, grammar, capitalization, and spelling. The writing is easy to read and understand.	Some of the writing is presented in an orderly way. The writer’s message is conveyed clearly. The text is presented in an orderly way.
1	The writing does not have a focus. The writer’s ideas are not presented smoothly and logically. The writer’s ideas are not presented smoothly and logically.	The writing does not have a structure. The writer’s ideas are not presented smoothly and logically. The writer’s ideas are not presented smoothly and logically.	The writing does not have a voice. The writer’s tone is not consistent and appropriate for the audience.	The writing does not have appropriate words chosen to convey the writer’s message. Language used is not appropriate for the reader’s attention.	The writing does not have correct punctuation, grammar, capitalization, and spelling. The writing is not easy to read and understand.	The writing does not have correct punctuation, grammar, capitalization, and spelling. The writing is not easy to read and understand.	The writing does not have an orderly presentation. The writer’s message is not conveyed clearly. The text is not presented in an orderly way.

Week 3 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Comprehend Elements of Fiction
- Choose Reading Strategies to Comprehend Literature

ASSESSMENTS

Reading Comprehension Test Unit 8, Week 3

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

JORDAN'S LIBRA

Alicia hid behind her paper as she stood in front of her English class and gave her book report. Her soft voice trembled, and her paper shook. Alicia was just learning English, and this was her first report in front of the class. Even Jordan, who was sitting in the front row, had to lean forward and strain to hear her classroom's uncertain words.

Jordan could imagine how nervous Alicia felt. Now that Jordan was taking Spanish, she understood how difficult it was to speak a new language. That meant that Jordan knew how it felt to be on stage and have everyone's eyes on you. A few years ago, Jordan had been so shy that she could barely speak to anyone outside of her own family. Then she joined junior theater, and through acting, she discovered a new sense of bravery and freedom. Now Jordan was much more confident in speaking situations.

As Alicia finished her report and hurried back to her seat, an idea in Jordan's mind suddenly sprang to the surface. The junior theater could perform plays partly in Spanish and partly in English. It would help make speaking a new language easier and less frightening. She just knew it would help make Alicia, and lots of other students, feel more comfortable.

The bell signaled the end of class. Jordan hurried toward Alicia to share her idea and invite Alicia to join junior theater.

Grade 8 Assessment AB.17 Unit 8 | One Use Only

Reading Comprehension Test Unit 8, Week 3

1. What is the setting of this story?

the library
 English class
 junior theater
 Spanish class

2. Which of these happens in the beginning of the story?

Jordan joins junior theater.
 Jordan invites Alicia to join junior theater.
 Jordan listens to Alicia give a book report.
 Jordan has an idea to help students learn a new language.

3. What happens when Alicia finishes her report?

Jordan speaks with Alicia.
 Jordan notices that Alicia is nervous.
 Jordan gets an idea that may help Alicia.
 Jordan invites Alicia to join junior theater.

4. How did Jordan become less shy?

She discovered acting.
 She helped new students.
 She started a theater group.
 She learned a new language.

5. What is this story mostly about?

how to make new friends
 learning how to act on stage
 how to give a good book report
 being nervous speaking in front of people

6. What is the theme of this story?

Preparation brings good results.
 Good friends tell each other the truth.
 Personal experiences can lead to good ideas.

Grade 8 Assessment AB.18 Unit 8 | One Use Only

Reading Strategy Assessment Unit 8

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

Ask: *What do you do when you see a strategy? How many parts of the text did you read? or what kind of text? What do you do to understand better? How did it help?*

Part and Number	Reading Strategy Rubric			
	4	3	2	1
1. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
2. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
3. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
4. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.

Grade 8 Assessment SG.30 Unit 8 | One Use Only

Reading Comprehension Test
A8.17–A8.18

Reading Strategy Assessment
SG8.30–SG8.31

Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment Unit 8

On December 17, 1903, an amazing flying machine lifted off the sand dunes of Kitty Hawk, North Carolina. The "flier" was the invention of two brothers, Wilbur and Orville Wright. It was the first time that anyone had ever flown a controlled, powered airplane—a memorable day that changed the world forever.

As children, the two boys were always interested in how things worked. When they were older, they opened a print shop and a bicycle shop and quickly built up their machinery in the 1880s. Wilbur and Orville became interested in constructing a successful heavier-than-air flying machine. They studied the science of flight, including how birds fly. They knew they needed to create a special kind of wing and tail, and that the wings would need to change shape during the flight. They began to build glider models in their bike shop. They also built a wind tunnel to measure the force of the wind on wings and to try out various wing designs.

The Wright brothers kept working on the design of their gliders. After practice flights, they made improvements. They realized that they needed more power and a way to steer, so they built an engine and invented a way to control the aircraft. Then they built their first plane, one that could be controlled by the pilot. They would dance, they tried to fly the plane. Orville flew the first for 12 seconds. Wilbur ran along beside him, shouting with excitement. Later, Wilbur flew for 59 seconds. They were flying! There was no doubt that they had invented the powered airplane. Today, millions of people fly every day. We owe our thanks to the imagination and hard work of the Wright brothers.

Grade 8 Assessment AB.1 Unit 8 | One Use Only

Oral Reading Assessment Unit 8

Grade	Oral Reading Assessment Rubric			
	4	3	2	1
1. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
2. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
3. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
4. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.

Grade 8 Assessment AB.2 Unit 8 | One Use Only

Oral Reading Assessment Unit 8

Grade	Oral Reading Assessment Rubric			
	4	3	2	1
1. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
2. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
3. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.
4. Read the text carefully and understand the main idea and details. Circle the student's score.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.	Reads the text carefully and understands the main idea and details.

Grade 8 Assessment AB.3 Unit 8 | One Use Only

Oral Reading Assessment
A8.1–A8.3

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

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Syllable Types
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 8, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. We _____ books from the library.
 select
 affect
 establish
 borrow

2. He wants _____ to buy things. He will pay for them.
 credit
 power
 money
 behavior

3. She pays back her _____.
 size
 heat
 runoff
 suspension

4. The _____ population of the city is growing.
 population
 entrepreneur
 responsibility

5. He goes to the bank to take out a _____.
 risk
 loan
 canal
 vote

6. An _____ is a business or other self-governing organization.
 argument
 individual
 legislation
 organization

Grade 8 Assessment AB.19 Unit 8 | One Use Only

Vocabulary Test Unit 8, Week 3

7. If something _____ you, it affects you.
 establishes
 influences
 investigates
 distinguishes

8. An _____ is something that helps you.
 advantage
 sentence
 origin
 suspension

9. If you _____, you must change the answer you make a decision.
 suspend
 advise
 panic
 favorable

10. When the weather is _____ in good.
 advise
 panic
 favorable

Grade 8 Assessment AB.20 Unit 8 | One Use Only

Spelling Words

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

Syllable Types

1. **abide** We cannot **abide** the situation, so let's change it.
 2. **abilities** Children should explore their talents to find out what their **abilities** are.
 3. **academy** To attend the **academy**, all students must pay a fee.
 4. **amazing** Are you filled with wonder when you hear an **amazing** success story?
 5. **apology** If you say you are sorry, I will accept your **apology**.
 6. **extraordinary** He is an **extraordinary** business leader who has developed many unique products.
 7. **gallery** The museum has a **gallery** of paintings from Ghana.
 8. **gamble** I will take a risk and **gamble** that my farm will succeed.
 9. **handle** Hold the **handles** of the egg basket very carefully.
 10. **hardy** This chicken is strong and **hardy** and lays many eggs.
 11. **resemble** The new brown hen **resembles** her brown mother.
 12. **strategy** I shared my business **strategy** with the banker, and he liked the plan.
 13. **tackle** If we **tackle** this problem together, we can solve it.
 14. **tremble** Anxious small-town ranchers **tremble** at the sight of the big city cattle market.
 15. **wisely** If you **wisely** over the egg basket, chances are it will fall and the eggs will break.

Watch-Out Words

16. **disburse** The bank will **disburse** loans to the villagers so they can buy more hens.
 17. **disperse** Each morning the hens gather to be fed and then they **disperse** around the farmyard.
 18. **advise** Do you need **advise** and direction on how to run your business?
 19. **advise** I will be happy to **advise** you and tell you how to succeed.

Grade 8 Assessment AB.40 Unit 8 | One Use Only

Vocabulary Test
A8.19–A8.20

Spelling Pretest/
Spelling Test
T567s

Grammar and Writing

- Use Verb Tense
- Use Future Progressive
- Use Active Voice

Writing, Revising, and Editing Test Unit 8, Week 3

Directions: Read the paragraph. Then answer the questions.

Just after we moved to our new house, our neighborhood Association started printing a monthly newsletter. They _____ to mail it out, but they realized they didn't have enough money. They were searching for someone to deliver the newsletters, and _____ for a way to earn some money. I owned a bike and I had time, so _____ the job. I thought to myself, "Even though it will take some effort, I _____ the people in my neighborhood, and _____ some money. I _____ my way around the neighborhood better. I probably _____ offer kids from my neighborhood." _____ the job in just two days, and the neighborhood Association was grateful. I can't wait until next month's newsletter is ready!

1. Choose the answer that goes in Blank 1.
 aside
 had decided
 was deciding
 will be deciding

2. Choose the answer that goes in Blank 2.
 look
 looked
 had looked
 was looking

3. Choose the answer that goes in Blank 3.
 take
 took
 had taken
 was taking

4. Choose the answer that goes in Blank 4.
 will be helping
 will be helping
 was helping
 help

5. Choose the answer that goes in Blank 5.
 will be making
 will be making
 was making
 will be making

6. Choose the answer that goes in Blank 6.
 learn
 learning
 will be learning

7. Think of something you have done or would like to do to earn money. It can be any job or chore, such as washing a neighbor's car, mowing your neighbor's lawn, or selling lemonade. Write a narrative paragraph to tell about your experience. Underline examples of active voice.

Grade 8 Assessment AB.21 Unit 8 | One Use Only

Writing, Revising, and Editing Test Unit 8, Week 3

8. Choose the answer that goes in Blank 7.
 assist
 will be meeting
 will be meeting
 was meeting

9. Choose the answer that goes in Blank 8.
 will be finishing
 was finishing
 finished
 had finished

Grade 8 Assessment AB.22 Unit 8 | One Use Only

Writing Rubric

Grade	Writing	Revising	Editing
1	Writes a simple narrative paragraph with a beginning, middle, and end. Uses simple sentences and words.	Revises the paragraph to correct errors in spelling and punctuation.	Edits the paragraph to correct errors in capitalization and punctuation.
2	Writes a simple narrative paragraph with a beginning, middle, and end. Uses simple sentences and words.	Revises the paragraph to correct errors in spelling and punctuation.	Edits the paragraph to correct errors in capitalization and punctuation.
3	Writes a simple narrative paragraph with a beginning, middle, and end. Uses simple sentences and words.	Revises the paragraph to correct errors in spelling and punctuation.	Edits the paragraph to correct errors in capitalization and punctuation.
4	Writes a simple narrative paragraph with a beginning, middle, and end. Uses simple sentences and words.	Revises the paragraph to correct errors in spelling and punctuation.	Edits the paragraph to correct errors in capitalization and punctuation.

Grade 8 Assessment AB.40 Unit 8 | One Use Only

Writing, Revising, and Editing Test
A8.21–A8.22

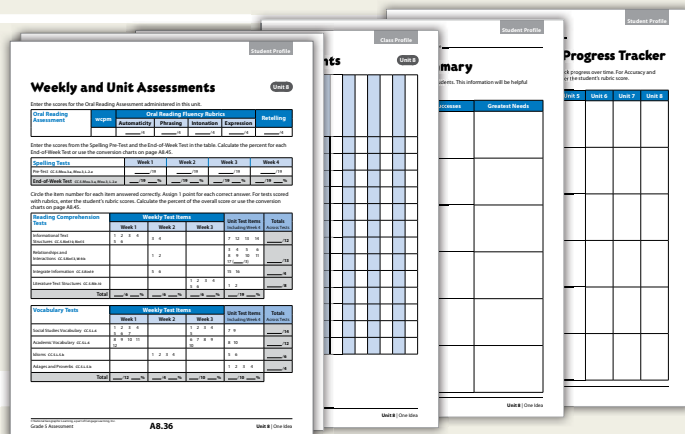
Writing Rubric
A8.40



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

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

RESOURCES AND ROUTINES

Reading

RETEACH

- Elements of Fiction: Reteaching Master RT.8**
- Use Reading Strategies: Reteaching Master RT.8.9**

ADDITIONAL PRACTICE

Comprehension Coach

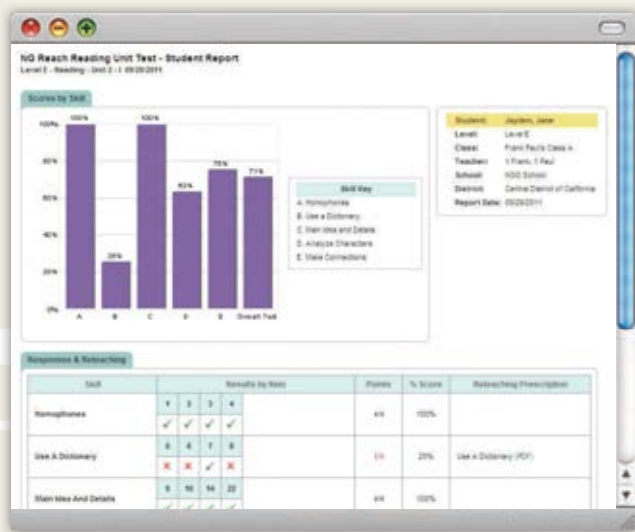
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

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

ADDITIONAL PRACTICE

Vocabulary Games Daily Spelling Practice, pages T567s–T567t

Grammar and Writing

RETEACH

Verb Tense and Actions in the Future: Anthology Handbook, page 650–652

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Voice: Reteaching Master RT.8.10

ADDITIONAL PRACTICE


More Grammar Practice PM8.25
Daily Writing Skills Practice, pages T567w–T567x



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.3 Discuss the Big Question T593q	Academic Talk CC.5.SL.1 Preview and Predict T594c
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Pretest; Multisyllabic Words, and CC.5.Rfou.3.a; Commonly Misspelled Words T593k CC.5.L.2.e Daily Grammar CC.5.L.1.b; CC.5.L.1.c ☑ Future-Perfect Tense T593m Vocabulary Strategy CC.5.L.4; CC.5.L.4.a; CC.5.L.5.b ☑ Sayings T593q	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T593k CC.5.Rfou.3.a; CC.5.L.2; CC.5.L.2.e Daily Grammar CC.5.L.1.b; CC.5.L.1.c Review Future-Perfect Tense T593m Vocabulary Strategy CC.5.L.4; CC.5.L.4.a; CC.5.L.5.b ☑ More Sayings T594c
	Reading ⌚ 20–40 minutes	Reading Read Aloud: News Feature T594a Comprehension CC.5.Rlit.3 ☑ Analyze Ideas T594a Fluency CC.5.Rfou.4 ☑ Model Intonation T594	Reading CC.5.Rlit.3; Read a Magazine Article T595–T600 CC.5.Rinf.10 Comprehension CC.5.Rlit.3; ☑ Explain Relationships Between Ideas T596–597, T598–599, T600 CC.5.Rinf.10 ☑ Use Reading Strategies T595–T600 Recognize Signal Words T598–599 
	Writing ⌚ 15–45 minutes	Power Writing T593q CC.5.W.10 Daily Writing Skills CC.5.W.2.a; CC.5.W.2.c; CC.5.L.6 Write a Procedure T593o Writing CC.5.W.10 Write to Analyze Text T594b Writing Project: Procedural Text CC.5.W.2.a; Study a Model T604 CC.5.W.2.c; CC.5.W.3.c	Power Writing T594c CC.5.W.10 Daily Writing Skills CC.5.W.2.a; Organize Information T493o CC.5.W.2.c; CC.5.L.6 Writing CC.5.W.1; CC.5.W.10 Write a Response T601 Writing Project: Procedural Text CC.5.W.2.a; Prewrite T604 CC.5.W.2.c; CC.5.W.3.c

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 Reading CC.5.Rinf.1; CC.5.Rinf.2 Summarize Main Ideas and Details SG22 CC.5.Rinf.10 Build Comprehension SG23 	Vocabulary CC.5.L.6 Learn Story Words SG24–SG25 Reading CC.5.Rlit.2; CC.5.Rlit.5 Introduce SG24–SG25 CC.5.Rlit.10 Read SG26–SG27 ☑ Determine Theme SG26–SG27 ☑ Draw Conclusions SG26–SG27 

LEARNING STATION TIME		
⌚ 20 minutes		Speaking and Listening T593i CC.5.L.2; CC.5.L.4; CC.5.L.5 Language and Vocabulary T593i CC.5.L.6 Writing T593i CC.5.W.8; CC.5.W.10; CC.5.L.3; CC.5.L.6 Cross-Curricular T593j CC.5.W.7; CC.5.W.8; CC.5.SL.2 Reading and Intervention CC.5.Rinf.3; CC.5.Rinf.10; T593j; SG68 CC.5.Rfou.3; CC.5.Rfou.3.a

BIG Question How can one idea change your future?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.1.a; CC.5.SL.4
Talk Together T602


Daily Spelling and Word Work CC.5.L.2; CC.5.L.2.e
✓ Practice T593l

Daily Grammar CC.5.L.1.c
✓ Future Tense T593n, T602a

Vocabulary Review CC.5.L.6
✓ Review Social Studies and Academic Vocabulary T601a

Reading CC.5.Rlit.10; CC.5.Rinf.10
Reread a Magazine Article T601a

Comprehension CC.5.Rlit.10; CC.5.Rinf.10
✓ Compare Ideas T601a



Fluency CC.5.Rfou.4
✓ Practice Intonation T601a

Power Writing T601a CC.5.W.10
Daily Writing Skills CC.5.W.2.a; CC.5.W.2.c; CC.5.L.6
Use Transitions T593p

Writing CC.5.W.10; CC.5.L.1; CC.5.L.3
Write to Reinforce Grammar T603

Writing Project: Procedural Text CC.5.W.2.a; CC.5.W.2.c; CC.5.W.3.c
Draft T605

Day 4

Read and Comprehend

Academic Talk CC.5.SL.1.d
Discuss Events T603d

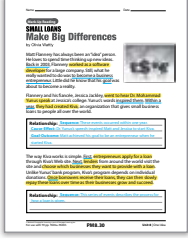
Daily Spelling and Word Work CC.5.L.2.e
✓ Practice T593l

Daily Grammar CC.5.L.1; CC.5.L.2
Grammar and Writing T593n

Vocabulary Practice CC.5.L.4; CC.5.L.4.a; CC.5.L.5.b
✓ More Sayings T603c

Reading CC.5.Rlit.3
Read an Article T603b

Comprehension CC.5.Rlit.3
✓ Explain Relationships Between Events T603a



Fluency CC.5.Rfou.4
✓ Model and Practice Intonation T603b

Power Writing T603a CC.5.W.10
Daily Writing Skills CC.5.W.2.a; CC.5.W.2.c; CC.5.L.6
Revise Procedure T593p

Writing CC.5.W.10
Write About a Proverb T603d xx

Writing Project: Procedural Text CC.5.W.2.a; CC.5.W.2.c; CC.5.W.3.c
Revise; Edit and Proofread T606

Day 5

Review and Apply

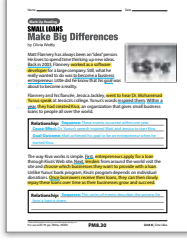
Academic Talk CC.5.SL.1.a; CC.5.SL.1.c; CC.5.SL.1.d
Relate Readings to the Big Question T603h

Daily Grammar CC.5.L.1
Review and Assess T593n

Vocabulary Practice CC.5.L.4; CC.5.L.4.a; CC.5.L.5.b
✓ Sayings T603e

Reading
Reread an Article T603f

Comprehension CC.5.Rlit.3
✓ Review and Integrate Ideas: Explain Relationships Between Events T603f
Compare Relationships Between Events T603g



Power Writing T603e CC.5.W.10
Daily Writing Skills CC.5.W.2.a; CC.5.W.2.c; CC.5.L.6
Review and Assess T593p

Writing CC.5.W.2; CC.5.W.10
Compare Events T603g


Writing Project: Procedural Text CC.5.W.2.a; CC.5.W.2.c; CC.5.W.3.c
Publish and Present T607

Read Fiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.5.Rlit.2; CC.5.Rlit.5; CC.5.Rlit.10
Read and Integrate Ideas SG24–SG25

✓ Determine Theme SG26–SG27
✓ Draw Conclusions 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.5; CC.5.Rlit.10
Read and Integrate Ideas SG24–SG25

✓ Determine Theme SG26–SG27
✓ Draw Conclusions SG26–SG27


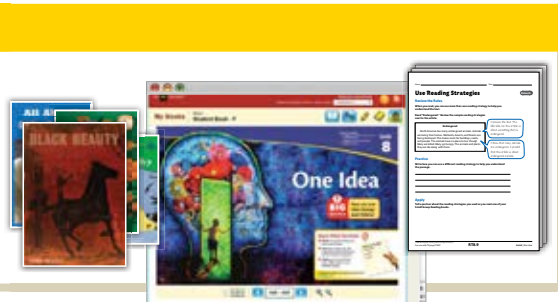


Read Fiction Books

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 T607a–T607b

✓ Reading Comprehension Unit Test A8.23–A8.29 CC.5.Rlit.3
✓ Reading Strategy Assessment SG8.30–SG8.31 CC.5.Rinf.10
✓ Oral Reading Assessment A8.1–A8.3 CC.5.Rfou.4
✓ Vocabulary Unit Test A8.30–A8.31 CC.5.L.6

✓ Spelling Test: Multisyllabic Words, and Commonly Misspelled Words T593k CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e
✓ Writing, Revising, and Editing Unit Test A8.32–A8.35 CC.5.W.5; CC.5.W.10
Reteaching Masters RT8.11–RT8.14

Week 4 Learning Stations

Speaking and Listening

Option 1: Hammer Simwinga



To view a video about Hammer Simwinga's work in Zambia, have students go to Resources > Unit 8 > Learning Stations > Week 4 > Hammer Simwinga.

After viewing the video, have partners orally summarize how Simwinga's work benefits both the wildlife of North Luangwa National Park and the villagers who live around it.

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

Option 2: Promote an Idea

Have student groups create short commercials for a micro-lending project.

Display the following writing prompt:

Imagine that you are a group of villagers with an idea for a micro-lending project. Create a commercial to convince people to lend you money for your business. Be sure to explain why you think your business will be a success, and describe how you will repay your loan. Your commercial should include persuasive language and visuals.

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

Language and Vocabulary

Key Words

advantage · borrow · credit · debt · determine
entrepreneur · evaluate · favorable · influence
loan · organization

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

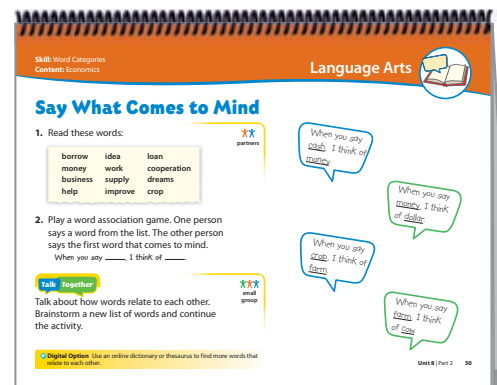
Have students expand their word knowledge.

- Under Add More Information > Add What I Know > My Connection, have students write what reminds them of each Key Word.
- Under Add More Information > Use this Word > Write a Sentence, have students use future-perfect verbs to write sentences.

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

Writing

Option 1: Say What Comes to Mind



PROGRAM RESOURCES & MATERIALS

Language and Literacy Activities: Card 50

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

index cards · dictionary or thesaurus (print or online)

Use Conventions of Language CC.5.L.3
Use Domain-Specific Words and Phrases CC.5.L.6

Option 2: Research Elephants



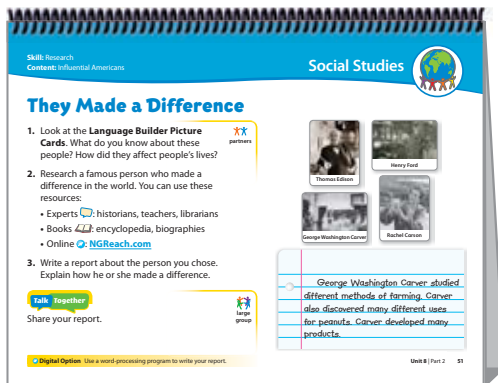
To access the articles and video, have students go to Resources > Unit 8 > Learning Stations > Week 4 > African Elephants.

- Have students take notes as they do their research.
- Have students write a summary of what they learned to share with a partner.

Gather Information CC.5.W.8
Write Over Shorter Time for Specific Purposes CC.5.W.10

Cross-Curricular

Option 1: They Made a Difference



Skill: Research
Content: Influential Americans

Social Studies

They Made a Difference

- Look at the **Language Builder Picture Cards**. What do you know about these people? How did they affect people's lives?
- Research a famous person who made a difference in the world. You can use these resources:
 - Experts: historians, teachers, librarians
 - Books: encyclopedia, biographies
 - Online: NGReach.com
- Write a report about the person you chose. Explain how he or she made a difference.

Talk Together
Share your report.

Digital Option: Use a word processing program to write your report.

Unit 8 | Part 2 | 51

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 51

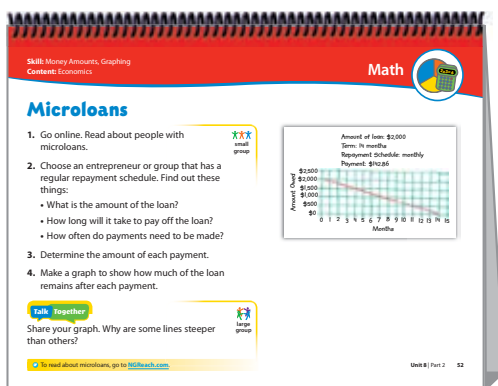
Teacher's Guide on NGReach.com

Digital Library: Language Builder Picture Cards F101–F104

encyclopedia • biographies of famous people

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

Option 2: Microloans



Skill: Money Amounts, Graphing
Content: Economics

Math

Microloans

- Go online. Read about people with microloans.
- Choose an entrepreneur or group that has a regular repayment schedule. Find out these things:
 - What is the amount of the loan?
 - How long will it take to pay off the loan?
 - How often do payments need to be made?
- Determine the amount of each payment.
- Make a graph to show how much of the loan remains after each payment.

Talk Together
Share your graph. Why are some lines steeper than others?

Digital Option: To read about microloans, go to NGReach.com.

Unit 8 | Part 2 | 52

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 52

Teacher's Guide on NGReach.com

Student Resource Directory

graph paper

Gather Information	CC.5.W.8
Summarize Quantitative Information	CC.5.SL.2

Reading

Option 1: Snow Fences



NGReach.com Student Resources

To read the article, have students go to Resources > Unit 8 > Learning Stations > Week 4 > Snow Fences.

- Have students write to explain how science fairs are related to solving real problems.
- Have students give evidence from the article to support their explanations.

Explain Relationships between Ideas in a Scientific Text	CC.5.Rinf.3
Read and Comprehend Informational Texts	CC.5.Rinf.10

Option 2: Ghana



NGReach.com Student Resources

Have students read about Ghana. To view the article have students go to Resources > Unit 8 > Learning Stations > Week 4 > Ghana.

- Have students write to compare what they learned about Ghana from the article with what they read about Ghana in "One Hen."
- Students can then share their paragraphs with a partner.

Read and Comprehend Informational Texts	CC.5.Rinf.10
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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 RT8.9–RT8.12.

Additional Resources

Reach into Phonics



Lesson 122

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

CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T594a–T609

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Supply and Demand

- Multisyllabic Words
- Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Multisyllabic Words

1. distinguished	The plan is distinguished by its unusual features.
2. essential	The essential rule you must follow is to not harm the elephants.
3. estimate	An estimate tells how much you think you will need.
4. fidelity	The ranger's plan shows his loyalty and fidelity to the people and to the idea of saving the elephants.
5. intention	His intention , or goal, is to change the economy.
6. legitimate	Unlike illegal poaching, the new businesses are legal and legitimate .
7. momentum	The plan gains momentum as one success leads to another and the idea spreads to more villages.
8. sensible	Learning a skill or trade is a sensible decision that I can easily understand and support.
9. significant	Micro-lending has made important and significant changes for the people of Zambia.
10. stimulate	Loans help and stimulate our economy to grow.
11. supervise	Will someone supervise or watch over the process?
12. ultimate	My ultimate and best reward will be your success.
13. utilize	The plan utilizes my idea by putting it into practice.
14. valiantly	He worked valiantly and bravely to save the town.
15. zealously	People zealously and enthusiastically helped him.

Watch-Out Words

16. different from	A loan from a bank is different from a loan from a relative.
17. different than	A bank loan is different than what I expected because you have to pay it back with interest.
18. maybe	Maybe I should save my money a little longer instead of taking out a loan.
19. may be	I may be able to earn more money if I do odd jobs in the neighborhood.

Multisyllabic Words

Day 2



Option 1

MATERIALS

index cards, 15 per student • dictionary, one per student

Teach

Explain: *Breaking a long word into syllables helps with spelling. You can use the syllable patterns you have learned to spell the word. You can also use a dictionary to check where the syllable breaks appear.*

Prepare

- Arrange students in pairs. Have each student print each spelling word on a separate index card, allowing space between the letters for marking syllable breaks.
- Tell students to draw vertical lines in pencil where they think the syllable breaks should be in each word.

Practice

- Have partners exchange cards, check their partner's syllable breaks in a dictionary, and correct syllable breaks as needed.
- After all syllable breaks have been checked and fixed if necessary, have partners choral-read the cards and spell the words.

Apply Word Analysis Skills

Use Syllabication Patterns and Morphology to Read Multisyllabic Words
Consult References

CC.5.Rfou.3

CC.5.Rfou.3.a

CC.5.L.2.e

It Looks Like...

Day 2



Option 2

Use Spelling Pronunciations

- Have students write the spelling words that are causing them difficulty, and create their own exaggerated "spelling pronunciation" for each word.
- Tell students to say each word, pronouncing each letter to help them remember the word's spelling. For example, students might pronounce *essential* as a four-syllable word, pronouncing the *t*: *es-sen-ti-al*.
- Have students say the word several times aloud using the word's "spelling pronunciation."
- Next, have students close their eyes and visualize the letters as they mouth the "spelling pronunciation" several times.
- Finally, have students write the word several times as they say it aloud using the "spelling pronunciation."
- Tell students to imagine the "spelling pronunciation" each time they read or hear the word for several weeks. Explain that eventually it will come to mind automatically as they write the word.

es-sen-ti-al

Demonstrate Command of Spelling

CC.5.L.2



Comic Strips

Day 3



Option 1

Teach

Copy and display the sentences. Underline the Watch-Out Words.

- A loan is different from a gift.
A loan from a bank is different from a loan from a relative.
Business in Zambia is different than it was in the past.
Elephant control is also different than it was in the past.

- Read aloud the first two sentences. Explain: The words different from usually come before a single word or a noun phrase.
Read aloud the second two sentences. Explain: The words different than usually come before a clause, or group of words that has a subject and a verb.

Make a Drawing

Have students use the Watch-Out Words and as many spelling words as possible to create one or more comic strips to be displayed in the classroom. Tell students to underline the words they use.



Demonstrate Command of Spelling
Consult References

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

Concentration

Day 3



Option 2

MATERIALS

index cards, 19 per student

Prepare

Arrange students in pairs and have each partner write each spelling word on a separate card.

Play a Game

- Have partners shuffle both sets of cards together and place them face down on a table.
Tell students to take turns turning over two cards. If the cards match, the student spells the word aloud without looking and, if spelled correctly, keeps the cards.
If the cards do not match, or if the player misspells the word, the player returns the cards face down to the table.
Students play until all the cards have been matched and spelled correctly. The student with more cards wins.

Spell Grade-Appropriate Words

CC.5.L.2.e

Fill in the Blank

Day 4



Option 1

MATERIALS

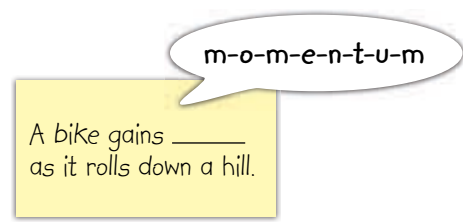
index cards, 19 per pair of students • vinyl sleeve and eraser, one per pair of students

Prepare

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

Play a Game

- Have partners take turns writing a missing word in a sentence and checking the spellings for accuracy.
If the word is spelled correctly, the student keeps the card.
Have students play until all the sentences have been correctly completed with words correctly spelled. The partner with more cards at the end is the winner.



Spell Grade-Appropriate Words

CC.5.L.2.e

Oh, No!

Day 4



Option 2

MATERIALS

index cards, 21 per pair of students • timer

Prepare

Arrange two pairs of students in a group of four. Have each pair collaborate to write each of the 19 spelling words on a separate card so that the group ends up with two cards for each spelling word. Then have the group write "Oh, no!" on the two remaining cards.

Play a Game

- Have groups shuffle all the cards, including the Oh, no! cards, and stack them face down.
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

OBJECTIVES

Thematic Connection: Supply and Demand

Grammar: Use Future Perfect and Future Tenses

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar and Usage

Use Perfect Form

CC.5.W.5

CC.5.L.1

CC.5.L.1.b

Day 1

PROGRAM RESOURCES

Future-Perfect Tense: eVisual 8.24

Game: Practice Master PM8.26

MATERIALS

one coin, 2 game markers for each pair of students

Teach the Rules

Use the suggestion on page T594b to introduce future-perfect tense. Use **eVisual 8.24** to teach the rules.

Future-Perfect Tense

- The **future-perfect tense** tells about an action that will be completed at a specific time in the future.

By the time you arrive, we **will have waited** for an hour.
- The **future perfect** is formed with the helping verbs **will have** followed by either a main verb ending in **-ed** or a **special form** of the main verb.

By dinnertime, I **will have completed** my homework.

By Friday night, we **will have chosen** the winners.

[NGReach.com](#) Future-Perfect Tense: eVisual 8.24

Read each sample sentence chorally, and help students identify the action that preceded another future action.

Play a Game

Provide partners with a coin, game markers, and **Practice Master PM8.26** to play "Race for the Future."

Differentiate

BL Below Level

ISSUE Students do not know when to use future perfect.

STRATEGY Provide sentence frames for students as they construct sentences for the game.

Name _____ Date _____

Grammar Game

Race for the Future

Directions:

- Play with a partner.
- Use a paper clip, eraser, or other small object as a game marker and place it on START.
- Flip a coin to move. Heads = 1 space; tails = 2 spaces.
- Read the verb on the space where you land, and write it in the future-perfect tense.
- If your partner agrees that you formed the future perfect correctly, stay where you are. If not, go back one space.
- Take turns. The first player to reach FINISH is the winner.

START	will have dry dried	will have hid hidden	will have stop stopped	will have choose chosen
				will have grab grabbed
	will have imagine imagined	will have grip gripped	will have knock knocked	will have run run
	will have write written			will have rely relied
	will have take taken	will have occupy occupied	will have eat eaten	will have observe observed
				FINISH

For use with TE, p. 198m Unit 8 | One Idea

[NGReach.com](#) Practice Master PM8.26

By ten o'clock, Mr. Chang will have _____. By the end of the year, we will have _____. Before we _____, I will have _____.

Day 2

PROGRAM RESOURCES

Game: Practice Master PM8.27

MATERIALS

one die, 2 game markers for each pair of students

Teach the Rules

Use the suggestion on page T600 to review future-perfect tense. Review: *Correct verb tenses are important to understanding the sequence of actions. The future perfect tells about a future action that will be completed before another future action or event.*

Display these sentence pairs. Work through each pair, using the verbs in brackets and identifying the sentence that needs the future-perfect tense. Write the correct form of each verb.

- By Friday, Ryan [take] the train twice. *future perfect; will have taken*
On Mondays, Ryan [take] the train. *present; takes*
- Last Thanksgiving, we [collect] over 100 cans of food for the homeless. *past; collected*
By Thanksgiving, we [collect] 200 cans of food. *future perfect; will have collected*
- By the time she starts college, Meli [save] all the money she needs. *future perfect; will have saved*
By the time Meli started college, she [save] the money she needed. *past perfect; had saved*

Play a Game

Have partners use a die, game markers, and **Practice Master PM8.27** to play a game.

Differentiate

AL Above Level

ISSUE Students form the future-perfect tense correctly.

STRATEGY Have partners use the game directions to write new sentences similar to the ones in the exercise above. Tell them to trade sentences and have the partner complete the sentences. Have students compare answers and discuss reasons for choosing the tenses they used.

Name _____ Date _____

Grammar Game

Follow the Future

Directions:

- Play with a partner.
- Use a paper clip, eraser, or other small object as a game marker and place it on START.
- Roll a die to move in any direction.
- Follow the directions in the space you land on.
- If your partner agrees that you formed and used the future perfect correctly, stay where you are. If not, you lose a turn.
- Take turns. The first player to reach END is the winner.

START	Roll again.	Form the future perfect of eat.	Go back one space.	Use the future perfect of wait in a sentence.
Use the future perfect of break in a sentence.	Form the future perfect of throw.	Go ahead one space.	Ask a question with the future perfect of sit.	Roll again.
Go back two spaces.	Lose a turn.	Form the future perfect of break.	Go ahead one space.	Use the future perfect of finish in a sentence.
Roll again.	Form the future perfect of talk.	Go back one space.	Use the future perfect of apply in a sentence.	Ask a question with the future perfect of win.
Lose a turn.	Form the future perfect of run.	Use the future perfect of pick in a sentence.	Go back two spaces.	END

For use with TE, p. 198m Unit 8 | One Idea

[NGReach.com](#) Practice Master PM8.27



Use Verb Tense

Demonstrate Command of Capitalization, Punctuation, and Spelling

CC.5.L.1.c

CC.5.L.2

Day 3

MATERIALS

10 index cards and one coin per pair of students

Teach the Rules

Use **Anthology** page 603 to teach the future tense. Then use the following sentences to extend the lesson:

Future Tense with <i>will</i>	Future Tense with <i>am/is/are going to</i>
Hammer will help the elephants.	Hammer is going to help the elephants
The chili plants will make the elephant sneeze.	The chili plants are going to make the elephant sneeze.
I will go to Zambia.	I am going to go to Zambia.

Guide students to find the future tense in each pair of sentences. Then cover the sentences in the second column. Have students read the “will” sentence and supply the “am/is/are going to” version. Reverse the procedure.

Play a Game

Have partners write these words on separate index cards: *work, apply, make, learn, solve, disturb, suggest, give, write, help*. Have them stack the cards face down and play “Toss-a-Tense.” Explain:

- *Player 1 picks a card and tosses a coin. If it is heads, Player 1 writes a sentence in the future tense using will. If tails, he or she writes a sentence using am/is/are going to.*
- *If Player 2 agrees that the sentence is correct, Player 1 scores one point. Take turns. Play until all the cards have been used.*

Differentiate

SN Special Needs

ISSUE Students have trouble using *am/is/are going to* to form the future tense and cannot play the game.

STRATEGY Prepare sentence strips like the ones below. Help students use them to convert a sentence with *will* to one with *am/is/are going to*.

I	will	help you.	am going to
He	will	solve it now.	is going to
They	will	give a party.	are going to

Day 4

PROGRAM RESOURCES

Writing: Practice Master PM8.32

Grammar and Writing

Distribute **Practice Master PM8.32**. Have students use editing and proofreading marks to correct errors with future and future-perfect tenses.

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 future-perfect tense
- correct use of future tense
- correct form of irregular verbs

Editing and Proofreading Marks	
^	Add.
↘	Take out.

There it was again, that question: What are you going to ~~have~~ ^{be} ^{have} when you grow up? That's a tough question for us eleven-year-olds. We may no longer want to be firefighters or astronauts. But we ~~are~~ ^{isn't} willing to say, "I will help endangered species," or "I ~~am~~ ^{am} going to be an accountant." By the end of this week, I will have ~~change~~ ^{changed} my mind ten times about what I want to be.

I read an article last week about choosing a career. It said to follow your interests. Right now I'm interested in baseball. Does that mean I am ~~go~~ ^{ing} to become a professional baseball player? What are the chances of that? My sister is a really good dancer. Will she ~~grow~~ ^{ing} up to be a professional ballerina? That's also doubtful.

Finding a common ground between interests and reality is ~~go~~ ^{ing} to be tricky. Perhaps by the time I'm twenty, I will ~~had~~ ^{have} developed realistic interests that ~~is~~ ^{are} going to lead to a career.

For use with TE 5, T505n **PM8.32** Unit 8 | One Idea

Practice Master PM8.32

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test:
Assessment Masters A8.32–A8.35

Review and Assess

Have partners copy and complete the chart and then use the verbs to write silly sentences about starting a business.

Main Verb	Future with <i>will</i>	Future with <i>am/is/are going to</i>	Future Perfect
borrow			
learn			
realize			
create			

Have partners check each other's charts and sentences.

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

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Supply and Demand

✔ Write a Procedure

COMMON CORE STANDARDS

Group Related Information Logically
Include Formatting
Link Ideas Across Categories
Use Transitional Words and Phrases

CC.5.W.2.a
CC.5.W.2.a
CC.5.W.2.c
CC.5.L.6

Introduce Procedural Writing Day 1

PROGRAM RESOURCES

Sample Procedure: eVisual 8.25

Teach the Skill

Introduce procedural writing: *When you write a procedure, you give directions for doing something. The directions list the steps in the order in which they should be followed.* Then display and discuss eVisual 8.25.



Sample Procedure

Making a Flyer for Your Business

You're starting a babysitting business. Now you need to get the word out. A good way to do that is to create a flyer to hand out.

Create a Catchy Slogan

Think of something that will catch a parent's attention, such as "Kids Are My Business." Combine your slogan with some kid-friendly computer art.

Introduce Yourself and Your Rates

First, give your name and telephone number along with the best times to call you. Then, include how much you charge per hour and any extra fees.

State Your Qualifications

Describe your experience. If you have had any special training, such as a first-aid course, include it.

Print and Distribute Your Flyer

Print your flyer on bright paper. Distribute copies to your friends' parents and potential customers.

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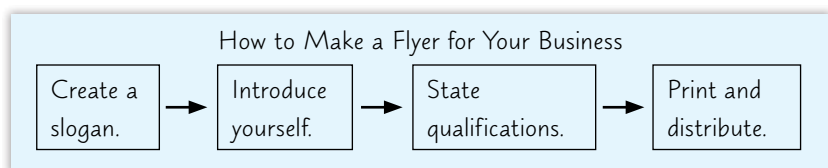
Sample Procedure: eVisual 8.25



INTERACTIVE WHITEBOARD TIP: Number the headings in order.

Use eVisual 8.25 to explain how to use headings and step-by-step structure. Read each heading. Discuss the information that follows. Explain: *Headings give a quick overview of the steps in order. The information includes only what is needed to understand the procedure.* Also point out the transition words *first* and *then* under the second heading.

Copy and display the sequence chain. Guide students in how to use a sequence chain to organize steps in order.



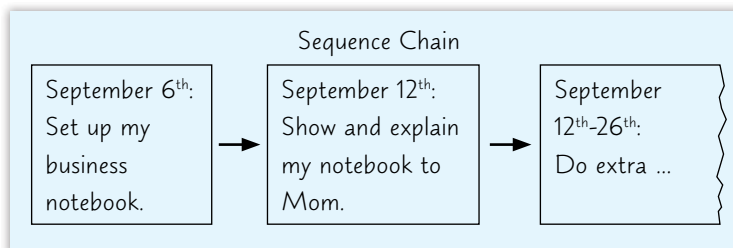
Organize Information Day 2 Option 1

Introduce

Have students review "Starting Your Own Business" on **Anthology** pages 540–557, noting the numbered steps and headings in this procedural text.

Practice

Have each group collaborate to rewrite the time line chart on **Anthology** page 556 as a sequence chain. Display the beginning of a sequence chain for additional support.



Have students make copies of their sequence chains so each group member has a copy to put into his or her Weekly Writing folder.

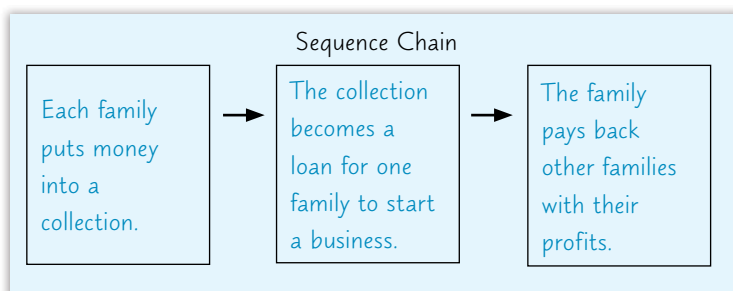
Organize Information Day 2 Option 2

Introduce

Have students review the section "A System of Loans" on **Anthology** page 599.

Practice

Have each student create a sequence chain that shows the steps in Hammer's system of loans. Then have students trade sequence chains with a partner to see if any steps were left out. Tell them to also see that only the most important information was included.



Have students put their sequence chains into their Weekly Writing folders for use on Day 3.



SUGGESTED PACING

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

Use Transitions Day 3 Option 1

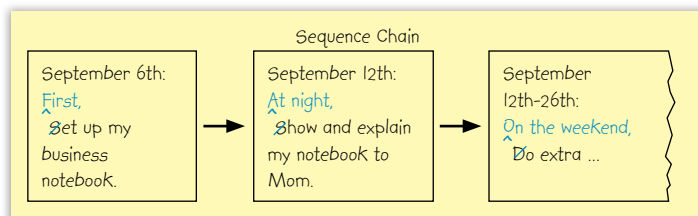
Introduce

Remind students that they can use transitional words and phrases to show the sequence of steps and to help their ideas flow. Copy and display the following chart.

Words to Show Sequence		Words to Show Time	
first	then	before	at night
second	last	after	on the weekend
third	lastly	later	during the week
next	finally	at first	in the end

Practice

Have students regroup with students from Day 2. Tell them to take out their sequence chains and use carets (^) to add transitional words or phrases from the chart above.



Have each group use their transitional words and phrases to rewrite the sentences in the form of a procedural paragraph.

Use Transitions Day 3 Option 2

Introduce

Remind students that using transitional words and phrases keeps steps in a procedure in the right order and helps ideas flow smoothly. Display the transition chart from Option 1 above, and have students read the words and phrases.

Practice

Have students take out their sequence chains from Day 2. Have each student write a short paragraph based on the steps in his or her sequence chain. Tell them to include transitional words and phrases to show the order and connect ideas.

Revise a Procedure Day 4

PROGRAM RESOURCES

Revise a Procedure: eVisual 8.28

Introduce

Remind students of the headings used in “Starting Your Own Business” on **Anthology** pages 540–557 and in **eVisual 8.25** from Day 1. Then display **eVisual 8.28**.



Revise a Procedure

In my photography business, taking photos is only part of the work. I have to make the photos look as good as possible. When I finally print the photo, it is a mini-masterpiece. Here’s what I do to fix a photograph. I move the frame on the photo to get rid of distracting details. I adjust the lighting so that the photo isn’t too light or too dark. I bring the photos from my camera into a computer program that has tools for fixing photos. If the colors look washed out, I can press a button to make them brighter.

Revise a Procedure: eVisual 8.28



INTERACTIVE WHITEBOARD TIP: Identify sentence 3 as a good conclusion.

Practice

Tell students to number the sentences in the correct order and then rewrite the passage as a procedure. Tell them to add headings and transition words to make the steps clear.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test:
 Assessment Masters A8.32–A8.35

Review the Skill

Have small groups work together to write definitions for the following words: *procedure*, *steps*, *headings*, *transition words*, and *sequence chain*. Then have each group collaborate to create a procedure for a business idea and use a sequence chain to show its steps.

If time allows, have each group share its sequence chain with another group. Encourage groups to politely critique other groups’ steps, asking: Are the steps in the right order? Are the directions clear?

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

OBJECTIVES

Thematic Connection: Supply and Demand

- ✓ Explain Adages and Proverbs
- ✓ Explain Relationships Between Ideas

PROGRAM RESOURCES


TECHNOLOGY ONLY

Read Aloud: eVisual 8.23

Power Writing

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

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



WARM-UP

Have students review the readings from the previous week, including “One Hen” and the **Small Group Reading** books. Have students discuss how the entrepreneurs in the readings responded to people’s needs.

Academic Talk

1 Discuss the Big Question

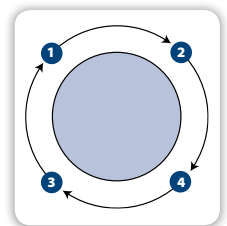
Remind students that when they have discussions, they should listen carefully so that they can evaluate how well speakers support their opinions with reasons and evidence.

Model one speaker’s statements: *The story “One Hen” is a good example of how one person can change many lives. Kojo was just one person, but his poultry business provided jobs for many people. Because of his success, he could loan money to others to start their own businesses.*

Model evaluating the statements: *The speaker said that the story “One Hen” is a good example of how one person can change many lives. The speaker supported the statement with reasons and evidence from the story; Kojo was one person but he provided many jobs and loaned money to other people.*

Use a **Roundtable** to have students discuss the question: How can one idea change the future for many people?

- Seat students around a table in groups of four.
- Have students take turns answering the question based on the readings and supporting their opinions with reasons and evidence.
- Each student should answer the question a different way.
- After each student responds, have other group members evaluate how well each speaker supported statements with reasons and evidence.



Roundtable

For **Roundtable** see page BP46.

Vocabulary Strategy

2 Sayings ✓ Anthology page 594

Project **Student eEdition** page 594 and read aloud the introduction and the first saying. Model how to determine the meaning: *The actions of the people in the picture show what they believe is important. This context helps me understand that what people do shows more about them than anything they can say.*

COMMON CORE STANDARDS

Reading

- | | |
|--|-------------|
| Explain Relationships Between Ideas in a Historical Text | CC.5.Rinf.3 |
| 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

- | | |
|------------------------------|-----------|
| Explain Reasons and Evidence | CC.5.SL.3 |
|------------------------------|-----------|

Language and Vocabulary

- | | |
|---|------------|
| Determine Meanings of Words and Phrases | CC.5.L.4 |
| Use Context Clues | CC.5.L.4.a |
| Explain Adages and Proverbs | CC.5.L.5.b |



Sayings

Sayings are well-known statements that usually tell something about life or people. Some sayings have been passed down over the centuries because people believe they are true.

Read these sayings and their meanings. Say if you agree with the statements.



Saying: Actions speak louder than words.
Meaning: What you do is more important than what you say.



Saying: Two heads are better than one.
Meaning: Working with another person brings better results.

Try It Together

Read the passage. Then answer the questions.

I asked my grandfather for money to buy a video game. "You know what they say," he said. "A penny saved is a penny earned." I smiled and said, "Grandpa, they are on sale this week. And you know what they say, 'Strike while the iron is hot!'" Grandpa smiled.

1. A penny saved is a penny earned.

What does this saying mean?

- A Everyone should help other people.
- B Great things come from small actions.
- C Save your money, don't spend it.
- D It is hard to tell what people are like by the way they look.

2. Identify another saying in the passage above.

- A Grandpa smiled.
- B A penny saved is a penny earned.
- C Strike while the iron is hot.
- D I asked my grandfather for money to buy a video game.

594

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

Anthology page 594

Have students read aloud the second example. Call on volunteers to explain the meaning of the adage using the picture as a context clue. Then have students discuss whether or not they agree with each saying and why.

3 Try It Together Anthology page 594

Read the directions aloud and have a volunteer read the passage aloud. Then have partners work together to answer the questions about the passage. (question 1: C, question 2: C)

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Adages and Proverbs ✓

As students answer question number 1, observe if they can use context clues to determine the meaning of the saying.

If students have difficulty determining the meaning of *A penny saved is a penny earned*, point out and explain the context clue: *The speaker wants to spend money he or she doesn't have*. Then explain how that clue relates to the saying: *The grandfather uses the saying to show that he thinks the speaker should save money rather than spending it*.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T593o–T593p)
- ✓ Power Writing (593q, T594c, T601a, T603a T603e)
- ✓ Writing (T594b, T601, T603, T603d, T603g)
- ✓ Writing Project (T604–T607)

Differentiate

AL Above Level

ISSUE Students guess at meanings without utilizing the context clues.

STRATEGY Have students identify the context clues in the sentences that support the meaning of each saying.

EL English Learners

ISSUE Students lack English language proficiency to explain the meanings.

STRATEGY Have students express their ideas in their native languages first, and have more proficient English speakers help them translate their thoughts.

Fluency

Model Intonation As you read the **Read Aloud**, model how to change the pitch of your voice to create a conversational tone. Explain: *When you read aloud, let your voice go up and down naturally, as if you are speaking.*

Comprehension

4 Analyze Ideas ✓

Remind students that they have learned how ideas in a text can relate to one another in different ways. Have students recall examples. (cause and effect, comparison, chronological order, procedure, problem and solution) Introduce: *If you can figure out how ideas in a historical text are related, you can better understand the whole text.*

Display **eVisual 8.23**. Read aloud paragraph 1 and model the thinking: *Yunus was called the “banker of the poor” because his bank gave small loans to poor people. These people could not qualify for regular loans because they were poor.* Draw an arrow linking the two ideas and write the label, *cause and effect*, above it.



Read Aloud

News Feature

Muhammad Yunus: Nobel Peace Prize Winner

Dateline: October, 2006

- 1 Muhammad Yunus, founder of Grameen Bank in Bangladesh, won the Nobel Peace Prize for 2006. Often called “banker of the poor,” Yunus was awarded the prize for his micro-**credit** banking system. This system grants small **loans** to poor people who do not qualify for regular bank **loans**.
- 2 The idea of micro-**credit** began in 1974 when Yunus was visiting the village of Jobra. Yunus spoke with a woman who made and sold bamboo stools. Yet, the woman lived in poverty because all of her **profit** went to repay loans for the materials she needed to make the stools.
- 3 Yunus found 42 people in the village with similar stories. All these people needed was a single \$27 **loan**. Yunus decided to lend the money to villagers. In this way, 42 people were able to make a **profit**, rise above the poverty level, and repay the **loan**. That first **loan** led to the founding of Grameen Bank in 1976.
- 4 Grameen Bank is unique. Anyone who applies for a **loan** gets one. Borrowers are placed in groups of five, and individual group members can only apply for future **loans** after the entire group repays its debt. This social pressure motivates people to repay what they owe.
- 5 Today, Grameen Bank has over 1,000 branches in Bangladesh and has made almost six billion dollars in micro-**credit loans** to more than six million people. Perhaps in the future, the bank known as “bank of the poor” will change its nickname to the “bank of the formerly poor.”

 NGReach.com Read Aloud: eVisual 8.23



INTERACTIVE WHITEBOARD TIP: Label examples of how ideas are related.

Read aloud the second and third paragraphs and explain how the problems Yunus saw in the village caused him to come up with his idea of micro-credit.

Have partners work together to figure out how ideas in the remaining text are connected and explain their relationships. (Possible responses: paragraphs 2 and 3: cause-and-effect, chronological, and problem-and-solution relationships; paragraph 4: procedural relationship; paragraph 5: chronological relationship)

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Relationships Between Ideas ✓

As partners discuss the text, note whether they can explain the relationships among ideas. If students have difficulty, focus on one paragraph at a time and guide students' thinking with questions, such as: *Does one idea cause another to happen? Do the ideas reflect a process? Does a problem get solved?*

Writing


5 Write to Analyze Text

Remind students that figuring out the relationships among ideas in a text can help them to better understand what they read. Explain that students will write about how understanding relationships among ideas aids comprehension.

Think Aloud	Write
<i>First, I will identify how two ideas are related.</i>	In the first paragraph, the author uses cause and effect to link two ideas.
<i>Then I will tell how figuring out the relationship helped me understand the text.</i>	This helps me better understand that Yunus's idea created a banking system that gave funds to people who had been unable to get them.

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

Have partners identify various relationships to write about. Then have them write explanations about how figuring out the relationships helped them understand the text. Have students add their explanations to their Weekly Writing folders.



WRAP-UP Have students think about the selections they have read so far and discuss how analyzing the relationships among the ideas in those texts might help them better understand what they have read.



Daily Language Arts

Spelling and Word Work ✓

Pretest page T593k

Daily Grammar ✓

Read the last sentence in the **Read Aloud**. Say: *The verb phrase will change is an example of the future tense*. Then use page T593m to teach future-perfect tense.

Daily Writing Skills ✓

Remind students that when people write directions, they list the separate steps in the proper order. Then use page T593o to teach how to write procedures.

Differentiate

EL English Learners

ISSUE Students lack language proficiency to express the relationships.

STRATEGY Provide students with sentence frames, for example:

- ____ and ____ are related by cause and effect.
- ____ and ____ show a problem and a solution.
- ____ and ____ make a comparison.
- ____ and ____ are in chronological order.
- ____ and ____ are parts of a procedure.

AL Above Level

ISSUE Students read so quickly that they fail to see the relationship among ideas.

STRATEGY Have students pause at intervals and use a two-column note-taking technique. For each paragraph, have students record two or more ideas in the first column. In the second column, have them explain how the ideas are related.

OBJECTIVES


Thematic Connection: Supply and Demand

- ✓ Explain Adages and Proverbs
- ✓ Choose Reading Strategies to Comprehend Literature
- ✓ Explain Relationships Between Ideas

Power Writing

Have students write as much as they can as well as they can for one minute about elephants.

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



WARM-UP

Have students recall the sayings *Actions speak louder than words* and *Two heads are better than one*. Remind students that sayings usually express truths about people or life. Have small groups discuss how those sayings relate to their life experiences.

Vocabulary Strategy

1 More Sayings ✓

Remind students that they can use context clues to determine the meanings of adages and proverbs. Copy and display these sentences:

1. Rome wasn't built in a day. Concentrate on the details as you work.
2. That man works all the time. He needs to stop and smell the roses.
3. If you sign up for the school play you may not have time for soccer, so look before you leap.

Read aloud the first sentence and model using context to clarify and explain the meaning: *The words concentrate on the details help me figure out that the saying relates to how long it takes to do a complicated job. So I think Rome wasn't built in a day means "to do a complicated job properly, you need to work slowly enough to get the details right."*

Have partners read the remaining sentences and use context clues to determine the meaning of each saying.

Check & Reteach

OBJECTIVE: Explain Adages and Proverbs ✓

Listen as partners use context clues to determine the meanings of sayings.

If students have trouble, model the process with *stop and smell the roses*.

COMMON CORE STANDARDS

Reading

Explain Relationships Between Ideas in a Historical Text	CC.5.Rinf.3
Read and Comprehend Informational Texts	CC.5.Rinf.10
Read with Fluency to Support Comprehension	CC.5.Rfou.4

Writing

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

Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1.a
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Language and Vocabulary

Determine Meanings of Words and Phrases	CC.5.L.4
Use Context Clues	CC.5.L.4.a
Explain Adages and Proverbs	CC.5.L.5.b

Academic Talk

2 Preview and Predict

Review: *You can prepare for discussing predictions about an article by previewing it.*

Project **Student eEdition** pages 595–601. Have students study the title, headings, images, and captions and predict what the article will be about. Then have partners discuss their predictions.

 NATIONAL GEOGRAPHIC EXCLUSIVE

Connect Across Texts Find out how a small group of **entrepreneurs** learned to live in balance with the natural world.

Genre A **magazine article** gives information about a topic. It often includes headings, facts, and pictures.



Another Way of Doing Business by Greta Gilbert

An elephant and her family walk through the wild grass in Zambia, Africa. They are looking for a snack. Soon, they arrive at a farmer's cornfield. The mother dips her trunk into the delicious-looking corn plants. As she prepares to **feast**, she notices some smaller plants beside her legs. They have tasty-looking red fruits. She quickly **stuffs** a few into her mouth. Then, just as quickly, she begins to sneeze.

Photo by John Antonelli

1 chili pepper plant

2

Before You Move On

- 1. Visualize** How does the text help you to visualize what the elephant sees?
- 2. Make Inferences** Why do you think the elephant started to sneeze?

In Other Words
feast eat
stuffs puts

595

Anthology page 595

Reading

3 Read a Magazine Article Anthology page 595

CONNECT ACROSS TEXTS Project **Student eEdition** page 595. Ask students to recall how Kojo's poultry farm in "One Hen" changed many lives. Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Point out the article title and section headings and clarify: *The title of a magazine article tells its topic. Magazine articles often have sections, each with its own heading.*

SOCIAL STUDIES BACKGROUND Tell students that there are places, plants, animals, and even languages all over the world that are endangered. Clarify: *When something is endangered, it may die out. The Florida Everglades in the United States, tigers in India, and the Irish language in Ireland are all examples of things that are endangered.*

Read and Build Comprehension

- 1 Plan and Monitor: Preview and Predict** *What does the picture and its caption at the bottom of the page tell you?* (the red fruits are chili peppers)
What can you predict from that information? (the elephant will taste spicy chili peppers)
- 2 Make Inferences** *Why does the elephant go to the farmer's cornfield?* (I read that the elephants are looking for a snack. I know that animals can eat corn. And so, the elephant goes to the farmer's cornfield to eat corn.)

Fluency

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

Answers Before You Move On

- 1. Visualize** I read descriptive phrases such as *delicious-looking corn plants, smaller plants beside her legs, and tasty-looking red fruits*. These phrases help me visualize what the elephant sees.
- 2. Make Inferences** I read that the elephant stuffs red fruits into her mouth. I know that chili pepper fruits are spicy. And so, the elephant sneezes because the chili pepper spices tickle her nose.

In the distance, a farmer watches and laughs as the red-hot chili plants **take effect**. The elephant thrashes her head and sneezes wildly. Then she and her family run away, back into the wild grass. The farmer knows that the chilis will not harm the elephant. He also knows that she will never again try to eat his corn. **1** **BL** **AL**

Living Together in Peace

Here in Zambia's North Luangwa National Park, people and elephants have learned to live together in peace. It wasn't always this way, however. Not long ago, the elephants here were in danger of **extinction**. People were poaching, or illegally killing the animals, for their **tusks**.



North Luangwa elephants like these were once in danger of extinction.



In Other Words
take effect start to work
extinction disappearing forever
tusks long, pointy teeth

596

A Demand for Ivory

Beginning in the 1970s, more people around the world wanted to buy ivory, the material in elephant tusks. It was used to make everything from piano keys to statues to jewelry. People who killed elephants could make a lot of money by selling their tusks. Since there were **an estimated** 1.3 million elephants on the continent of Africa alone, the **supply** of ivory seemed endless. **2** **3**

By the 1990s, hundreds of thousands of elephants across Africa had been killed for their tusks. In many villages, including the villages outside North Luangwa National Park, many people had learned to **support themselves** by poaching elephants.

Ivory is often used to make jewelry, such as this ivory bracelet ▶



In Other Words
an estimated about
support themselves earn money to pay for their needs



▶ These officials process tusks taken illegally by poachers.

▶ Before You Move On

- 1. Make Inferences** Why won't the elephant return later to eat the farmer's corn?
- 2. Cause/Effect** Why were so many elephants poached by the 1990s?

597

Anthology
pages 596–597

Read and Build Comprehension

- 1 Explain Relationships Between Ideas** ✓ *How are the ideas about the elephants' actions related?* (The ideas have a chronological relationship. First, the elephant eats chili peppers. Next, the elephant thrashes her head and sneezes. Finally, she and her family run away.)
- 2 Visualize** ✓ *How do the text and the photograph of the tusks help you visualize how many elephants were poached?* (I read that ivory was used to make piano keys, statues, and jewelry. I picture all the pianos and the pile of the tusks. I feel sad about the thousands of elephants that are gone.)
- 3 Form Generalizations** ✓ *What generalization can you make about what people think about ivory?* (I read that ivory was used to make piano keys, statues, and jewelry. I know that people make these objects out of beautiful materials. I think that most people think ivory is beautiful.)

Answers Before You Move On

- 1. Make Inferences** ✓ I read that the elephant runs away when she continues to sneeze. I know that when people or animals have a bad experience in a place, they usually avoid it. I infer that the elephant won't return because she had a bad experience when she ate the chili pepper plants.
- 2. Cause and Effect** Because many people wanted to buy ivory, the villagers poached elephants so they could sell their ivory tusks.

Differentiate

BL Below Level

ISSUE Students have difficulty identifying relationships among ideas.

STRATEGY Remind students that ideas about events that happen in time order have chronological relationships.

AL Above Level

ISSUE Students notice that ideas can have more than one kind of relationship.

STRATEGY Have students explain how the events at the top of the page have cause-and-effect or problem-and-solution relationships.



monkey orange

Photo by Hosea Jomba

▲ Hammer tells kids in one North Luangwa village how to dry monkey oranges and make them into items they can sell.

A Man with an Idea

This way of life could not last. Because of poaching, the elephant population in North Luangwa National Park had gone from 17,000 to only 1,300 in 1994, and it was getting smaller every day. Soon, all the elephants would be gone. The villagers understood that selling tusks was not going to earn money for them for much longer. Still, it was the only business they knew.

One man, however, had another idea. His name was Hammerskjold Simwinga, or “Hammer,” for short. He had studied **agronomy** in college, so he knew how villagers could make a living from the land without harming wildlife. Hammer started the North Luangwa Wildlife Conservation and Community Development Program. Slowly, one village at a time, he introduced a system through which the villagers could help each other succeed without poaching. **1**

In Other Words
agronomy soil and plant sciences



Photo by Hosea Jomba

In Other Words
a collection one place

▼ Hammer shows kids how to feed fish at a fish farm. The farm is one of many new businesses created with small loans. **2**

A System of Loans

Here is how Hammer’s system worked: Each family in a village would put money into a **collection**. The amount of money would be small—only what each family could afford. Put together, however, the amount of money would be large—enough money for a **loan**.

That loan would help one family buy tools, supplies, seeds, or whatever they needed to start a business. The family would then pay the other families back over time, with their profits. There was only one rule: The business they started could not harm the elephants or other animals of North Luangwa National Park.

► Before You Move On

- 1. Make Inferences** Why do you think Hammer wanted to help the villagers find another way to make a living?
- 2. Explain** How were the villagers able to make many **loans** to each other over time?

Read and Build Comprehension

1 Identify Main Ideas and Details ✓ *What is the main idea of page 598?*

(My question is: Who is the man with an idea? Detail #1 is: Soon all the elephants will be gone because of poaching. Detail #2 is: Hammer introduced another way of living. The main idea is that Hammer is the man with an idea to save elephants.)

2 Explain Relationships Between Ideas ✓ *What is the relationship among the ideas on page 599? Explain.* (Possible responses: procedural, chronological, cause-and-effect. Explanations will vary.)

Mini Lesson

Recognize Signal Words

Display **Student eEdition** pages 598–599. Remind students that authors organize their ideas in certain ways. Explain: *In “Another Way of Doing Business,” the author uses a cause-and-effect text structure to explain how the events relate to one another.* Have students share what they have learned about cause and effect.

Explain: *Signal words can help you identify relationships among ideas. Look for signal words that identify cause-and-effect relationships, such as since, so, because, then, thus, as a result, and for that reason.* Read aloud and model the process with the signal word **so** in the second paragraph on page 598.

Have partners use signal words to find other cause-and-effect relationships.

Answers Before You Move On

- 1. Make Inferences** ✓ Possible response: I read that Hammer wanted to protect the elephants from extinction. I know that the only way for many villagers to make money was by poaching. And so, teaching the villagers other ways to earn their livings would help both the elephants and the villagers.
- 2. Explain** All families put money into a loan collection. When one family **borrowed** from the collection and made a profit from a new business, they paid their **debt** so that another family could take out a **loan** to start a new business.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T593k.

Daily Grammar ✓

Write: *By the end of class you will have read about Hammer's loan system.* Then use page T593m to practice using the future-perfect tense.

Daily Writing Skills ✓

Point out that the sentences on **Anthology** page 599 are organized in sequential order. Then use page T593o to teach how to organize information.

Read and Build Comprehension

- 1 Determine Importance: Summarize** ✓ *How would you summarize the ideas in the first paragraph on page 600?* (The topic is: New ways to make a living. Detail #1 is: some villagers started new businesses. Detail #2 is: some villagers learned skilled trades. The paragraph is about how the villagers learned new ways to earn money, so that they don't have to poach anymore.)
- 2 Explain Relationships Between Ideas** ✓ *How does the idea of needing cooking oil relate to the idea of sunflower cultivation? Explain.* (The ideas have a problem-and-solution relationship. The villagers need cooking oil; if they have a sunflower press, they can make cooking oil from the sunflower seeds.)
- 3 Draw Conclusions** ✓ *What can you conclude about the future in Zambia from the last paragraph on page 601?* (I read that the villagers are passing along what they have learned. I also read that people throughout Zambia are realizing that they don't need to poach elephants to survive. I conclude that lives of elephants and people in Zambia have improved.)

Check & Reteach**OBJECTIVE: Choose Reading Strategies to Comprehend Literature** ✓

The comprehension questions have addressed a variety of reading strategies. Monitor students' responses to confirm that they understand how to use each strategy.

If students have difficulty using reading strategies, ask: *What strategies can you use to understand the text? What questions do you have? What can you do if one strategy doesn't work?*

Refer to **Reading Strategy Assessment SG8.30–8.31** for additional specific questions to guide students through each strategy.

OBJECTIVE: Explain Relationships Between Ideas ✓

Listen as students respond to the comprehension questions about explaining relationships between ideas.

If students have difficulty figuring out the relationships between ideas, prompt with questions, such as:

- *Does one event cause another to happen?*
- *Do you see steps in a procedure?*
- *Does a problem get solved?*

Answers Before You Move On

- 1. Make Judgments** Possible response: The villagers' lives have improved because they do not have to earn money illegally. They have also learned to manage their money and businesses in ways that will enable them to continue to make money.
- 2. Visualize** ✓ Descriptions of the businesses help me picture what a village might look like. I can picture that the villages have farms, sunflower fields, beehives, fish ponds, and artists displaying their work.

Writing**4 Write a Response**

Tell students that they will write opinions about the magazine article, answering these questions:

- Is the topic of the article important? Why or why not?
- What new information did you learn from the article?
- Would you recommend this article to anyone? Why or why not?

New Ways to Make a Living

Slowly, villagers started new businesses with the money they gave to each other through **loans**. This led to a wide variety of new businesses, which required villagers to learn new skills. Some villagers learned how to keep bees. Others learned how to raise fish in fish ponds. Many learned skilled trades, and began to make some of the things they used to buy with poaching money. **1**

One of the most popular businesses was sunflower **cultivation**. In the past, the villagers had spent much of their money on cooking oil. Hammer explained to them that they could make their own cooking oil. All they needed was a **sunflower press machine**, seeds for the first crop, some hard work, and a small loan. **2**

Hammer shows former poachers how to make “hay tents” to protect their young vegetables from the sun’s heat. ▶



Photo by Hosea Jemba



In Other Words
cultivation growing
◀ **sunflower press machine** machine for getting the oil out of sunflower seeds

In Other Words
thriving doing very well
micro-lending small **loan**
transforming changing

One Idea, Many People

Today, the elephant population in North Luangwa National Park is increasing, and the elephants are **thriving**. Thanks to Hammer Simwinda, the people in the villages around the park are thriving, too. Under Hammer’s **micro-lending** system, the villagers have started businesses ranging from vegetable cultivation to fish farming to bee-keeping.

Most importantly, the villagers are passing along what they have learned to people in other villages. Throughout Zambia, people are realizing that they do not have to rely on elephant poaching to survive. Slowly, through hard work and cooperation, they are improving their environment and **transforming** their own lives. They have found another way of doing business. ◈ **3**

Photo by Hosea Jemba



▲ Hammer examines some locally made items that are for sale at a nearby museum.

▶ Before You Move On

- 1. Make Judgments** In what ways do you think the villagers’ lives have improved?
- 2. Visualize** What descriptions in the text help you picture what a North Luangwa village might look like today?

600

601

Anthology
pages 600–601

Model a response: *This is an important article because many people don’t know that African elephants were in danger of extinction. I learned that there are simple ways for farmers to keep elephants from eating their crops, so the farmers don’t have to kill elephants. I recommend that everyone read this article because knowing about endangered animals is important.*

Have students write their responses and add them to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have students work in small groups to discuss whether they think Hammer’s system of loans will continue to be successful.

Differentiate

BL Below Level

ISSUE Students have trouble writing to express opinions.

STRATEGY Have students share their opinions orally before writing them.

SN Special Needs

ISSUE Students cannot focus sufficiently to generate reasons for their opinions.

STRATEGY Encourage students to write their responses in T-charts with these column headings: Opinions, Reasons.

OBJECTIVES

Thematic Connection: Supply and Demand

Compare Ideas

Grammar: Use Future-Tense Verbs

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM 8.28


Grammar Practice: Practice Master PM 8.29

TECHNOLOGY ONLY

Grammar Passage: eVisual 8.27

MATERIALS

timer • index cards



WARM-UP

Have partners assume the roles of Kojo and Hammer and take turns asking each other questions about how the idea each person had grew into a business.

Power Writing

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

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

Fluency

Practice Intonation As partners reread the magazine article aloud, circulate and listen for correct intonation.

COMMON CORE STANDARDS

Reading

Read with Fluency to Support Comprehension CC.5.Rfou.4

Read and Comprehend Literature CC.5.Rlit.10

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

Writing

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

Speaking and Listening

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

Report on a Text CC.5.SL.4

Language and Vocabulary

Demonstrate Command of Grammar CC.5.L.1

Use Verb Tense CC.5.L.1.c

Use Knowledge of Language and Conventions CC.5.L.3

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

CC.5.L.6

CC.5.L.6

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 602 and point out the Key Words. Also display the word **evaluate**. Chorally read all the words as a class. Pause after each word and have a volunteer 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 Ideas **Anthology** page 602

Read aloud the introduction on **Student eEdition** page 602. Then read aloud the chart, pausing after each row to explain the row headings. Model interpreting the row headings: *In the first row, the heading is Name the Businesses. The name of the business in "One Hen," Hen and eggs is done for you. What business name should I write for "Another Way of Doing Business?"* (System of **loans**)

Explain the other row heads. For the last row, suggest that students support their responses with examples from the text or story.

Have partners reread "Another Way of Doing Business" and review "One Hen" to complete **Practice Master PM8.28**.

Check & Reteach

OBJECTIVE: Compare Ideas

As partners discuss the two selections, determine whether they can accurately compare ideas.

If students have trouble, model completing an item from the chart: *The third row asks the question: Where did the start-up costs come from? The answer given for "Another Way to Do Business" is A small business loan. In that article, people in the village put money into a collection so there would be enough for a loan. The procedure in the story "One Hen" was the same, so I will write A small business loan for that story, too.*



Key Words	
advantage	entrepreneur
borrow	favorable
credit	influence
debt	loan
determine	organization

Compare Ideas

"One Hen" and "Another Way of Doing Business" tell about how people started successful businesses. How are the businesses the same? How are they different? With a partner, complete the chart to compare the two selections.

Comparison Chart

	"Another Way of Doing Business"	"One Hen"
Name the businesses.		Hens and eggs
Who started it?		Kojo
Where did the start-up costs come from?	A small-business loan	
Name the start-up materials.		
Do you think it will continue to be successful? Why?		



Talk Together

How did one idea change the future of many Africans? Look back at the selections with your partner. Use **Key Words** to talk about your ideas.

602

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 602

Academic Talk

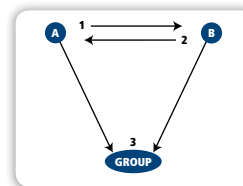
3 Talk Together Anthology page 602

Read aloud **Talk Together**. Remind students that both the story and the article tell about businesses that started with one idea and one small **loan**.

Then use a **Three-Step Interview** to have students answer the question. Remind students to use Key Words in their answers.

- Have students form pairs.
- Have Student A ask Student B the question.
- Then have students reverse roles.
- When students are done, have Student A share Student B's answer with the class, and then have Student B share Student A's answer.

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



Three-Step Interview

Name _____ Date _____

Comparison Chart

Compare Texts

	"Another Way of Doing Business"	"One Hen"
Name the businesses.	vegetable cultivation, fish farming, skilled trades, bee-keeping, and other small businesses	Hens and eggs
Who started it?	Hammer	Kojo
Where did the start-up costs come from?	A small-business loan	A small-business loan
Name the start-up materials.	tools, supplies, seeds, or whatever the people needed to start a business	one hen
Do you think it will continue to be successful? Why?	Answers will vary.	Answers will vary.

Talk with a partner about ways businesses can help people.

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PM8.28

Unit 8 | One Idea

NGReach.com Practice Master PM8.28

Differentiate

BL Below Level

ISSUE Students have difficulty identifying future-tense verbs.

STRATEGY Remind students to look for the helping word *will*. Guide students to circle *will* each time it appears in the passage and then find the main verb that follows. Repeat a similar explanation and procedure to help students find future-tense verbs with *am going to*, *is going to*, or *are going to* in the passage.

EL English Learners

ISSUE In Haitian Creole and some Asian languages, adding an expression of time to the present tense indicates future tense, so these students may not recognize future tense forms in English. For example, a student might say *I finish it tomorrow*.

STRATEGY Before students read the passage, model sentences, emphasizing the helping verb. For example, *I will finish it tomorrow. He is going to finish it tomorrow*. Have students repeat after you.

Grammar Focus

4 Future Tense Anthology page 603

Project **Student eEdition** page 603. Have volunteers read aloud the introduction. Then explain all the concepts shown in the chart.

Display **eVisual 8.27**. Read aloud the passage.



Grammar Passage

The World Wildlife Fund (WWF) works to protect nature. One goal of the WWF is to conserve fifteen important regions around the world by 2020. Representatives of the WWF will work with others. Together, they will protect animal species in many places. The fund will work to restore the animals' habitats, too. In addition, WWF representatives are going to help people in local communities care for their natural resources. Finally, the fund is going to rally millions of people to support conservation.

 NGReach.com Grammar Passage: eVisual 8.27



INTERACTIVE WHITEBOARD TIP: Underline each future-tense verb phrase.

Reread the third sentence and identify the future-tense verb phrase. Explain: *The verb will work is in the future tense because it is an action that has not yet happened. To form the future tense, we say will before the main verb work.*

Have students identify the other examples of future tense. Tell them to explain how they know each is in the future tense and how the future tense is formed.

5 Read in the Future Tense Anthology page 603

Read aloud the directions and the passage about Kojo. Have students find examples of verbs in the future tense. Ask them to explain how they identified each example of verbs in the future tense and which rule was used to form it.

See **Differentiate**

6 Write in the Future Tense Anthology page 603

Read aloud the directions and have students work independently. Encourage students to use both the *will* and the *going to* forms of the future tense in their writing. Provide support as necessary. Assign **Practice Master PM8.29**.

Check & Reteach

OBJECTIVE: Grammar: Use Future-Tense Verbs 

As students write sentences using verbs in the future tense, watch to be sure that they are using the correct forms. If students have trouble, model how to use the examples provided on page 603 and on Handbook page 652 as guides.

Name _____ Date _____

Grammar: Future-Tense Verbs

Ana's Dream

Grammar Rules Future-Tense Verbs


- Use *will* + main verb to tell about the future.
I will go to the store in the morning. She will go with me. (Rule 1: go)
- Use *be* + *going to* + main verb to tell about the future.
I am going to buy firewood. She is going to buy tools. (Rule 2: start)

Write future-tense verbs. Use both rules.

Ana was tired of her job. Her dream was to be her own boss.

Ana thought to herself, "Tomorrow, I will go to the bank and ask for a loan. I am going to start my own business. I will open a learning center for young children." (Rule 1: open)

At first, the banker did not want to give Ana a loan, but Ana said, "I will work hard, and you will find that I am going to repay my loan quickly. The banker knew that Ana would keep her word. "You will get your loan," he said. "Together, we are going to make sure your business succeeds." (Rule 2: make)

 Tell a partner what you would like to do for work when you are older. Use both rules in your sentences.

© National Geographic Learning, a division of Cengage Learning, Inc. For use with TE p. T602a **PM8.29** Unit 8 | One Idea

Future Tense

There are two ways to show the **future tense**.

Grammar Rules Future Tense

• Use the helping verb <i>will</i> before a main verb .	Kojo will go on a trip tomorrow.
• Use <i>am going to</i> , <i>are going to</i> , or <i>is going to</i> before a main verb .	I am going to borrow some money. She is going to rent a cart. They are going to care for the chickens.

Read in the Future Tense

Read the passage. Then work with a partner to find examples of the future tense.

Kojo is going to buy a hen. He and his mother will eat some of the eggs it lays. They are going to sell the rest. It will take Kojo two hours to walk to the chicken farm. He wonders how he is going to choose the best hen.

Write in the Future Tense

Look at the illustrations on page 578 and 579. Write two sentences describing what will happen to Kojo. Use the future tense in each sentence. Compare your sentences with a partner's.

603

Anthology page 603

Writing

7 Write to Reinforce Grammar

Have students think about what might happen in the future in Zambia, thanks to Hammer Simwinga. Explain that students will write short paragraphs that tell their predictions. Ask students to use at least two future-tense verbs with the *will* form and two with the *going to* form. Remind them to also include at least three of the Key Words on page 602 in their paragraphs.

After students write their paragraphs, have them draw one line under each future-tense verb in the *will* form and two lines under each one in the *going to* form. Remind students to use the grammar rules on page 603 to check their work. Then have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work

Practice pages T593l

Daily Grammar

Point out the verbs *will protect* and *are going to help* in the **Grammar Passage**. Use pages T593n to reinforce understanding of future-tense verbs.

Daily Writing Skills

Point out the transition word *Finally* in the **Grammar Passage**. Use pages T593p to practice using transitional words and phrases when writing procedures.

WRAP-UP

Have students think about the selections they have read so far. Then have them discuss the following questions in small groups:

- Which one idea had the greatest impact on a single person? Explain.
- Which one idea impacted a community the most? Explain.
- Which one idea could you use to change your future? Explain.

OBJECTIVES

Thematic Connection: Supply and Demand

- Explain Relationships Between Events
- Explain Adages and Proverbs

PROGRAM RESOURCES


PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM8.30–PM8.31

TECHNOLOGY ONLY

Mark-Up Model 8.2 or Model 8.2 PDF

Vocabulary Strategy Practice: eVisual 8.29



WARM-UP

Ask: *What are some skills and personal traits necessary to starting a **business**?* (Possible responses: the ability to stay organized, an outgoing personality, knowledge of the community) Have students turn to their partner and describe one skill or trait their partner has that could help them succeed.

Comprehension

1 Explain Relationships Between Events

Remind students that they have already learned how to explain cause-effect, problem-solution, and sequential relationships between events. Explain that students will now explain relationships between events in a social studies article.

SCREEN 1

- 1 Display and read aloud the beginning of the article on **Mark-Up Model 8.2**. Have volunteers highlight the important events and click the Events button to confirm. Ask students to mark up **Practice Master PM.30** accordingly.
- 2 Remind students that signal words and other text clues, such as phrases like “wanted to become” and dates, can help show how events are related. Have volunteers underline possible clues and click Text Clues to confirm.
- 3 Ask: *What relationships do these clues show?* (sequence and goal-outcome) Explain that some relationships between events are implied. Ask: *How are Yunus’s speech and Matt’s goal related?* (Possible response: Yunus’s speech causes Matt to start Kiva. As a result, Matt achieves his goal to become an entrepreneur.) *What is the additional, implied relationship?* (cause-effect) Have a volunteer erase the box to confirm. Click the arrow to the next screen.

SCREEN 2

- 4 Display and read aloud the next part of the article on **Mark-Up Model 8.2**. Have volunteers highlight important events and click the Events button to confirm.
- 5 Invite volunteers to underline possible text clues and click the Text Clues button.
- 6 Ask: *What relationship does the word first suggest?* (sequence) Have students explain how the events show a sequential relationship and invite a volunteer to erase the box to confirm. Explain that this sequence of events shows the steps in a process. Remind students to mark up **Practice Master PM.30** accordingly.


Have students mark up **Practice Master PM8.31** by highlighting important events and underlining text clues that show how these events are related. Then have them write an explanation of the relationships between events. Encourage them to think about the different ways the same events can be related. Ask partners to compare their mark-ups and explanations.

Name _____ Date _____

Mark-Up Reading

SMALL LOANS Make Big Differences

by Olivia Watty



Matt Flannery has always been an “idea” person. He loves to spend time thinking up new ideas. Back in 2003, Flannery worked as a software developer for a large company. Still, what he really wanted to do was to become a business entrepreneur. Little did he know that his goal was about to become a reality.

Flannery and his fiancée, Jessica Jackley, went to hear Dr. Mohammad Yunus speak at Jessica’s college. Yunus’s words inspired them. Within a year, they had created Kiva, an organization that gives small business loans to people all over the world.

Relationship: *Sequence:* These events occurred within one year.

Cause-Effect: Dr. Yunus’s speech inspired Matt and Jessica to start Kiva.

Goal-Outcome: Matt achieved his goal to be an entrepreneur when he started Kiva.

The way Kiva works is simple. First, entrepreneurs apply for a loan through Kiva’s Web site. Next, lenders from around the world visit the site and choose which businesses they want to provide with a loan. Unlike Yunus’ bank program, Kiva’s program depends on individual donations. Once borrowers receive their loans, they can then slowly repay these loans over time as their businesses grow and succeed.

Relationship: *Sequence:* This series of events describes the process for how a loan is given.

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NGReach.com Practice Masters PM8.30–PM8.31

COMMON CORE STANDARDS

Reading

- | | |
|---|-------------|
| Explain Relationships Between Events in Historical Text | CC.5.Rinf.3 |
| Read with Fluency to Support Comprehension | CC.5.Rfou.4 |

Writing

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

Speaking and Listening

- | | |
|---------------------------------------|-------------|
| Review Key Ideas and Draw Conclusions | CC.5.SL.1.d |
|---------------------------------------|-------------|

Language and Vocabulary


- | | |
|---|------------|
| Determine Meanings of Words and Phrases | CC.5.L.4 |
| Use Context Clues | CC.5.L.4.a |
| Explain Adages and Proverbs | CC.5.L.5.b |



SCREEN 1

SMALL LOANS
Make Big Differences
by Olivia Wattly

1 Matt Flannery has always been an "idea" person. He loves to spend time thinking up new ideas. Back in 2003, Flannery worked as a software developer for a large company. Still, what he really wanted to do was to become a business entrepreneur. Little did he know that his goal was about to become a reality.



Flannery and his fiancée, Jessica Jackley, went to hear Dr. Mohammad Yunus speak at Jessica's college. Yunus's words inspired them. Within a year, they had created Kiva, an organization that gives small business loans to people all over the world.

1 Highlight the important events. **2** Underline signal words and text clues that show relationships between these events.

3 Relationship: Sequence: These events occurred during one year.
Goal and Outcome: Matt achieved his goal to be an entrepreneur when he started Kiva.
Cause-Effect: Dr. Yunus's speech inspired Matt and Jessica to start Kiva.

◀ ▶ Events Text Clues


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NGReach.com Mark-Up Model 8.2

SCREEN 2

SMALL LOANS
Make Big Differences

4 The way Kiva works is simple. First, entrepreneurs apply for a loan through Kiva's website. Next, lenders from around the world visit the site and choose which businesses they want to provide with a loan. Unlike Yunus' bank program, Kiva's program depends on individual donations. Once borrowers receive their loans, they can then slowly repay these loans over time as their businesses grow and succeed.



4 Highlight the important events. **5** Underline signal words and text clues that show relationships between these events.

6 Relationship: Sequence: The series of events describes the process for how a loan is given.

◀ ▶ Events Text Clues

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Check & Reteach

OBJECTIVE: Explain Relationships Between Events ✓

Review students' mark-ups and explanations to check if they correctly identified the relationship between the events.

If students have difficulty, ask these questions about the last paragraph on **Practice Master PM8.31**:

- *The first sentence has the signal word affected. What type of relationship does this word most likely show?* (cause-effect)
- *In the next sentence, what was Omalla's goal?* (to grow her business)
- *What caused her problems?* (She could not afford a bus ticket to buy fish herself. Instead, she had to buy the fish from someone else and then sell them.)

Fluency ✓

Model and Practice Intonation Explain: *When you read, change the pitch, or how high or low your voice goes, to show punctuation and help the listener understand the meaning of a text. For example, your pitch may go up near a question mark and further up on an exclamation mark.*

Model reading the second paragraph of **Practice Master PM8.30**, demonstrating pitch changes for periods, commas, and other punctuation marks. Have students read the remainder of the selection aloud, using correct intonation.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T593l

Daily Grammar ✓

Have students find an example of the future perfect tense on **eVisual 8.29** (*will have eaten*). Then use pages T593m–T593n to review the future perfect tense.

Daily Writing Skills ✓

Have students read the first paragraph on **Practice Master PM8.31** and identify steps in the process of getting a loan through Kiva. Encourage students to identify those steps using the sequence words *first, next, then,* and so on. Then use pages T593o–T593p to review how to write a procedure.

Vocabulary Practice

2 More Sayings ✓

Introduce that students will use context clues to determine which saying best applies to a situation. Display **eVisual 8.29**.



Vocabulary Strategy Practice

Context	Sayings
1. Realizing that the elephants were disappearing, Simwinga came up with a system to help the villagers succeed without poaching.	A. Union is strength.
2. Matt Flannery has always been an “idea” person, but hearing Dr. Yunus’s words inspired him. Within a year, they had created Kiva.	B. Give a man a fish, and that man will have eaten for a day. Teach a man to fish, and he will eat for a lifetime.
3. Slowly, villagers started new businesses with their loans. Some villagers even learned new skills, such as beekeeping. Today, both the elephants and villages are thriving.	C. Necessity is the mother of invention.
4. Support for Kiva’s program comes from individual donations made by lenders around the world.	D. Nothing ventured, nothing gained.

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Vocabulary Strategy: eVisual 8.29



INTERACTIVE WHITEBOARD TIP: Have students draw a line from a saying to its meaning.

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.

Read aloud the four sayings. Then model reading the first situation and determining which saying applies: *Hammer Simwinga came up with his idea because villagers needed a way to earn a living without poaching elephants, which were becoming scarce.* Ask: *Which saying do you think best applies to this situation?* (Necessity is the mother of invention.)

Have partners write the numbers 1–4. Then have partners work together to determine which saying applies to each of the contexts.

Check & Reteach

OBJECTIVE: Explain Adages and Proverbs ✓

Monitor partners’ answers to check if students are able to match sayings to situations.

If students have difficulty, guide them with questions such as:

- *If you teach someone to fish, the person will have learned a new skill. Which context fits?* (Possible response: Villagers learned new skills to replace poaching.)

Writing

3 Write About a Proverb

Introduce the activity: *Write a short tale based on a proverb related to money or **business**.* Explain that the tale should show what the proverb means, in the way that Aesop’s fables show a moral. Suggest that students choose one of the sayings from the Vocabulary Practice. Model the process.

Think Aloud	Write
<i>I’ll choose a situation that shows the opposite of the saying “Union is strength.”</i>	A baseball team started losing because its members stopped working together. The losses made them so angry they all stopped talking to each other.
<i>I’ll create an event or events that show the team why they must work together.</i>	The team lost game after game. After losing eight in a row, each player realized she had to change her ways.
<i>I’ll end by showing what the proverb means: by working together the team is successful.</i>	First, the catcher talked to the pitcher. Then the infielders started speaking again. After the idea that “Union is strength” reached the outfield, the team began to win again.

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

See **Differentiate**

Academic Talk

4 Discuss an Idea

Introduce the activity: *Now discuss what made each idea you read about successful.* Explain that students should identify key ideas and events from “One Hen,” “Another Way of Doing Business,” and “Small Loans Make Big Differences” and use those ideas and events to draw their conclusions.

Model with “Small Loans Make Big Differences” on **Practice Masters PM8.30–PM8.31**. *The big idea in this article is that a small loan makes a big difference. The events show how Omalla uses a small amount of money to change her life in a big way. A small amount of money is all it takes for Omalla to improve life for herself and her family.* Have students work in small groups and discuss their ideas.



WRAP-UP Form small groups. Have each group discuss how one of the ideas they have read about might be used in their own community.

Differentiate

BL Below Level

ISSUE Students have difficulty brainstorming details for their stories.

STRATEGY Have students include emotions and motivations. Prompt with questions, such as:

- *Does your main character—or characters—feel frightened? excited? angry?*
- *What ideas does your character have?*
- *What does your character want to do?*

EL English Learners

ISSUE Students have an idea for a story, but lack the language skills to express it.

STRATEGY Provide language frames, such as:

- *This is a story about _____.*
- *The problem is that _____.*
- *To solve the problem, the character needs to _____.*
- *The solution to the problem is _____.*

OBJECTIVES

Thematic Connection: Supply and Demand

- ✓ Explain Adages and Proverbs
- ✓ Explain Relationships Between Events


PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM8.1
- Mark-Up Reading: Practice Masters PM8.30–PM8.31

TECHNOLOGY ONLY

- Vocabulary Strategy Practice: eVisual 8.30
- Venn Diagram: eVisual 8.31



WARM-UP

Read: *Make hay while the sun shines. Strike while the iron is hot.* Ask volunteers to guess what types of work the sayings reference (farming, blacksmithing). Have students explain what the sayings mean. (Make the most of an opportunity.)

Power Writing

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

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

Vocabulary Practice

1 Sayings ✓

Remind students that they have learned to identify the meanings of some common sayings. Display **eVisual 8.30**.



Vocabulary Strategy Practice

Sayings can convey great wisdom, but they can also contradict each other! For example, which saying is true: that “too many cooks spoil the broth” or that “many hands make light work”? That depends on the job. Sometimes you need lots of people to help, such as on a construction site. But if you want to write a newspaper article, you can’t have multiple hands on the keyboard!

Try this one: should you “never put off till tomorrow what you can do today” or does “haste make waste”? Procrastination accomplishes nothing, but rushing causes mistakes. Which do you think is worse? Decide what you believe; then “practice what you preach”.

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Vocabulary Strategy: eVisual 8.30



INTERACTIVE WHITEBOARD TIP: Have students underline each saying.

COMMON CORE STANDARDS

Reading

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

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

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

Contribute to Discussions CC.5.SL.1.c

Review Key Ideas CC.5.SL.1.d

Language and Vocabulary

Determine Meanings of Words and Phrases CC.5.L.4

Use Context Clues CC.5.L.4.a

Explain Adages and Proverbs CC.5.L.5.b

Model using context to determine the meaning of the saying “Too many cooks spoil the broth.” *The context clue about “multiple hands” means that some jobs need one person. The saying means that too many people involved can lead to bad results.*

Have one partner write down a saying in the passage and then have the other write the saying’s meaning. Then have partners exchange tasks.

Check & Reteach

OBJECTIVE: Explain Adages and Proverbs ✓


Review partners’ lists to check if students can explain the meanings of the sayings.

If students have difficulty identifying and explaining sayings, guide them with questions:

How is the sentence “Sometimes you need lots of people to help, such as on a construction site” a context clue for “Many hands make light work”? (Possible response: Construction is hard work. The saying means that if many people work at a task, it will be easier for each person.)

Name _____ Date _____

Mark-Up Reading
SMALL LOANS
Make Big Differences
 by Olivia Watty



Matt Flannery has always been an "idea" person. He loves to spend time thinking up new ideas. Back in 2003, Flannery **worked as a software developer** for a large company. Still, what he really wanted to do was to become a business entrepreneur. Little did he know that his goal was about to become a reality.

Flannery and his fiancée, Jessica Jackley, **went to hear Dr. Muhammad Yunus speak** at Jessica's college. Yunus's words inspired them. Within a year, **they had created Kiva**, an organization that gives small business loans to people all over the world.

Relationship: **Sequence:** These events occurred within one year.
Cause-Effect: Dr. Yunus's speech inspired Matt and Jessica to start Kiva.
Goal-Outcome: Matt achieved his goal to be an entrepreneur when he started Kiva.

The way Kiva works is simple. First, **entrepreneurs apply for a loan** through Kiva's Web site. Next, **lenders from around the world visit the site and choose which businesses they want to provide with a loan**. Unlike Yunus' bank program, Kiva's program depends on individual donations. **Once borrowers receive their loans, they can then slowly repay these loans over time as their businesses grow and succeed.**

Relationship: **Sequence:** This series of events describes the process for how a loan is given.

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Name _____ Date _____

Mark-Up Reading
SMALL LOANS
Make Big Differences (continued)

Elizabeth Omalla, a widow with seven children, was one of the first people affected by Kiva. Omalla's goal was to **grow her business**. However, her fish-selling business made only a small profit, and Omalla needed that money to support her family. As a result, she **could not afford a bus ticket** to travel to the lake where the fish she sold were caught. Instead, she had to **buy fish from a middleman and resell them, so she made less money.**

Relationship: **Cause-Effect:** Because Omalla could not afford a bus ticket to the lake, she could not buy her own fish to sell. Since she had to buy fish from a middleman, she made less money. **Goal-Outcome:** Omalla wanted to grow her business, but she did not have enough money.

Omalla applied for a loan through Kiva, and information about her business went on Kiva's Web site. Lenders read her story, and eventually **provided Omalla with a \$500 loan**. As a result of the loan, Elizabeth was able to travel to the lake and **buy fish herself**. Because she no longer had to use a middleman, Omalla could buy more fish for a lower price, and she was able to **grow her business**.



Omalla's story is one of thousands. All over the world, people are loaning money to entrepreneurs like Omalla, and helping them succeed. The loans may be small, but their impact is huge.

Relationship: **Goal-Outcome:** A Kiva loan helped Omalla increase her business and reach her goal. **Cause-Effect:** Omalla's loan allowed her to buy fish at a lower price and grow her business.

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Review and Integrate Ideas

2 Explain Relationships Between Events

Explain that students will review "Another Way of Doing Business" on **Anthology** pages 595–601 and explain how events in the article are related. Introduce: *The overall text structure is problem-solution. Within this structure, events in the sections of the passages have different relationships, such as cause-effect and sequence.* Create a chart and model the thinking by filling in the first row. Have students recreate and add rows to the chart.

Event	Event	Relationship
Villagers near North Luangwa National Park were poaching elephants.	Elephants in the area were becoming extinct.	As a result of the poaching, elephants were becoming extinct. This is a cause-effect relationship.

Check & Reteach

OBJECTIVE: Explain Relationships Between Events

Review students' charts to check whether they can identify relationships between the events in the article.

If students have difficulty identifying relationships between events, reteach by asking students to explain the relationship between two other events: *What happened as a result of the increasing demand for ivory in the 1970s?* (The villagers were poaching.) *What relationship does this show?* (cause-effect)



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T593l

Daily Grammar ✓

Give students this example of the future perfect tense: *Through its loan program, Kiva will have provided a future to thousands of entrepreneurs.* Then use page T593n to review and assess students' understanding of the future perfect tense.

Daily Writing Skills ✓

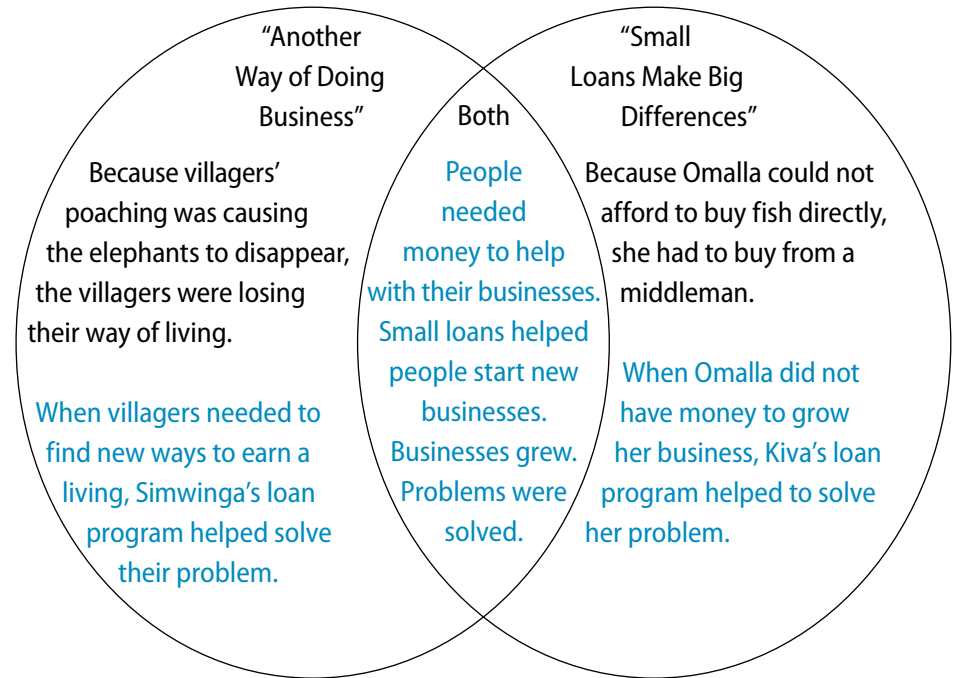
Have students use the first paragraph on **Practice Master PM8.30** to identify steps in the process of getting and making use of a loan. Encourage students to identify those steps using the sequence words *first, second, then, and finally*. Use page T593p to review and assess students' understanding of how to write a procedure.

3 Compare Relationships Between Events

Explain that students will now compare the relationships between events in "Another Way of Doing Business" and "Small Loans Make Big Differences" using the charts they created on **Practice Masters PM8.30–PM8.31**. Display **eVisual 8.31**.



Venn Diagram



NGReach.com Venn Diagram: eVisual 8.31



INTERACTIVE WHITEBOARD TIP: Students put similar details from each article in the "Both" section.

Model making a comparison: *Events in both these articles have similar relationships. The main problems in "Another Way of Doing Business" were elephant poaching and the villagers' need to find a new way to make a living. In "Small Loans Make Big Differences," the main problem was that Omalla could not grow her business. Both problems were solved by a loan program.* Have students work in small groups to complete the rest of the diagram.

Writing

4 Compare Events

Introduce the activity: *Now you will write a paragraph that compares events that occurred in "Another Way to Do Business" and "Small Loans Make Big Differences" on Practice Masters PM8.30–PM8.31.* Allow time for students to review these articles and to write their comparisons. Have volunteers share their comparisons. Have students add their comparisons to their Weekly Writing folders.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students struggle to find comparison points between the selections.

STRATEGY Help students to identify the problem-solution relationships in each of the articles. Have them compare how each problem was solved and look for similarities in how the events were related.

AL Above Level

ISSUE Students are ready to expand on the comparisons being made.

STRATEGY Have partners look for specific types of relationships in each of the articles, such as cause-effect, sequence, etc. and then determine similarities and differences in these relationships.

Academic Talk

5 Relate Readings to the Big Question

Have students recall the unit’s Big Question: How can one idea change your future? Remind students how to review the selections and their writing assignments to plan for a discussion. Say: *Think about “One Hen,” as well as “Another Way of Doing Business,” and “Small Loans Make Big Differences” on Practice Masters PM8.30–PM8.31, and a Small Group Reading book you have read. In your opinion, how can a single person improve the lives of others?*

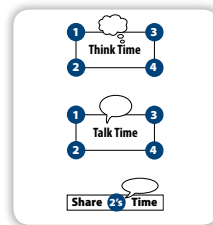


Model a response to the question for “One Hen:” *In “One Hen,” the workers on Koko’s farm use their wages to improve their lives.*

Use **Numbered Heads Together** to have students continue discussion about how the readings relate to the Big Question.

- Have students form small groups.
- Students number off within each group.
- Prompt or give a directive, such as *Which selection gives the strongest evidence that one idea can change your future? Read an example from the selection.*
- Students think individually about the question.
- Groups discuss the question so that any member of the group can report to the class for the group.
- Call a number and the student with that number from each group reports for the group.

For **Numbered Heads Together**, see page BP46.



Numbered Heads Together

Best Practices

Model Academic Language If student discussions reflect too much informal talk, model an academic conversation with or between two students. Then have students echo the model to role-play academic discussions in small groups. Encourage students to use Key Words in their discussions.

WRAP-UP Remind students that many familiar sayings relate to work or business. Offer examples such as “Many hands make light work” and “Money makes the world go round.” Form small groups. Have each group spend a few minutes deciding which familiar saying relating to work or business might best express how one of the people they have read about changed many lives.

Week 4 Writing Project

OBJECTIVE

Thematic Connection: Supply and Demand

✔ Write a Procedure: Organization

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A8.40

TECHNOLOGY ONLY

Writing Trait: Organization: eVisual 8.26

MATERIALS

index cards • print or online thesaurus

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

Group Related Information Logically	CC.5.W.2.a
Link Ideas Across Categories	CC.5.W.2.c
Use Transitional Words, Phrases, and Clauses	CC.5.W.3.c
Use Appropriate Development and Organization	CC.5.W.4

Language and Vocabulary

Summarize Visual and Oral Information	CC.5.SL.2
Speak Clearly and at an Understandable Rate	CC.5.L.3

Study a Model

Read the Procedure Anthology page 604

Read aloud the prompt on **Student eEdition** page 604. Have students read the model silently. Then read aloud each note next to the student model. Call on volunteers to read aloud the part of the procedure that pertains to each note.

Review the Trait: Organization

Display and read aloud **eVisual 8.26**. Then have students find examples of good organization in the model: *How do you know what procedure is going to be explained?* (Lisa explains what it is in the first paragraph.) *What helps you figure out the order in which the steps happen?* (Transitional words such as *first*, *next*, and *last* help readers follow the order.)



Writing Trait: Organization

A procedure that is well-organized:

- describes steps in the order in which they should be followed.
- uses transition words such as *first*, *next*, and *last* to help readers follow the order.

NGReach.com Trait: Organization: eVisual 8.26



INTERACTIVE WHITEBOARD TIP: Circle the important words in each tip.

Prewrite

Choose a Topic Anthology page 605

Have students reread the prompt. Then ask questions such as: *What is your role?* to unpack the prompt and begin completing a RAFT.

Role: National Geographic Explorer

Audience: Magazine editor

Form: account

Have students read step 1 on page 605. Then have students talk with partners, using the Language Frames, to choose a topic and complete a RAFT.

Gather Information Anthology page 605

Ask a volunteer to read step 2. Tell students that details give more information to explain each step. Have students write the steps and details for their procedures and then check to be certain that each detail relates to the step it is describing.

Get Organized Anthology page 605

Have a volunteer read step 3 and the sample sequence chain. Discuss how to use the chain. Ask: *What is the first thing you should do?* (choose a group to donate to) Tell students to create sequence chains to help them organize their procedures.

Writing Project

Write As a Citizen

Write a Procedure

Think of an idea that could change your life or the lives of others. Write a procedure telling about it. Publish it in a newsletter.



Study a Model

A procedure explains how to do something. When you write this kind of text, you describe the steps in the order that they must be done.

Read Lisa's idea for making a difference one penny at a time.

Penny Power! by Lisa Han

You know those containers of spare change that everyone has at home? If you collect those coins, you can make amazing things happen! **Our school can do that with a Penny Harvest.**

A group called Common Cents helps people do Penny Harvests. **First**, we choose a group or project that the money will go to.

Next, students form teams. The teams begin collecting pennies and spare change from friends, neighbors, and local businesses.

The **last** part is the best. We see how much money we've raised. Then we give a check to our chosen group.

The writer uses words that sound like her. The writing has a clear **voice** and **style**.

The **beginning** tells what process is being explained.

Clear, step-by-step instructions tell the reader what to do. Words like **first, next, and last** make the order clear.

The ending tells what the outcome of the process is.

Prewrite

1. Choose a Topic What idea will you share with others? Talk with a partner to choose one you think you could really make happen.

Language Frames	
Tell Your Ideas <ul style="list-style-type: none"> One thing I'd like to make happen is _____. I heard about someone who _____. I already know how to _____. I could explain it to others. 	Respond to Ideas <ul style="list-style-type: none"> _____ sounds like a good idea. What would you do to make it happen? Tell me more about _____. Is _____ something you can explain easily?

2. Gather Information Decide exactly what steps your readers would have to follow. Collect details that explain each step clearly.

3. Get Organized Use a sequence chain to help you organize your details.

Sequence Chain

How to Organize a Penny Harvest



Draft

Use the steps in your sequence chain to write your draft. Begin by telling what process you are explaining. Then tell each step. Be sure to put the steps in the correct order. Add diagrams if it would make the process clearer.

Anthology
pages 604–605

Draft

Write Ideas Anthology page 605

Have a volunteer read the instructions aloud. Ask students to describe, in order, what they should include in each part of their procedures. (beginning: what procedure is being explained; middle: the steps in the procedure; end: outcome of the procedure)

Explain how to turn the sequence chain into a procedure: *Use the first paragraph to tell what procedure you are going to explain. Start a new paragraph to explain each step in your procedure. Be sure to use transitional words and give enough details to make the step clear, but be careful not to include any information that isn't needed. Use the last paragraph to describe the outcome of the procedure.*

Remind students of the importance of presenting the steps in a logical order—the order in which the steps need to be followed to accomplish the task. Explain: *Picture the steps in your mind as you write them.*

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students lack the language skills needed to explain steps in sequence.

STRATEGY Have each student draw a cartoon strip or use a storyboard to show the steps in the procedure. Have students number and caption the pictures to explain the steps.

SN Special Needs

ISSUE Students have difficulty organizing thoughts in writing.

STRATEGY Have the student tell you briefly about the procedure. Then craft a topic sentence together. Next, list three or four transitional words appropriate to writing a procedure, such as *first, next, then,* and *finally*. Have the student list each step in the procedure next to a transitional word.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T593k–T593l

Daily Grammar ✓

Have students find an example of a verb in future tense on page 604. (*will go*) Then use pages T593m–T593n to practice using future and future perfect tenses.

Daily Writing Skills ✓

Have students find the transitional words that help them understand the sequence. Then use pages T593o–T593p to practice organizing step-by-step procedures.

Revise

Read, Retell, Respond **Anthology** page 606

Read aloud step 1 on page 606. Have partners take turns reading their procedures to each other and retelling what they have heard. Then have partners hold peer conferences to aid in revising. Model how to use the Language Frames to offer feedback: *You explained how to have a Penny Harvest. Your instructions are clear, but the writing doesn't always sound like you. Could you add some things that you often say, such as the word amazing?*

Make Changes **Anthology** page 606

Guide students through the instructions and sample changes on page 606. Ask volunteers to explain how each change improves the procedure. For example: *How does moving the sentence about choosing a group to donate to improve the organization?* (Possible responses: It makes the order clearer: the group being donated to is chosen before students form teams and start collecting money.) Point out that students can also format their writing so each paragraph tells about only one step in the process.

Discuss the revision that affects the voice of the procedure. Ask: *What is wrong with the original sentence?* (It isn't inviting. It doesn't sound like something a kid would write to get others interested in a Penny Harvest.)

Have students use Revising Marks to improve their drafts. Remind them to focus on presenting the steps in a logical order and sounding natural.

See **Differentiate**

Edit and Proofread

Check the Procedure **Anthology** page 607

Read aloud the instructions on page 607. Have students check their grammar, focusing on verb tenses, particularly future and future perfect. Point out the Spelling Tip about irregular past tense forms. Have students edit and proofread their procedures, paying special attention to any Week 4 spelling words they may have used.

Differentiate

AL Above Level

ISSUE Students use the same transitional words over and over.

STRATEGY Challenge students to use a print or online thesaurus to find new transitional words. Remind students that they can also use adverb clauses beginning with words such as *before* and *after* to vary the way they transition between steps in a procedure.

BL Below Level

ISSUE Students cannot focus their feedback during peer conferences.

STRATEGY Have students focus only on the order of the steps in the procedure: *What is the first thing to do? What comes next? What is last?*

Writing Project, continued

Revise

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the process. Next, talk about ways to improve your writing.

Language Frames	
Retell	Make Suggestions
• You explained how to _____.	• I didn't understand _____. Could you say it differently?
• The goal or end result is _____.	• The steps seemed out of order. Maybe you should move _____.
• The main steps were _____.	• The writing didn't sound like you. Change words like _____.

2. **Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 629 to mark your changes.

- Are your steps presented in a clear order? Check to make sure.

Students form teams. We choose a group or project that we want to donate money to.

- Make sure your writing sounds like you.

If you collect the coins, you can make amazing things happen! People can collect coins and donate to good causes.

Edit and Proofread

Work with a partner to edit and proofread your procedure. Pay special attention to verb tenses. Use the marks on page 629 to show your changes.

Spelling Tip

Remember that some verbs, like *bring*, have irregular past tense forms. Spell them correctly.

Publish

1. **On Your Own** Make a final copy of your procedure. Share it with other students in your school. Encourage them to try it out.

Presentation Tips	
If you are the speaker...	If you are the listener...
Try explaining the procedure from memory. Keep steps in the correct order.	Do you understand the steps of the process? If not, ask questions!
If you explain your procedure to younger children, simplify your language.	Restate the steps in your own words. Then check with the speaker to see if you understood them.

2. **In a Group** Collect all of the ideas and procedures from your class. Present them in a newsletter or online. Think of a good title like "Great Ideas." Share the ideas both in and out of school.



Anthology pages 606–607

Publish

On Your Own Anthology page 607

Have students write or use a word processing program to type the final drafts of their procedures. Let them use index cards to prepare for their oral presentations. Say: *Use your index cards to list the steps in your procedure so that you don't leave anything out.*

Review the Presentation Tips before students present their procedures aloud. Explain that telling the steps in order from memory can help them better connect to the listener. Also point out that when students write for their classmates, they can use informal language that they use every day.

Tell listeners to think about what they hear. Did they understand all the steps? Did the steps seem to be presented in a logical order? Tell students to ask questions if they do not understand. Encourage discussion of each presentation.

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

In a Group Anthology page 607

Have students gather the procedures and present them as a newsletter in print or on your school's Web site. Encourage students to vote on the best idea and execute it.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and a clear purpose. Details are accurate and relevant. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear structure and purpose. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear voice and tone. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear word choice. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	All sentences are used and connected. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	The writing has a clear structure and purpose. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	The best presented in an orderly way. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.
3	Most of the writing has a clear focus and a clear purpose. Details are accurate and relevant. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear structure and purpose. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear voice and tone. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear word choice. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	All sentences are used and connected. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	The writing has a clear structure and purpose. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	The best presented in an orderly way. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.
2	The writing has a clear focus and a clear purpose. Details are accurate and relevant. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear structure and purpose. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear voice and tone. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	Most of the writing has a clear word choice. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	All sentences are used and connected. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	The writing has a clear structure and purpose. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	The best presented in an orderly way. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.
1	The writing does not have a clear focus and a clear purpose. Details are inaccurate and irrelevant. The writer's message is unclear and confusing. The writer shows a shallow understanding of the topic.	The writing does not have a clear structure and purpose. The writer's message is unclear and confusing. The writer shows a shallow understanding of the topic.	The writing does not have a clear voice and tone. The writer's message is unclear and confusing. The writer shows a shallow understanding of the topic.	The writing does not have a clear word choice. The writer's message is unclear and confusing. The writer shows a shallow understanding of the topic.	Some sentences are not used or connected. The writer's message is unclear and confusing. The writer shows a shallow understanding of the topic.	The writing has a clear structure and purpose. The writer's message is clear and compelling. The writer shows a deep understanding of the topic.	The best is not clearly presented in an orderly way, making it difficult to read and comprehend the message. The writer's message is unclear and confusing. The writer shows a shallow understanding of the topic.

Week 4 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Explain Text Structure: Procedural Text
- ✓ Choose Reading Strategies
- ✓ Explain Relationships Between Individuals, Ideas, and Events
- ✓ Compare Text Structures
- ✓ Comprehend Elements of Fiction

ASSESSMENTS

Reading Comprehension Test

William's Windmill

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

The theory came to him in the wind. The drought was so bad that William's family could not grow enough corn. Soon there was not enough money to send William to school anymore.

Instead of abandoning his dream of studying science, William made the village library his classroom. He was excited when he found a book about windmills, complete with diagrams. Wind was one thing his village always had in good supply: if William could build a windmill, he could bring electricity to his family's home and pump a power to get water from their well to the fields. William decided then and there that he would find a way to build one.

When the windmill was finally ready, a crowd of curious people gathered to watch William climb his tower and unlock the giant wheel. It began to move ever so slowly at first, but soon picked up speed, spinning in the stiff breeze.

"The boy has done it," someone shouted joyfully. Within weeks, there was water flowing to the village again. William knew he was going back to school where he would learn to make even more amazing things.

1. What happens in the beginning of the story?
 a. Curious people watch William.
 b. William climbs a windmill tower.
 c. There is not enough water in William's village.
 d. William finds a book with a diagram of a windmill.

2. What is the theme of the story?
 a. People should work together for change.
 b. One person can make a big difference.
 c. Hardship makes people stronger.
 d. Water is a precious resource.

Grade 8 Assessment AB.23

Reading Comprehension Test

Sawdust to Stardust

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

Jacqueline Cochran (1910-1980) grew up in Florida with very little money. As a teenager, she started working in beauty shops, where she learned about hair dyes and makeup. This led to a job in a beauty salon in New York City. There, Cochran met a man named Floyd Odlum.

Cochran told Odlum her dream of becoming a traveling makeup saleswoman. He thought Cochran's idea might work, but only if she received a lot of publicity. That meant flying. On a dare, Odlum suggested that he would pay for flying lessons if Cochran could earn her pilot's license in six weeks.

It turned out that Cochran loved flying so much that she had her pilot's license in half that time! Soon she began racing planes. Over time, Cochran earned more speed, altitude, and distance records than any other pilot before her.

After World War II began, Cochran persuaded President Franklin D. Roosevelt to allow women to help by flying military planes. She was also the first woman to break the sound barrier. Along with her close friend Amelia Earhart, Cochran became one of the two most famous female pilots in the world.

Cochran described her life as a journey from "sawdust to stardust." She realized Floyd Odlum, but it was accepting his challenge that truly changed her future.

1. What is the main purpose of the article?
 a. To describe the life of a famous female pilot.
 b. To explain how Jacqueline Cochran became a pilot.
 c. To compare Jacqueline Cochran's life to Amelia Earhart's.
 d. To describe the challenges of flying military planes.

Grade 8 Assessment AB.24

Reading Strategy Assessment

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

1. Ask: "What do you do when you see a strategy? How does it help you understand the text better?"

Part and Number	4 3 2 1	Ask Questions	4 3 2 1	Determine Importance	4 3 2 1
1. Read the text and identify the main idea and supporting details.		1. Ask questions about the text to help you understand it better.		1. Determine the importance of the text to you and to others.	
2. Read the text and identify the main idea and supporting details.		2. Ask questions about the text to help you understand it better.		2. Determine the importance of the text to you and to others.	
3. Read the text and identify the main idea and supporting details.		3. Ask questions about the text to help you understand it better.		3. Determine the importance of the text to you and to others.	
4. Read the text and identify the main idea and supporting details.		4. Ask questions about the text to help you understand it better.		4. Determine the importance of the text to you and to others.	

Grade 8 Assessment SG8.30

Reading Comprehension Unit Test
 A8.23–A8.29
Reading Strategy Assessment
 SG8.30–SG8.31

Fluency

- ✓ Intonation
- ✓ Accuracy and Rate

Oral Reading Assessment

On December 17, 1903, an amazing flying machine lifted off the sand dunes of Kitty Hawk, North Carolina. The "flier" was the invention of two brothers, Wilbur and Orville Wright. It was the first time that anyone had ever flown a controlled, powered airplane—a memorable day that changed the world forever.

As children, the two boys were always interested in how things worked. When they were older, they opened a print shop and a bicycle shop and regularly built and fixed machinery.

In the 1880s, Wilbur and Orville became interested in constructing a successful heavier-than-air flying machine. They studied the science of flight, including how birds fly. They knew they needed to create a special kind of wing and tail, and that the wings would need to change shape during the flight. They began to build glider models in their bike shop. They also built a wind tunnel to measure the force of the wind on wings and to try out various wing designs.

The Wright brothers kept working on the design of their gliders. After practice flights, they made improvements. They realized that they needed more power and a way to steer, so they built an engine and invented a way to control the aircraft. Then they built their first plane, one that could be controlled in the air. The Wright brothers flew it on their 12-second flight. Orville flew the first 12-second flight. Wilbur ran alongside him, shouting with excitement. Later, Wilbur flew for 59 seconds. They were flying! There was no doubt that they had invented the powered airplane. Today, millions of people fly every day. We owe our thanks to the imagination and hard work of the Wright brothers.

Grade 8 Assessment AB.1

Oral Reading Assessment

Directions: Read the passage and answer the questions.

Grade	4	3	2	1
1. Read the text and identify the main idea and supporting details.				
2. Read the text and identify the main idea and supporting details.				
3. Read the text and identify the main idea and supporting details.				
4. Read the text and identify the main idea and supporting details.				

Grade 8 Assessment AB.2

Oral Reading Assessment

Directions: Read the passage and answer the questions.

Grade	4	3	2	1
1. Read the text and identify the main idea and supporting details.				
2. Read the text and identify the main idea and supporting details.				
3. Read the text and identify the main idea and supporting details.				
4. Read the text and identify the main idea and supporting details.				

Grade 8 Assessment AB.3

Oral Reading Assessment
 A8.1–A8.3
 Use these passages throughout Unit 8. Work with Below Level students this week.

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Explain Idioms, Adages, and Proverbs
- ✓ Spell Multisyllabic Words
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the questions. Choose the best answer.

1. What does the underlined saying mean?
 "She has her own spin, but she always waits for her brother to lead the way."
 a. She is hard to share with others.
 b. She is afraid to do things on her own.
 c. She is good at repeating what she hears from other people.
 d. She is a good at repeating what she hears from other people.

2. What does the underlined saying mean?
 "The children threw a ball in the house when their parents were outside. When the light came on, they saw the ball on the floor."
 a. People need to be more active.
 b. You should not play ball in the house.
 c. People act differently when not being watched.
 d. You can see animals go out of household pets.

Grade 8 Assessment AB.30

Vocabulary Test

Directions: Read the questions. Choose the best answer.

1. What does the underlined saying mean?
 "No one called her, so she was late to the dance about the party."
 a. She was late.
 b. She was not invited.
 c. She was not able to understand.
 d. She was not able to see at night.

2. What does the underlined saying mean?
 "As a dedicated doctor, he would often give extra care to his patients."
 a. She was late.
 b. She was not invited.
 c. She was not able to understand.
 d. She was not able to see at night.

Grade 8 Assessment AB.31

Spelling Words

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

Multisyllabic Words

- distinguished The plan is distinguished by its unusual features.
- essential The essential rule you must follow is to not harm the environment.
- estimate An estimate tells how much you think you will need.
- fidelity The ranger's plan shows his loyalty and fidelity to the people and to the idea of saving the highlands.
- intention His intention, or goal, is to change the economy.
- legitimate Unlike illegal poaching, the new businesses are legal and legitimate.
- momentum The plan gains momentum as one success leads to another and the idea spreads to more villages.
- reasonable Learning a skill or trade is a reasonable decision that I can easily understand and support.
- significant Micro-lending has made important and significant changes for the people of Zambia.
- stimulate Loans help and stimulate our economy to grow.
- supervise Will someone supervise or watch over the process?
- ultimate My ultimate and best reward will be your success.
- utilize The plan utilizes my idea by putting it into practice.
- valiantly He worked valiantly and bravely to save the town.
- zealously People zealously and enthusiastically helped him.

Watch-Out Words

- different from A loan from a bank is different from a loan from a relative.
- different than A bank loan is different than what I expected because you have to pay it back with interest.
- maybe I maybe I should save my money a little longer instead of taking out a loan.
- may be I may be able to earn more money if I do odd jobs in the neighborhood.

Grade 8 Assessment

Vocabulary Unit Test
 A8.30–A8.31
Spelling Pretest/ Spelling Test
 T593k

Grammar and Writing

- ✓ Use Past Progressive and Past Perfect Tense
- ✓ Use Regular and Irregular Past-Tense Verbs
- ✓ Use Verb Tense, Future Progressive, Future Perfect and Future Tenses
- ✓ Write a Procedure

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

Many people _____ new businesses during the coming year. They hope that they _____ a lot of money. They _____ equipment and supplies to set up their businesses, but there is something else they need to think about.

A successful business requires paying attention to what people want. A firm now, people's needs _____ the successful entrepreneur _____ of the time to what customers want. Then they improve the quality of the product or service. By the time the improvements are available, customers _____ even more changes. Businesses that last a long time live by the saying "The customer is always right."

1. Choose the answer that goes in Blank 1.
 a. will start
 b. go to start
 c. will be to start
 d. are going to start

2. Choose the answer that goes in Blank 2.
 a. go to make
 b. will make
 c. are going to make
 d. will be to make

Grade 8 Assessment AB.32

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

1. Choose the answer that goes in Blank 3.
 a. will buy
 b. will buy
 c. will buy
 d. are going to buy

2. Choose the answer that goes in Blank 4.
 a. will have changed
 b. have changed
 c. will change
 d. had changed

3. Choose the answer that goes in Blank 5.
 a. will be listening
 b. are going to listen
 c. will be listening
 d. are listening

4. Choose the answer that goes in Blank 6.
 a. will be suggested
 b. will be suggested
 c. will have suggested
 d. are going to suggest

Grade 8 Assessment AB.33

Writing Rubric

Grade	4	3	2	1
1. Read the text and identify the main idea and supporting details.				
2. Read the text and identify the main idea and supporting details.				
3. Read the text and identify the main idea and supporting details.				
4. Read the text and identify the main idea and supporting details.				

Grade 8 Assessment AB.40

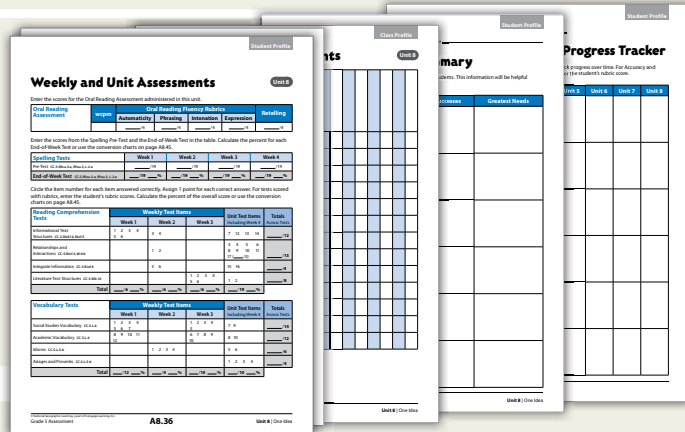
Unit Writing, Revising, and Editing Test
 A8.32–A8.35
Writing Rubric
 A8.40



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

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

RESOURCES AND ROUTINES

Reading

RETEACH

- Analyze Ideas: Reteaching Master RT8.11**
- Explain Relationships Between Events: Reteaching Master RT8.12**
- Use Reading Strategies: Reteaching Master RT8.13**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

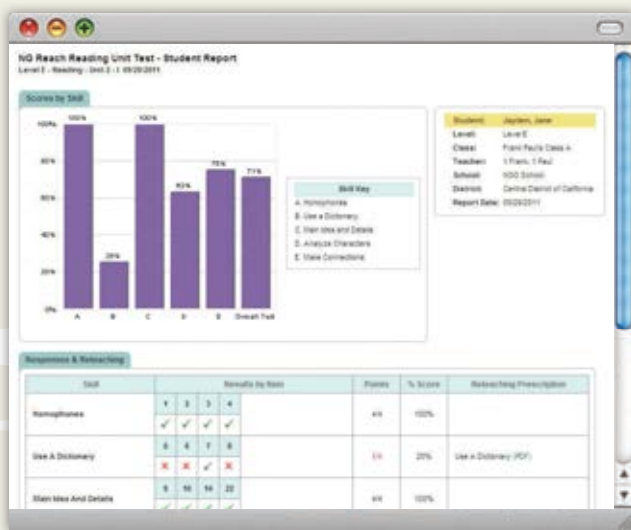
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

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

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T593k–T539l

Grammar and Writing

RETEACH

- Verb Tenses: Anthology Handbook, pages 650–652**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Organization: Reteaching Master RT8.14**

ADDITIONAL PRACTICE

More Grammar Practice PM8.33
Daily Writing Skills Practice, pages T593o–T593p
See Weeks 1–3 for additional reteaching resources.

Big Question How can one idea change your future?

Talk Together

In this unit, you found lots of answers to the **Big Question**. Now make a concept map to discuss the **Big Question** with the class.

Concept Map

Write a Magazine Article

Use your concept map. Write an article for a teen magazine explaining how one idea can change lives.

608

Unit 8 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Plan a Business

Choose a business that you would like to start. List the steps you need to take to get the business started. Be sure to write the steps in the order that you would do them. Share your list with the class.

Talk About It!

Make Up a Song

Think of something that you could not live without. Make up a funny or serious song about what the world would be like if someone hadn't thought of the idea. Choose a tune that people are familiar with. Perform your song for the class.

Do It!

Organize an Activity

Organize an activity that would help your school raise money, such as a bake sale or a clean-up day. Figure out all the things that need to be done and assign people to those tasks. Be sure people know when your activity is going to take place.

Talk About It!

Make a Presentation

Do research on the Internet to find a business that was started by a kid. Then give a presentation to your class, stating what you know and what you read. Also include some pictures or drawings to make your presentation come alive.

609

Anthology
pages 608–609

OBJECTIVES

Thematic Connection: Economics
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM8.1

Academic Talk

1 Talk Together Anthology page 608

Display the Big Question. Read aloud the first paragraph on page 608. Have students revisit **Practice Master PM8.1** 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 evaluate how well others' opinions are supported by reasons and evidence. Prompt them with questions such as: *Can one idea inspire you to learn new things? Can one idea grow into other ideas?*

Writing

2 Write a Magazine Article Anthology page 608

Read aloud the instructions. Have students recall that "Another Way of Doing Business" is a magazine article. Briefly review the article with students to note text features such as headings, photographs, and captions. As students write their magazine articles, encourage them to show how ideas are connected to each other using signal words. Remind students to support their opinions with reasons and evidence.

COMMON CORE STANDARDS

Writing

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

Speaking and Listening

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

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

Unit Projects

3 Share Your Ideas Anthology page 609

Read aloud the project options. Have students who have chosen the Do 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 recall “Starting Your Own Business: Seven Steps to Success.” Ask them to paraphrase the steps to use as a model to write about a business.

Plan a Business

- Ask students to choose a business they would like to start.
- Have students list the steps they need to follow to start the business.
- Remind students that when they write a process, they should sequence the steps in the correct order and support each step with reasons and evidence.

Have students share their steps with the class.

Develop a Topic CC.5.W.2.b

Talk About It!

Plan
Ask students to brainstorm a list of items they would not want to live without. Encourage students to include both serious and silly items on their list, such as shoelaces, toothbrush, bed, and juice boxes.

Make Up a Song

- Have students choose one item on the list and begin by listing words and phrases that describe the item, tell how they use it, and why they would miss it.
- Then have students use these notes to write their song.
- Suggest that students set their song to a familiar tune, such as “Mary Had a Little Lamb” or “Jingle Bells.”

Students may perform their songs for the class.

Do It!

Plan
Show students how to use a planning chart to break down the steps needed to organize an activity.

<i>Goal: Have a bake sale.</i>		
Task	Who will do it?	What is the deadline?

Organize an Activity
In addition to assigning tasks to individuals, remind students to think of any materials they will need and where they will get the materials.

To promote the event, suggest that students choose a time and location and then create a flyer to announce the details of the event.

Use Appropriate Development and Organization CC.5.W.4

Talk About It!

MATERIALS
Access to classroom computer and printer • index cards

Plan
Bookmark ahead of time appropriate sites students can use for their research. Have students take notes and print any photographs or visuals they wish to use.

Make a Presentation
Suggest that students use index cards to organize the information they find. Have students rehearse their presentations until the cards are only needed for reference. Then have them present what they learned to the class.

Conduct Research	CC.5.W.7
Report on a Topic	CC.5.SL.4
Include Visual or Multimedia Displays in Presentations	CC.5.SL.5

Unit 8 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



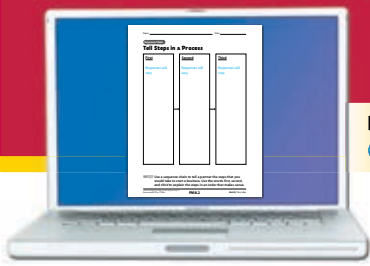
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages
	Family Newsletter 8: English and Spanish	
Week 1	Day 1: Unit Concept Map	PM8.1
	Sequence Chain	PM8.2
	Grammar Game	PM8.3
	Day 4: Grammar and Writing	PM8.4
	Day 5: Test-Taking Strategy Practice	PM8.5
	Sequence Chain	PM8.6
	Fluency Practice	PM8.7
	Reteach: Grammar Practice	PM8.8
Week 2	Day 1: Grammar Game	PM8.9
	Day 2: Grammar Game	PM8.10
	Day 3: Comparison Chart	PM8.11
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	Day 4: Mark-Up Reading	PM8.13
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Week 3	Day 1: Story Map	PM8.19
	Day 3: Grammar Game	PM8.20
	Day 4: Grammar and Writing	PM8.21
	Day 5: Test-Taking Strategy Practice	PM8.22
	Story Map	PM8.23
	Fluency Practice	PM8.24
	Reteach: Grammar Practice	PM8.25
Week 4	Day 1: Grammar Game	PM8.26
	Day 2: Grammar Game	PM8.27
	Day 3: Comparison Chart	PM8.28
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	Day 4: Mark-Up Reading	PM8.30
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	Reteach: Grammar Practice	PM8.33



NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level F | Unit 8

Dear Family Member,

“How can one idea change your future?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how people start businesses. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview family members about special products and services they like. Ask them to share examples. Try to use some of the New Words in your interviews.
2. Work together to make a list of the information you collected. In the first column, describe the product or service your family member likes. In the second column, write why your family member likes it.
3. Remind your student to bring the completed list to class.

What We're Reading

“Starting Your Own Business: Seven Steps to Success”

by Arlene Erlbach

Step-by-step instructions show kids how to start their own businesses.

“Blind teen starts business creating Braille restaurant menus”

by Jane Rider

This newspaper article describes how a teenager started a unique business.

“One Hen”

by Katie Smith Milway

In this story, a small loan helps a boy buy a hen to start a farm.

“Another Way of Doing Business”

by Greta Gilbert

This article explains how elephant poachers were able to stop poaching by starting new businesses.

And more!

COPY READY

Product or Service

corn flakes cereal

Why?

It tastes good in the morning.



New Words

Weeks 1 and 2

analyze

earnings

profit

apply

expenses

services

business

goods

supply

cost

income

value

Weeks 3 and 4

advantage

determine

loan

borrow

entrepreneur


organization

credit

favorable

debt

influence

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



NATIONAL GEOGRAPHIC Reach



BOLETÍN DE NOTICIAS

Nivel F | Unidad 8

Estimado miembro de la familia,

“¿Cómo puede una idea cambiar su futuro?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando de cómo las personas empiezan un negocio. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego, siga estas instrucciones.

Instrucciones:

1. Juntos, entrevisten a miembros de la familia acerca de productos y servicios especiales que les gustan. Pida a ellos que compartan ejemplos. Intenten usar algunas de las Nuevas Palabras en sus entrevistas.
2. Trabajen juntos para hacer una lista de la información reunida. En la primera columna, describa el producto o servicio que le gusta a su familiar. En la segunda columna, escriban por qué les gusta.
3. Recuerde a su estudiante que traiga la lista completa a clase.

Qué estamos leyendo

“Starting Your Own Business: Seven Steps to Success”

por Arlene Erlbach

Instrucciones paso por paso muestran a los niños cómo empezar su propio negocio.

“Blind teen starts business creating Braille restaurant menus”

por Jane Rider

Este artículo de periódico describe cómo un adolescente empezó un negocio particular.

“One Hen”

por Katie Smith Milway

En esta historia, un pequeño préstamo ayuda a un niño a comprar una gallina para empezar una granja.

“Another Way of Doing Business”

por Greta Gilbert

Este artículo explica cómo los cazadores de elefantes pudieron dejar la cacería al empezar nuevos negocios.

¡Y más!

Producto o Servicio

cereal de hojuelas de maíz

¿Por qué?

Sabe bien en la mañana.

COPY READY



Nuevas Palabras

Semanas 1 y 2

analyze
analizar

apply
aplicar

business
negocio

cost
costo

earnings
ingresos

expenses
gastos

goods
bienes

income
ingresos

profit
ganancia

services
servicios

supply
oferta

value
valor

Semanas 3 y 4

advantage
ventaja

borrow
tomar prestado

credit
crédito

debt
deuda

determine
determinar

entrepreneur
empresario

favorable
favorable

influence
influencia

loan
préstamo

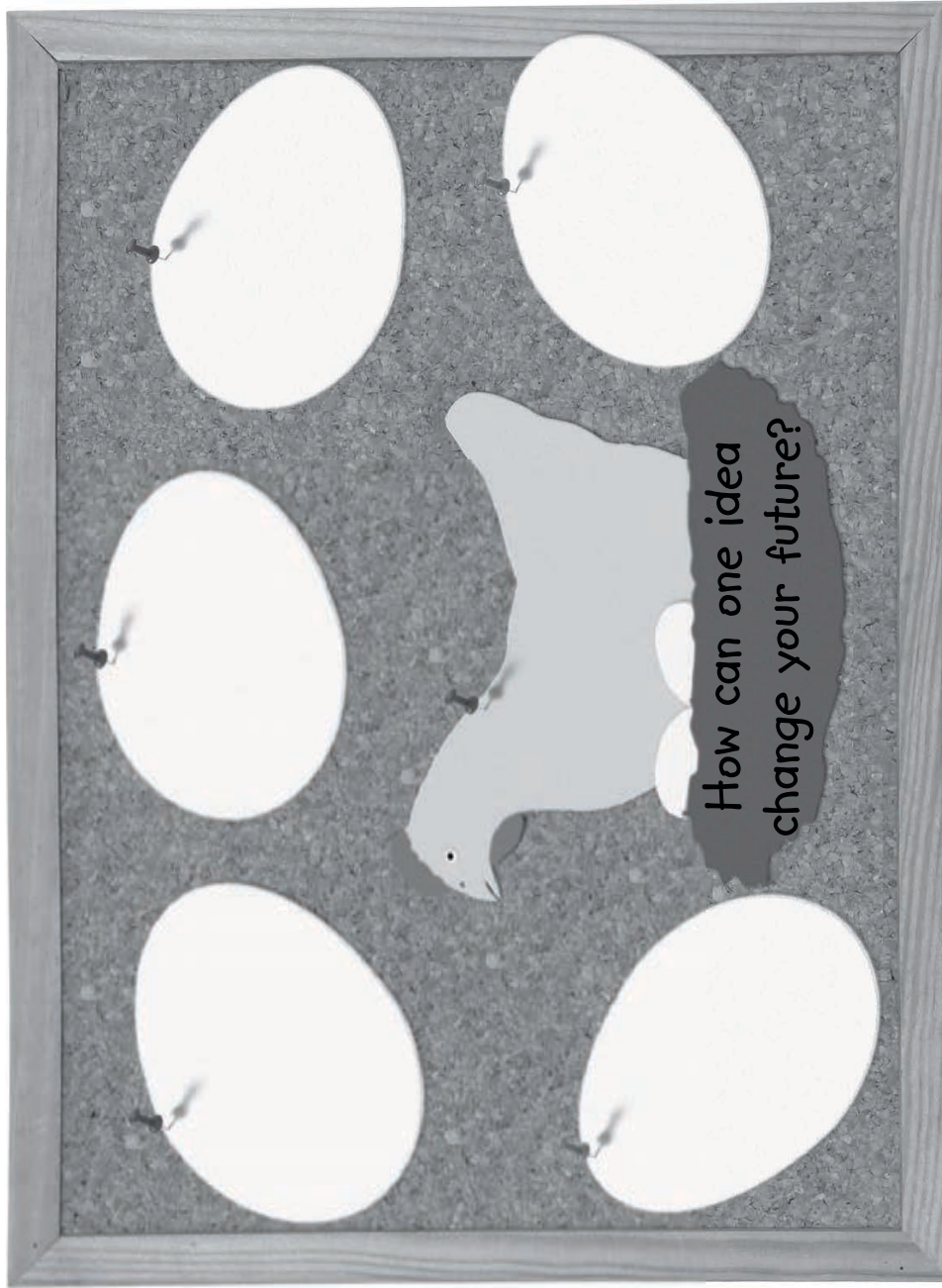
organization
organización

COPY READY

Aprenda y juegue con palabras. [NGReach.com](https://www.ngreach.com)

One Idea

Make a concept map with the answers to the Big Question:
How can one idea change your future?



COPY READY

Sequence Chain

Tell Steps in a Process

COPY READY

<u>First</u>	<u>Second</u>	<u>Third</u>

 Use a sequence chain to tell a partner the steps that you would take to start a business. Use the words *first*, *second*, and *third* to explain the steps in an order that makes sense.

Grammar: Game

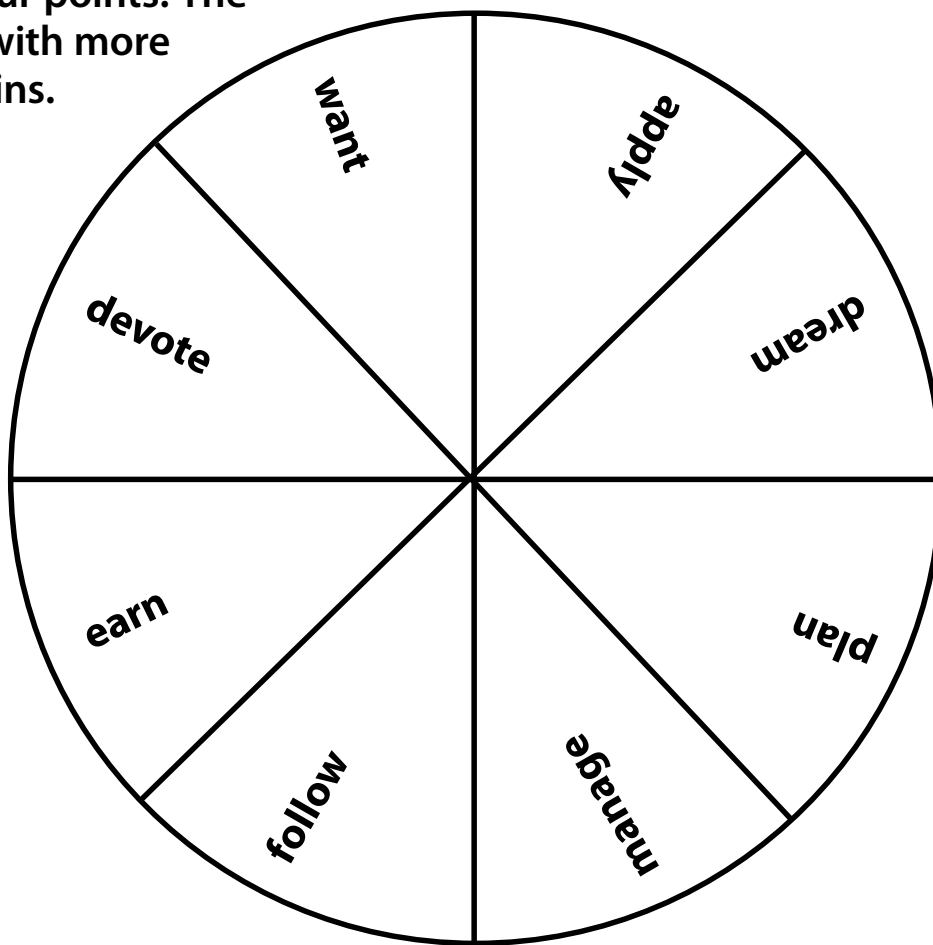
Spin a Tense

Directions:

1. Play with a partner. Take turns.
2. Spin the paper clip. Read the verb.
3. Use the past-progressive form of the verb to write a sentence.
4. If your partner agrees that you have used the past-progressive form of the verb correctly and that you have spelled the main verb correctly, score one point.
5. Then your partner takes a turn.
6. After all the verbs have been used once, count your points. The partner with more points wins.

Make a Spinner

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



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 past-progressive tense
- correct use of regular and irregular verbs in past-perfect tense

Editing and Proofreading Marks

^	Add.
~	Take out.

had worked

Dallas looked at her business plan. She ~~works~~[^] on it for a long time. But she knew there was still something she forgetting. She showed the plan to her dad—to see if he could tell what were missing.

Mr. Weisel examined Dallas’s list of equipment. He saw that she had listed almost everything she was going to need for her dog-walking business. But he spotted something Dallas had not saw.

Mr. Weisel reminded Dallas that the city recently had passing a “pooper-scooper” law, so Dallas would have to clean up after the dogs.

Dallas groaned. She was neglected to include biodegradable bags on her list of start-up expenses. She had knowed about this law, but hadn’t remember. She had hoping she was finished adding up expenses, but she added them up again anyway. Now the list felt complete, but her costs had double!

COPY READY

Test-Taking Strategy Practice

Skip and Return to Questions

Directions: Read each question about “Starting Your Own Business.” Choose the best answer.

Sample

- 1** An entrepreneur is someone who _____.
- Ⓐ makes and stores goods
 - Ⓑ takes and uses an income
 - Ⓒ has a supply of products
 - starts and manages a business

- 2** What is *income*?
- Ⓐ money you take in
 - Ⓑ a business plan
 - Ⓒ money you spend
 - Ⓓ profit you make

Directions: Read the question. Then write your answer in the space.

- 3** What is one step you need to take before starting a business?

Directions: Complete the sentence by writing the correct word on the blank.

- 4** Entrepreneurs must raise their own start-up _____.

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

Sequence Chain

"Starting Your Own Business"

How to Plan Your Business

1. First

Think about your business goals.

2. Second

3. Third

COPY READY

 Use your organizer to explain the procedure to a partner.

Fluency Practice

“Starting Your Own Business”

Use this passage to practice reading with proper phrasing.

Have you ever dreamed of having lots of money of your own? 12

Then you should think about starting a business. Every year, thousands 23

of kids start businesses. They earn extra money to spend or to save. 36

Some kids use their business earnings to pay for trips, lessons, or 48

for college later on. Kids do more than just babysit or mow lawns. 61

Many kids have found ways to make their businesses different 71

and special. 73

People who start and manage their own businesses are 82

entrepreneurs. Entrepreneurs are good planners and organizers. 89

Before starting a business, an entrepreneur finds a need and thinks 100

about how to fill it. Starting a business isn't always easy, but it's usually 114

challenging and fun. 117

From “Starting Your Own Business,” pages 542-543

Phrasing

- 1 Rarely pauses while reading the text.
- 2 Occasionally pauses while reading the text.
- 3 Frequently pauses at appropriate points in the text.
- 4 Consistently pauses at all appropriate points in the text.

Accuracy and Rate Formula

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

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

COPY READY

Grammar: Reteach

Living on a Budget**Grammar Rules Past-Tense Verbs**

A **past-progressive** verb tells about an action that was happening over a period of time in the past.

- Use **was** or **were** with a main verb ending in **-ing**.

Mia's parents **were planning** a budget.

The **past-perfect** tense tells about an action that was completed before another action in the past.

- For **regular** verbs, use **had** and a main verb ending in **-ed**.
- For **irregular verbs**, use **had** and a **special form** of the main verb.

Before they made it, they **had shopped** carelessly.
Mia **had** never **thought** about money until she saw the budget.

Proofread the sentences. Correct the errors in verb usage.

1. Mia were wondering about how she could help her family.
2. She realized that she spent money carelessly in the past.
3. In the new budget, her parents was cutting her allowance.
4. She never earned money, but she wanted to help.
5. Before summer started, she had make a plan for business.

With your partner, talk about ways that you have saved or earned money. Use past-progressive verbs and verbs in the past-perfect tense.

Grammar: Game

Make Them Past Tense

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on **START**.
3. Flip a coin to move. Heads = 1 space; tails = 2 spaces.
4. Read the verb on the space where you land, and write its past-tense form.
5. If your partner agrees that you spelled the past-tense form correctly, stay where you are. If not, go back one space.
6. Take turns. The first player to reach **FINISH** is the winner.

START	dry	analyze	stop	surprise
				slam
imagine	grab	classify	divide	rely
trim				
amuse	occupy	snap	observe	FINISH

COPY READY

Grammar: Game

Irregular Bingo

Directions:

1. Play with a group. Each player writes a verb from the word bank on each square of the Bingo grid in any order.
2. Select a caller to read the words in the word bank in random order.
3. Find the verb on your bingo card as the caller reads it. Write its past-tense form in the square.
4. If the group agrees that you wrote the past-tense form correctly, cover the square with a marker. If not, erase your writing.
5. Play until a player gets five markers in a row and calls "Bingo."

do	see	throw	speak	bring	know
write	eat	ride	grow	fly	give
get	run	wear	fall	think	go
lose	begin	say	sit	take	sing

		FREE		

COPY READY

Comparison Chart

Compare Procedures

Steps in "Starting Your Own Business"	Steps Kayla Legare Used
1. Plan your business	✓
2.	
3.	
4.	
5.	
6.	
7.	

COPY READY

 Take turns with a partner. Share one way Kayla could have completed one of the steps that isn't checked.

Grammar: Regular and Irregular Past-Tense Verbs**Kayla's Menus****Grammar Rules Regular / Irregular Past-Tense Verbs**

1. For most verbs, add *-ed* to form the past tense (ordered).
2. Add just *-d* to verbs that end in silent *e* (baked).
3. Double the final consonant for verbs that end in vowel + consonant (fanned).
4. Change *y* to *i* and add *-ed* for verbs that end with consonant + *y* (tried).
5. Remember special past-tense forms for *is, are, do, go, take*.

Write the past tense of the verb.

Kayla _____ special software to make menus for blind and
(use)

visually impaired people. She _____ her business with her
(plan)

uncle. He _____ interested and wanted to help her. They
(is)

_____ to talk to restaurant owners. Kayla _____ that no
(go) (worry)

one would buy her menus. She and her uncle _____ happy
(are)

that restaurants bought the menus.

 **Listen when a partner tells you a verb. Tell the past tense of the verb. Tell the spelling rules to make the past tense.**

Mark-Up Reading**Making Bucks***by* **Washing Pups** *by* Mai Nguyen

Do you love dogs? If so, consider starting a dog washing business. To be successful, begin with a plan that includes where you will wash the dogs. Then think about the materials you will need, such as shampoo, hoses, towels, and a tub. Also list who you think your customers might be.

Next, do the numbers. Add up all your costs and decide how many customers you might get each week. Figure out what you should charge to begin making a profit within three months.

Show your detailed plan to your parent(s) and explain your goals. Then, if they give permission, get (and take!) their advice.

Text Structure: _____

Maddie's FishFlops *by* Amit Sinha

Because Maddie Robinson loved sketching sea creatures at the beach, it was no surprise when, one day, she sketched a flip-flop design with sea animals on it. She named it a FishFlop.

Maddie's father saw the business possibilities right away. He registered for the FishFlops.com domain name and talked with a lawyer about getting a trademark.

Since Maddie and her father wanted people to see the product, they began making samples and taking them to trade shows. Customers began to flip for FishFlops, and the business grew!

Text Structure: _____



▲ Washing dogs can be fun and profitable.



▲ Maddie displays some of her flip-flop designs.

Mark-Up Reading**From Super Idea to SuperJam**

by Edgar Wilson

EDINBURGH, SCOTLAND—It all started with a super idea. When he was only fourteen, Fraser Doherty's grandmother taught him to make her delicious jam using her secret recipe. Fraser decided to go into business selling it.

Fraser began his operation on a shoestring, making jam in his parents' kitchen and selling it to his neighbors and at local farmers' markets. Soon demand skyrocketed.



▲ Fraser Doherty

It was only logical to expand his business. Analyzing the market, he saw an opportunity for healthier, sugar-free jams. Eliminating one of the two main ingredients in his jam was not a piece of cake. And to top it off, he had to figure out how to keep his expenses down so that he could continue to make a reasonable profit. But Fraser finally found a way to sweeten his jam with only fruit juice, making it more popular than ever.

After that, Fraser needed to greatly increase production. He got a loan and rented a factory to help him produce his SuperJam. On the first day his SuperJam was sold in stores, the supermarket sold more jam in that one day than it usually sold in an entire month.

SuperJam is now sold in several supermarket chains across the United Kingdom and Ireland and is a huge success! Looking back, Fraser thinks anyone can accomplish what he did with determination and imagination. He has proven that one simple idea can become a reality!

Text Structure: _____

Mark-Up Reading

Diego's Awesome Salsa

by Karen Chu

SACRAMENTO, CALIFORNIA—Have you heard the saying “When it rains, it pours”? If not, just ask ten-year-old entrepreneur Diego Bartolome. He can tell you what it means.

Diego’s troubles began, oddly, with his success. A few years ago, Diego started a business selling jars of homemade salsa at a local bakery. His salsa was a hit. Before he knew it, Diego had \$1,000 in earnings!

Diego’s business grew, and soon, a local television program, *Good Day Sacramento*, invited him to appear. Sounds like a young entrepreneur’s dream, right? Not so fast!

An inspector from the state Department of Health saw Diego on TV. He noticed that Diego’s salsa jars weren’t labeled properly and was concerned Diego wasn’t keeping them at the proper temperature. He contacted Diego and his mom to inform them that they needed to purchase a health permit, which had a starting cost of \$350 a year.

The permit was just the tip of the iceberg. Diego also needed health inspections, new labels and jars, and a business license to help him comply with the law. All of these things cost money—something that, in Diego’s household, was in short supply.

Luckily, the solution to Diego’s financial problems was right under his nose—salsa. Diego continued working hard, and sales of his salsa went through the roof. He is now selling up to four cases a week, and has paid all the necessary fees to keep his business within the law. Diego has also learned how important it is to stick with it in business and life. Not a bad lesson for someone only ten years old!



▲ Diego’s salsa is full of fresh tomato taste.

Text Structure: _____

Name _____ Date _____

Mark-Up Reading

Compare Text Structures

COPY READY

"Making Bucks by Washing Pups"	Both	"Maddie's FishFlops"

"From Super Idea to SuperJam"	Both	"Diego's Awesome Salsa"

Grammar: Grammar and Writing

Edit and Proofread

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

- correct spelling of past-tense verb forms
- correct use of irregular past-tense verbs

Editing and Proofreading Marks

^	Add.
~	Take out.

Even when blind people could order from a Braille menu, they still ^{had} ~~have~~ a problem: paying the bill. There's no way for a blind person [^] to tell the difference between a \$1 bill and a \$100 bill.

Many other countries have paper money that helps blind people. Years ago, the European Union changes their paper money to help the blind. It make the paper money with foil textures to distinguish the bills. Australia create a similar raised-texture system. Canada putted raised dots on its currency.

In 2008, a federal court rules that U.S. currency discriminates against the blind. The U.S. Treasury Department foughted the court ruling for years. The Department sayed that changing the size of U.S. paper money would cost billions of dollars. But now the Department has a mobile phone application to help blind people with U.S. bills.

COPY READY

Grammar: Reteach

Trip to the Moon**Grammar Rules Past-Tense Verbs**

The **past tense** form of a regular verb ends with **-ed**.

- For verbs that end in silent **e**, drop the **e** before adding **-ed**.
- For verbs that end in one vowel + one consonant, double the final consonant before adding **-ed**.
- For verbs that end in a consonant and **y**, change **y** to **i** before adding **-ed**.

The rocket blasted into the sky.

We hoped to land on the moon.

Finally, the spacecraft dropped to the surface.

Valeria cried with happiness when we landed.


The **irregular past tense** does not add **-ed**.

I brought a camera.

I took pictures.

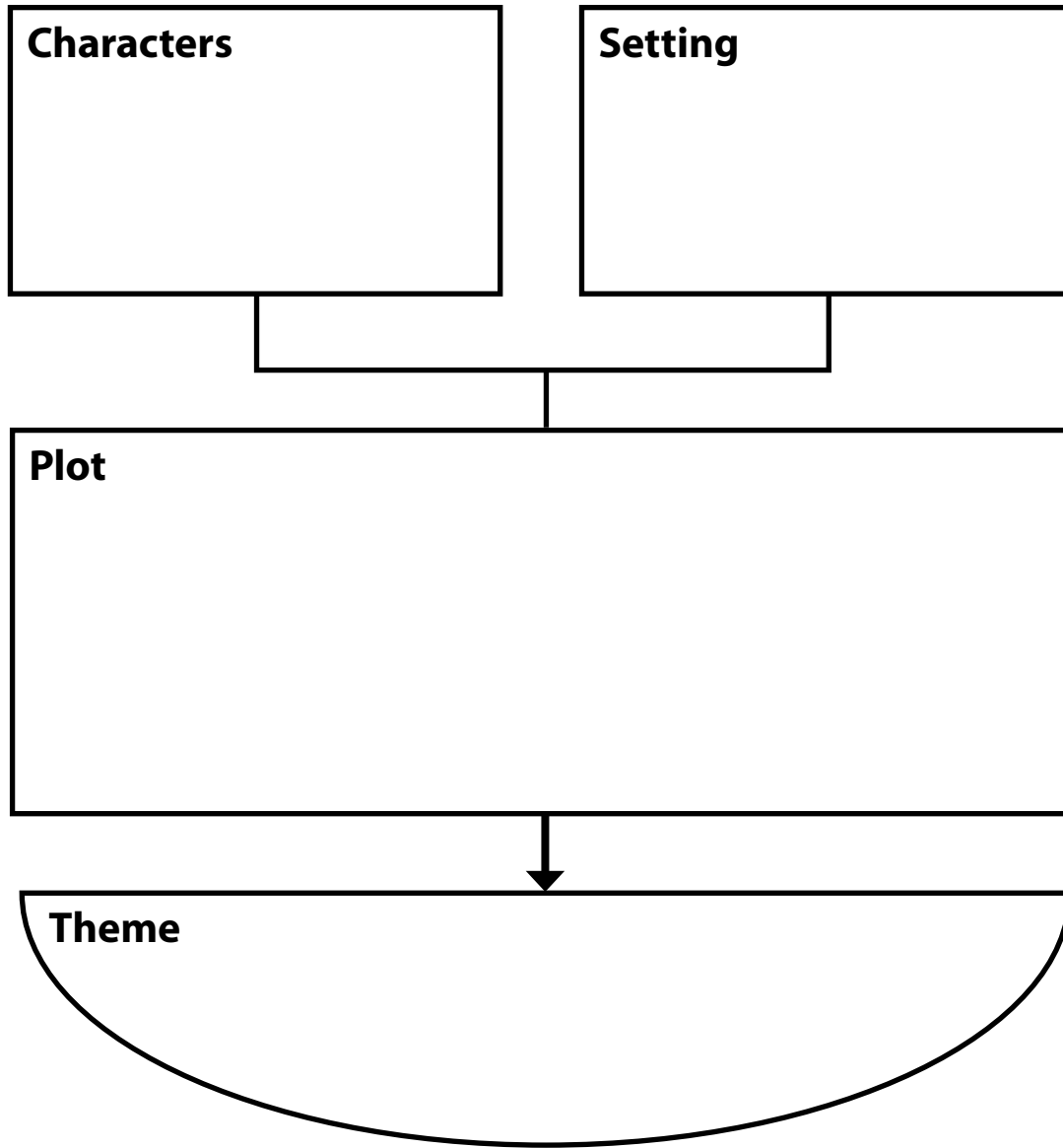
Circle the past-tense verb of the underlined present-tense verb.

The surface of the moon is (was, ised) dusty. Ted try (tryd, tried) to put moon rocks in his bag. We enjoyed the view of Earth. I dig (dug, digged) a hole. Valeria unroll (unroled, unrolled) the flag. Ted place (placied, placed) the flag in the hole. The flag show (showed, showd) that we had been there.

 **Pick two past-tense verbs from above and write new sentences. Read them to a partner.**

Story Map

Elements of Fiction



COPY READY

 Retell the story to a partner using your story map.

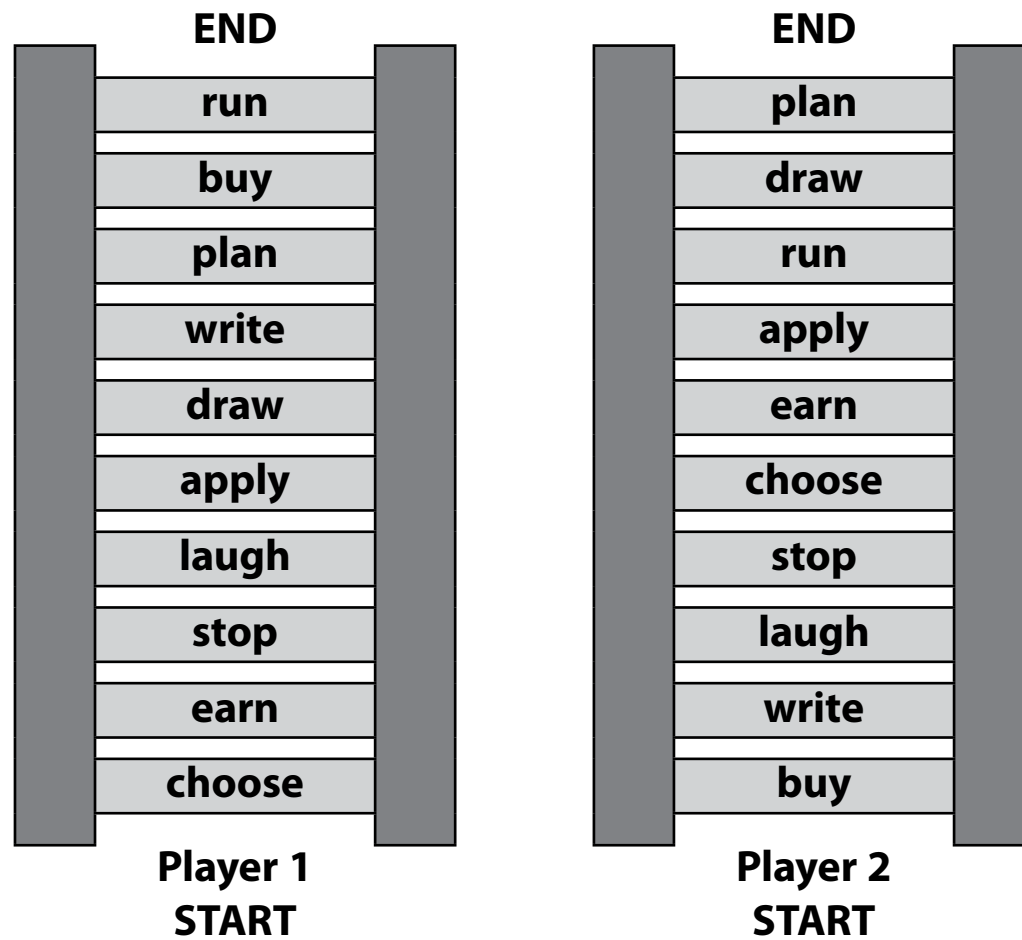
Grammar: Game

Climb to the Future Progressive

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on START.
3. Flip a coin to move. Heads = 1 rung; tails = 2 rungs.
4. Read the verb on the rung where you land. Use its future-progressive form in a sentence.
5. If your partner agrees that you formed and used the future progressive correctly, stay where you are. If not, move back down one rung.
6. Take turns. The first player to reach END is the winner.

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 past, past perfect, and future-progressive verbs
- correct form of irregular verbs

Editing and Proofreading Marks

^	Add.
~	Take out.

Before Europeans arrived in western Africa, Ghana had ^{been} ~~being~~ part of an ancient trade route. By 1472, Portuguese had arrive ashore and had saw that the local people wore gold jewelry. That had attracted people from Portugal and other European countries. The area became known as the Gold Coast. After Europeans had maked contact, locals were greatly impacted. Europeans wanted to protect their trade interests, so they construct forts and castles. Originally, trade had center on the gold, which was available in the area.

After the British gained control of the area, it makes Ghana a British colony. In the 1900s, inhabitants of the Gold Coast start to take control of their country. They finally will be gaining independence on March 6, 1957. Today, Ghana is one of the leading countries in Africa. Hopefully, Ghana will be enjoy a bright future.

COPY READY

Test-Taking Strategy Practice

Skip and Return to Questions

Directions: Read each question about “One Hen.” Choose the best answer.

Sample

- 1** What does *organization* mean?
- Ⓐ something you are unfamiliar with
 - Ⓑ a person who starts a business
 - Ⓒ a business or other official group
 - Ⓓ money received from a bank

- 2** How does Kojo use the money he saved in the first year of selling eggs?
- Ⓐ buys toys to play with
 - Ⓑ pays his mother back
 - Ⓒ goes to the market
 - Ⓓ goes back to school

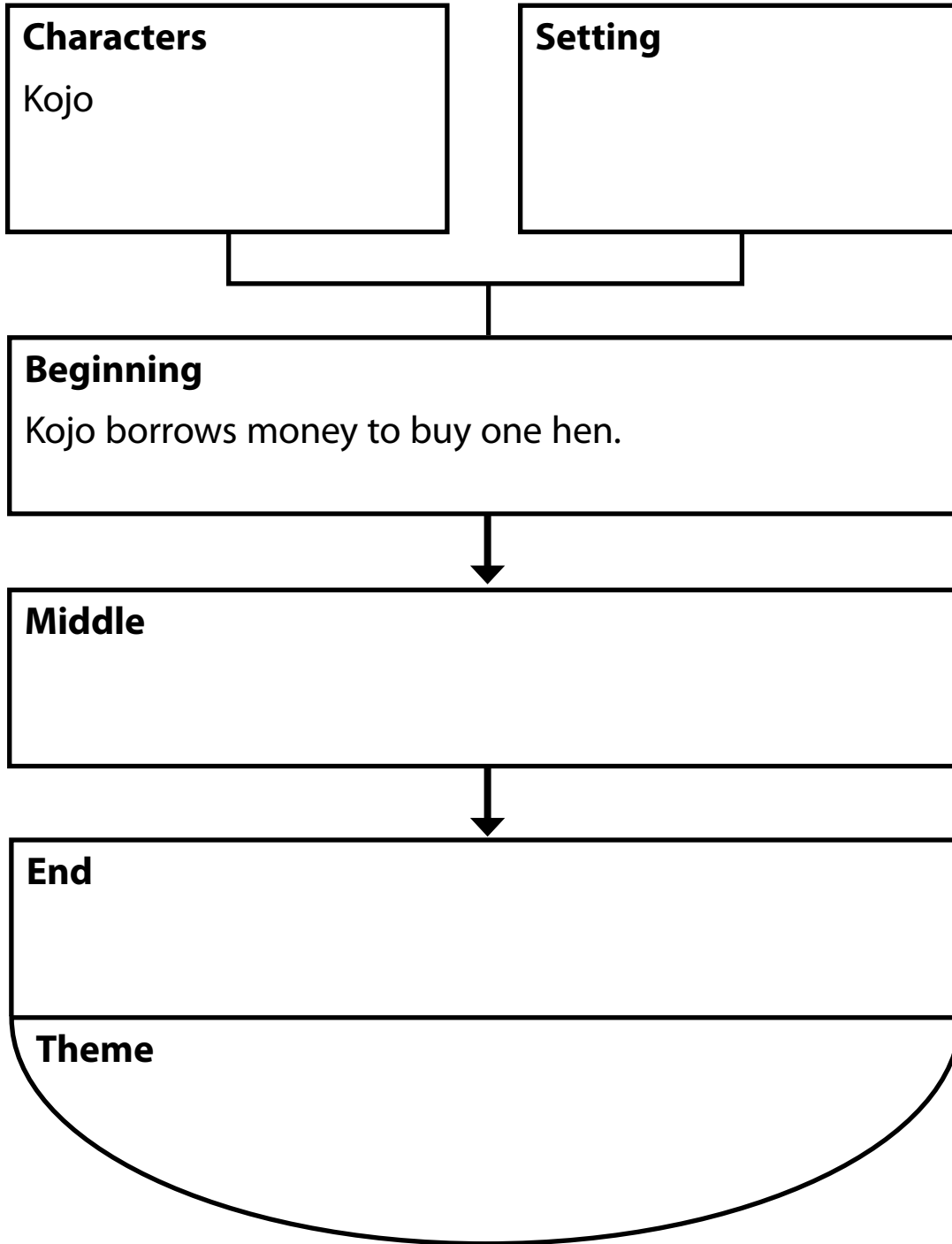
Directions: Read the question. Then write your answer in the space provided.

- 3** Kojo’s grandson asks where all of the eggs go. Why does Kojo respond, “To your future, my child”?

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

Story Map

"One Hen"



COPY READY

 Use your story map to retell the story to a partner. Tell how you decided what the theme was.

Fluency Practice

“One Hen”

Use this passage to practice reading with proper expression.

Before long, many people are working on Kojo’s farm. Men 10
 feed the chickens and clean the coops. Women collect the eggs and 22
 pack them in boxes. Other workers drive the eggs to markets. 33
 The workers have families. One hundred and twenty people 42
 depend on the wages from Kojo’s farm. Families like the Odonkors 53
 have enough food to eat and money for their children’s school fees. 65
 Ma Odonkor can buy medicine when her daughter Adika falls ill. Pa 77
 Odonkor can rebuild the walls of their mud home with cinderblocks. 88
 The workers on Kojo’s farm can even afford livestock of their 99
 own. Some families buy a goat, others a sheep, and some start with 112
 one brown hen. 115
 Kojo’s farm is now the largest in Ghana. One day, Kojo hears a 128
 knock at the door. Adika Odonkor, all grown up, is there. She greets 141
 Kojo and holds out a small sack of coins. 150

From “One Hen,” pages 586-587

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

Working Together

Grammar Rules Past and Future Verb Tenses

<p>For events in the past, be sure to use the correct verb tense.</p>	<p>had known I knew Becca for years before we <u>started</u> this project. While we ^{were working} had worked together, I learned to appreciate Becca's good ideas.</p>
<p>For an action that will be happening over a period of time in the future, use a future-progressive verb. Use will be with a main verb ending in -ing.</p>	<p>Becca and I will be planning a new project next week.</p>

COPY READY

Proofread the sentences. Correct errors in verb usage.

1. Next summer, Jasmine and I will be attend science camp.
2. We will planning and building a robot together.
3. Last year we both had gone to an outdoor adventure camp.
4. As we was hiking and camping together, we had learned to trust each other.
5. We be learning many more things together next summer.

With your partner, talk about someone you will be working with in the future and someone you have worked with in the past.

Grammar: Game

Race for the Future

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on **START**.
3. Flip a coin to move. Heads = 1 space; tails = 2 spaces.
4. Read the verb on the space where you land, and write it in the future-perfect tense.
5. If your partner agrees that you formed the future perfect correctly, stay where you are. If not, go back one space.
6. Take turns. The first player to reach **FINISH** is the winner.

START	dry	hid	stop	choose
				grab
imagine	grip	knock	run	rely
write				
take	occupy	eat	observe	FINISH

Grammar: Game

Follow the Future

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on **START**.
3. Roll a die to move in any direction.
4. Follow the directions in the space you land on.
5. If your partner agrees that you formed and used the future perfect correctly, stay where you are. If not, you lose a turn.
6. Take turns. The first player to reach **END** is the winner.

START	Roll again.	Form the future perfect of <i>eat</i> .	Go back one space.	Use the future perfect of <i>wait</i> in a sentence.
Use the future perfect of <i>break</i> in a sentence.	Form the future perfect of <i>throw</i> .	Go ahead one space.	Ask a question with the future perfect of <i>sit</i> .	Roll again.
Go back two spaces.	Lose a turn.	Form the future perfect of <i>break</i> .	Go ahead one space.	Use the future perfect of <i>finish</i> in a sentence.
Roll again.	Form the future perfect of <i>talk</i> .	Go back one space.	Use the future perfect of <i>apply</i> in a sentence.	Ask a question with the future perfect of <i>win</i> .
Lose a turn.	Form the future perfect of <i>run</i> .	Use the future perfect of <i>pick</i> in a sentence.	Go back two spaces.	END

COPY READY

Comparison Chart

Compare Texts

COPY READY

	"Another Way of Doing Business"	"One Hen"
Name the businesses.		Hens and eggs
Who started it?		Kojo
Where did the start-up costs come from?	A small-business loan	
Name the start-up materials.		
Do you think it will continue to be successful? Why?		

 Talk with a partner about ways businesses can help people.

Grammar: Future-Tense Verbs

Ana's Dream

Grammar Rules Future-Tense Verbs

1. Use *will + main verb* to tell about the future.

I will go to the store in the morning. She will go with me.

2. Use *to be + going to + main verb* to tell about the future.

I am going to buy firewood. She is going to buy tools.

Write future-tense verbs. Use both rules.

Ana was tired of her job. Her dream was to be her own boss.

Ana thought to herself, "Tomorrow, I _____ to the
(Rule 1: go)

bank and ask for a loan. I _____ my own business. I
(Rule 2: start)

_____ a learning center for young children.
(Rule 1: open)

At first, the banker did not want to give Ana a loan, but Ana
said, "I _____ hard, and you _____ that I
(Rule 1: work) (Rule 1: find)

_____ my loan quickly. The banker knew that Ana would
(Rule 2: repay)

keep her word. "You _____ your loan," he said. "Together,
(Rule 1: get)

we _____ sure your business succeeds."
(Rule 2: make)

Tell a partner what you would like to do for work when you are older. Use both rules in your sentences.

SMALL LOANS Make Big Differences

by Olivia Wattly

Matt Flannery has always been an “idea” person. He loves to spend time thinking up new ideas. Back in 2003, Flannery worked as a software developer for a large company. Still, what he really wanted to do was to become a business entrepreneur. Little did he know that his goal was about to become a reality.



Flannery and his fiancée, Jessica Jackley, went to hear Dr. Mohammad Yunus speak at Jessica’s college. Yunus’s words inspired them. Within a year, they had created Kiva, an organization that gives small business loans to people all over the world.

Relationship: _____

The way Kiva works is simple. First, entrepreneurs apply for a loan through Kiva’s Web site. Next, lenders from around the world visit the site and choose which businesses they want to provide with a loan. Unlike Yunus’ bank program, Kiva’s program depends on individual donations. Once borrowers receive their loans, they can then slowly repay these loans over time as their businesses grow and succeed.

Relationship: _____

Mark-Up Reading

SMALL LOANS Make Big Differences (continued)

Elizabeth Omalla, a widow with seven children, was one of the first people affected by Kiva. Omalla’s goal was to grow her business. However, her fish-selling business made only a small profit, and Omalla needed that money to support her family. As a result, she could not afford a bus ticket to travel to the lake where the fish she sold were caught. Instead, she had to buy fish from a middleman and resell them, so she made less money.

Relationship: _____

Omalla applied for a loan through Kiva, and information about her business went on Kiva’s Web site. Lenders read her story, and eventually provided Omalla with a \$500 loan. As a result of the loan, Elizabeth was able to travel to the lake and buy fish herself. Because she no longer had to use a middleman, Omalla could buy more fish for a lower price, and she was able to grow her business.

Omalla’s story is one of thousands. All over the world, people are loaning money to entrepreneurs like Omalla, and helping them succeed. The loans may be small, but their impact is huge.



▲ Kiva has helped many women start or grow a business.

Relationship: _____

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 future-perfect tense
- correct use of future tense
- correct form of irregular verbs

Editing and Proofreading Marks

^	Add.
↷	Take out.

COPY READY

There it was again, that question: What are you going to ~~have~~^{be} ~~been~~^{be} when you grow up? That's a tough question for us eleven-year-olds. We may no longer want to be firefighters or astronauts. But we is not willing to say, "I will help endangered species," or "I is going to be an accountant." By the end of this week, I will have change my mind ten times about what I want to be.

I read an article last week about choosing a career. It said to follow your interests. Right now I'm interested in baseball. Does that mean I am go to become a professional baseball player? What are the chances of that? My sister is a really good dancer. Will she grown up to be a professional ballerina? That's also doubtful. Finding a common ground between interests and reality is go to be tricky. Perhaps by the time I'm twenty, I will had developed realistic interests that is going to lead to a career.

Grammar: Reteach

Saving Your Money

Grammar Rules Future Verb Tenses

A **future tense** verb tells about an action that will happen in the future.

- Use **will** + a main verb.
- Or, use **am/is/are** + **going to** + a main verb.

Toby will **save** part of his earnings.

Toby is going to **save** part of his earnings.

The **future-perfect** tense tells about an action that will be completed by a specific time in the future.

- For **regular** verbs, use **will have** + a main verb ending in **-ed**.
- For **irregular verbs**, use **will have** and a **special form** of the main verb.

By September, he will have **saved** enough to buy a bike.

By the time summer ends, he will have **made** several hundred dollars.

Write the correct form of each verb in parentheses. Use the future tense or the future-perfect tense.

1. (save) I _____ my money so that I can buy a new video game.
2. (save) By next month, I _____ enough money for the game.
3. (earn) This summer, Lacey _____ money by babysitting.
4. (buy) By August, she _____ a lot of new clothes.
5. (spend) By the time school starts, she _____ half her savings.

 With your partner, talk about ways you will save money in the future. Use verbs in the future and future-perfect tenses.

COPY READY

Name _____ Date _____

Unit Concept Map

One Idea

Make a concept map with the answers to the Big Question:
How can one idea change your future?

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PM8.1 Unit 8 | One Idea

Name _____ Date _____

Sequence Chain

Tell Steps in a Process

First

Responses will vary.

Second

Responses will vary.

Third

Responses will vary.

→ →

Use a sequence chain to tell a partner the steps that you would take to start a business. Use the words *first*, *second*, and *third* to explain the steps in an order that makes sense.

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PM8.2 Unit 8 | One Idea

Name _____ Date _____

Grammar: Game

Spin a Tense

Directions:

- Play with a partner. Take turns.
- Spin the paper clip. Read the verb.
- Use the past-progressive form of the verb to write a sentence.
- If your partner agrees that you have used the past-progressive form of the verb correctly and that you have spelled the main verb correctly, score one point.
- Then your partner takes a turn.
- After all the verbs have been used once, count your points. The partner with more points wins.

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.

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PM8.3 Unit 8 | One Idea

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 past-progressive tense
- correct use of regular and irregular verbs in past-perfect tense

^	Add.
↶	Take out.

had worked
Dallas looked at her business plan. She works on it for a long time.
But she knew there was still something she forgetting. She showed the plan to her dad—to see if he could tell what were missing.
Mr. Weisel examined Dallas's list of equipment. He saw that she had listed almost everything she was going to need for her dog-walking business. But he spotted something Dallas had not saw.
Mr. Weisel reminded Dallas that the city recently had passing a "pooper-scooper" law, so Dallas would have to clean up after the dogs.
Dallas groaned. She was neglected to include biodegradable bags on her list of start-up expenses. She had knowed about this law, but hadn't remember. She had hoped she was finished adding up expenses, but she added them up again anyway. Now the list felt complete, but her costs had double!

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PM8.4 Unit 8 | One Idea

Name _____ Date _____

Test-Taking Strategy Practice

Skip and Return to Questions

Directions: Read each question about “Starting Your Own Business.” Choose the best answer.

Sample

1 An entrepreneur is someone who _____.

A makes and stores goods

B takes and uses an income

C has a supply of products

D starts and manages a business

2 What is *income*?

A money you take in

B a business plan

C money you spend

D profit you make

Directions: Read the question. Then write your answer in the space.

3 What is one step you need to take before starting a business?
Make a plan / ask questions / figure out goals / figure out how much time to devote / make a chart of talents and interests.

Directions: Complete the sentence by writing the correct word on the blank.

4 Entrepreneurs must raise their own start-up costs.

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

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Name _____ Date _____

Sequence Chain

“Starting Your Own Business”

How to Plan Your Business

<p>1. First Think about your business goals.</p>	<p>2. Second Study your market and find your niche.</p>	<p>3. Third Figure out your start-up materials and costs.</p>
---	--	--

Use your organizer to explain the procedure to a partner.

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Name _____ Date _____

Fluency Practice

“Starting Your Own Business”

Use this passage to practice reading with proper phrasing.

Have you ever dreamed of having lots of money of your own? 12

Then you should think about starting a business. Every year, thousands 23

of kids start businesses. They earn extra money to spend or to save. 36

Some kids use their business earnings to pay for trips, lessons, or 48

for college later on. Kids do more than just babysit or mow lawns. 61

Many kids have found ways to make their businesses different 71

and special. 73

People who start and manage their own businesses are 82

entrepreneurs. Entrepreneurs are good planners and organizers. 89

Before starting a business, an entrepreneur finds a need and thinks 100

about how to fill it. Starting a business isn't always easy, but it's usually 114

challenging and fun. 117

From “Starting Your Own Business,” pages 542-543

Phrasing

1 Rarely pauses while reading the text. 3 Frequently pauses at appropriate points in the text.

2 Occasionally pauses while reading the text. 4 Consistently pauses at all appropriate points in the text.

Accuracy and Rate Formula

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

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

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Name _____ Date _____

Grammar: Reteach

Living on a Budget

Grammar Rules Past-Tense Verbs

<p>A past-progressive verb tells about an action that was happening over a period of time in the past.</p> <ul style="list-style-type: none"> Use was or were with a main verb ending in -ing. 	<p>Mia's parents were planning a budget.</p>
<p>The past-perfect tense tells about an action that was completed before another action in the past.</p> <ul style="list-style-type: none"> For regular verbs, use had and a main verb ending in -ed. For irregular verbs, use had and a special form of the main verb. 	<p>Before they made it, they had shopped carelessly.</p> <p>Mia had never thought about money until she saw the budget.</p>

Proofread the sentences. Correct the errors in verb usage.

- Mia ~~were~~ ^{was} wondering about how she could help her family.
- She realized that she ~~spent~~ ^{had} money carelessly in the past.
- In the new budget, her parents ~~was~~ ^{were} cutting her allowance.
- She ~~never~~ ^{had} earned money, but she wanted to help.
- Before summer started, she ~~had~~ ^{made} a plan for business.

With your partner, talk about ways that you have saved or earned money. Use past-progressive verbs and verbs in the past-perfect tense.

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Grammar: Game

Make Them Past Tense

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on START.
3. Flip a coin to move. Heads = 1 space; tails = 2 spaces.
4. Read the verb on the space where you land, and write its past-tense form.
5. If your partner agrees that you spelled the past-tense form correctly, stay where you are. If not, go back one space.
6. Take turns. The first player to reach FINISH is the winner.

START	dry dried	analyze analyzed	stop stopped	surprise surprised
				slam slammed
imagine imagined	grab grabbed	classify classified	divide divided	rely relied
trim trimmed				
amuse amused	occupy occupied	snap snapped	observe observed	FINISH

Grammar: Game

Irregular Bingo

Directions:

1. Play with a group. Each player writes a verb from the word bank on each square of the Bingo grid in any order.
2. Select a caller to read the words in the word bank in random order.
3. Find the verb on your bingo card as the caller reads it. Write its past-tense form in the square.
4. If the group agrees that you wrote the past-tense form correctly, cover the square with a marker. If not, erase your writing.
5. Play until a player gets five markers in a row and calls "Bingo."

do	see	throw	speak	bring	know
write	eat	ride	grow	fly	give
get	run	wear	fall	think	go
lose	begin	say	sit	take	sing

		FREE		

Comparison Chart

Compare Procedures

Steps in "Starting Your Own Business"	Steps Kayla Legare Used
1. Plan your business	✓
2. Find a niche	✓
3. Get started	✓
4. Plan the pricing	
5. Advertise	✓
6. Do the math	
7. Plan your steps further	✓

Take turns with a partner. Share one way Kayla could have completed one of the steps that isn't checked.

Grammar: Regular and Irregular Past-Tense Verbs

Kayla's Menus

Grammar Rules Regular / Irregular Past-Tense Verbs

1. For most verbs, add *-ed* to form the past tense (ordered).
2. Add just *-d* to verbs that end in silent *e* (baked).
3. Double the final consonant for verbs that end in vowel + consonant (fanned).
4. Change *y* to *i* and add *-ed* for verbs that end with consonant + *y* (tried).
5. Remember special past-tense forms for *is, are, do, go, take*.

Write the past tense of the verb.

Kayla used special software to make menus for blind and (use)

visually impaired people. She planned her business with her (plan)

uncle. He was interested and wanted to help her. They (is)

went to talk to restaurant owners. Kayla worried that no (go) (worry)

one would buy her menus. She and her uncle were happy (are)

that restaurants bought the menus.

Listen when a partner tells you a verb. Tell the past tense of the verb. Tell the spelling rules to make the past tense.

Name _____ Date _____

Mark-Up Reading

Making Bucks
by **Washing Pups** by Mai Nguyen

Do you love dogs? If so, consider starting a dog washing business. To be successful, **begin with a plan** that includes where you will wash the dogs. **Then** think about the materials you will need, such as shampoo, hoses, towels, and a tub. Also **list** who you think your customers might be.

Next, do the numbers. Add up all your costs and **decide** how many customers you might get each week. **Figure out** what you should charge to begin making a profit within three months.

Show your detailed plan to your parent(s) and **explain** your goals. **Then**, if they give permission, **get (and take!) their advice.**

Text Structure: procedural



▲ Washing dogs can be fun and profitable.

Maddie's FishFlops by Amit Sinha

Because Maddie Robinson **loved sketching sea creatures** at the beach, it was no surprise when, one day, **she sketched a flip-flop design with sea animals** on it. She named it a FishFlop.

Maddie's father **saw the business possibilities** right away. He **registered for the FishFlops.com domain name** and talked with a lawyer about **getting a trademark.**

Since Maddie and her father **wanted people to see the product, they began making samples and taking them to trade shows.** Customers began to flip for FishFlops, and **the business grew!**

Text Structure: cause-effect



▲ Maddie displays some of her flip-flop designs.

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PM8.13

Unit 8 | One Idea

Name _____ Date _____

Mark-Up Reading

From Super Idea to SuperJam
by Edgar Wilson

EDINBURGH, SCOTLAND—It all **started** with a super idea. **When he was only fourteen**, Fraser Doherty's grandmother taught him to make her delicious jam using her secret recipe. Fraser decided to go into business selling it.



▲ Fraser Doherty

Fraser **began** his operation on a shoestring, making jam in his parents' kitchen and selling it to his neighbors and at local farmers' markets. **Soon** demand skyrocketed.

It was only logical to expand his business. Analyzing the market, he saw an opportunity for healthier, sugar-free jams. Eliminating one of the two main ingredients in his jam was not a piece of cake. And to top it off, he had to figure out how to keep his expenses down so that he could continue to make a reasonable profit. But Fraser **finally** found a way to sweeten his jam with only fruit juice, making it more popular than ever.

After that, Fraser needed to greatly increase production. He got a loan and rented a factory to help him produce his SuperJam. **On the first day** his SuperJam was sold in stores, the supermarket sold more jam in that one day than it usually sold in an entire month.

SuperJam is **now** sold in several supermarket chains across the United Kingdom and Ireland and is a huge success! **Looking back**, Fraser thinks anyone can accomplish what he did with determination and imagination. He has proven that one simple idea can become a reality!

Text Structure: sequence

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PM8.14

Unit 8 | One Idea

Name _____ Date _____

Mark-Up Reading

Diego's Awesome Salsa
by Karen Chu

SACRAMENTO, CALIFORNIA—Have you heard the saying "When it rains, it pours"? If not, just ask ten-year-old entrepreneur Diego Bartolome. He can tell you what it means.

Diego's **troubles** began, oddly, with his success. A few years ago, Diego started a business selling jars of homemade salsa at a local bakery. His salsa was a hit. Before he knew it, Diego had \$1,000 in earnings!

Diego's business grew, and soon, a local television program, *Good Day Sacramento*, invited him to appear. Sounds like a young entrepreneur's dream, right? **Not so fast!**



▲ Diego's salsa is full of fresh tomato taste.

An inspector from the state Department of Health saw Diego on TV. He noticed that **Diego's salsa jars weren't labeled properly** and was concerned **Diego wasn't keeping them at the proper temperature.** He contacted Diego and his mom to inform them that **they needed to purchase a health permit**, which had a starting **cost of \$350** a year.

The permit was just **the tip of the iceberg.** Diego also **needed health inspections, new labels and jars, and a business license** to help him comply with the law. All of these things cost **money—something that, in Diego's household, was in short supply.**

Luckily, **the solution** to Diego's financial problems was right under his nose—**salsa.** Diego continued working hard, and sales of his salsa went through the roof. He is now selling up to four cases a week, and has paid all the necessary fees to keep his business within the law. Diego has also learned how important it is to stick with it in business and life. Not a bad lesson for someone only ten years old!

Text Structure: problem-solution

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PM8.15

Unit 8 | One Idea

Name _____ Date _____

Mark-Up Reading

Compare Text Structures

"Making Bucks by Washing Pups"	Both	"Maddie's FishFlops"
<ul style="list-style-type: none"> explains a procedure for starting a business presents events as separate steps uses signal words <i>begin, next, then</i> uses commands and present tense 	<ul style="list-style-type: none"> organizes information is a nonfiction text includes signal words 	<ul style="list-style-type: none"> describes how a business began presents events as causes and effects uses signal words <i>because, since</i> describes past events

"From Super Idea to SuperJam"	Both	"Diego's Awesome Salsa"
<ul style="list-style-type: none"> describes events in a sequence uses signal words such as <i>when, soon, finally, after</i> presents events in time order 	<ul style="list-style-type: none"> organizes information is a news article includes signal words uses statements and past tense 	<ul style="list-style-type: none"> presents events as problems and solutions uses signal words <i>troubles, solution</i>

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PM8.16

Unit 8 | One Idea

Grammar: Grammar and Writing

Edit and Proofread

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

- correct spelling of past-tense verb forms
- correct use of irregular past-tense verbs

Editing and Proofreading Marks

^	Add.
↵	Take out.

Even when blind people could order from a Braille menu, they still ^{had} ~~have~~ a problem: paying the bill. There's no way for a blind person ^{to} tell the difference between a \$1 bill and a \$100 bill.

Many other countries have paper money that helps blind people. Years ago, the European Union ^d ~~change~~s their paper money to help the blind. It ^d ~~make~~s the paper money with foil textures to distinguish the bills. Australia ^d ~~create~~s a similar raised-texture system. Canada ^d ~~put~~ted raised dots on its currency.

In 2008, a federal court ^d ~~rules~~ that U.S. currency ^d ~~discriminates~~ against the blind. The U.S. Treasury Department ^d ~~fight~~ed the court ruling for years. The Department ^{said} ~~say~~ed that changing the size of U.S. paper money would cost billions of dollars. But now the Department has a mobile phone application to help blind people with U.S. bills.

Grammar: Reteach

Trip to the Moon

Grammar Rules Past-Tense Verbs

The **past tense** form of a regular verb ends with **-ed**.

- For verbs that end in silent **e**, drop the **e** before adding **-ed**.
- For verbs that end in one vowel + one consonant, double the final consonant before adding **-ed**.
- For verbs that end in a consonant and **y**, change **y** to **i** before adding **-ed**.

The rocket blasted into the sky.

We hoped to land on the moon.

Finally, the spacecraft dropped to the surface.

Valeria cried with happiness when we landed.

The **irregular past tense** does not add **-ed**.

I brought a camera.

I took pictures.

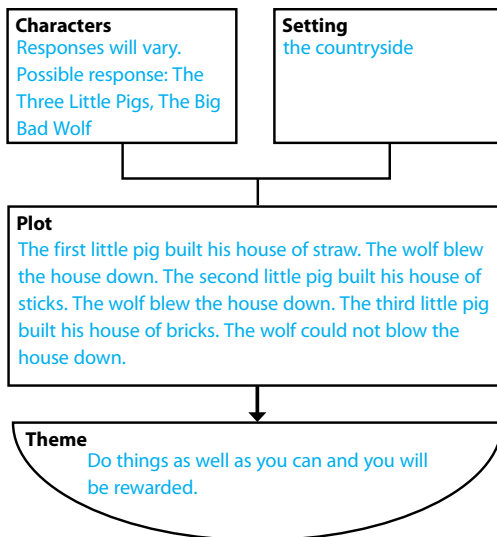
Circle the past-tense verb of the underlined present-tense verb.

The surface of the moon is (was, used) dusty. Ted try (tryd, tried) to put moon rocks in his bag. We enjoyed the view of Earth. I dig (dug, digged) a hole. Valeria unroll (unroled, unrolled) the flag. Ted place (placed, placed) the flag in the hole. The flag show (showed, showd) that we had been there.

Pick two past-tense verbs from above and write new sentences. Read them to a partner.

Story Map

Elements of Fiction



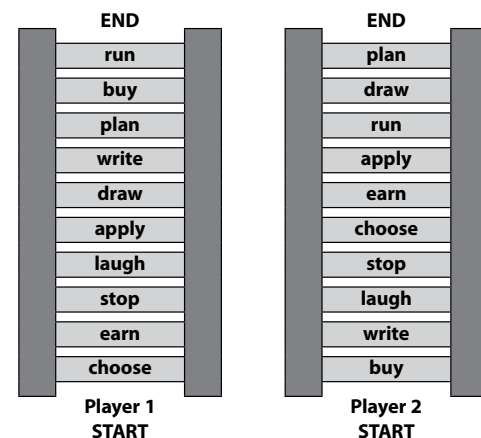
Retell the story to a partner using your story map.

Grammar: Game

Climb to the Future Progressive

Directions:

1. Play with a partner.
2. Use a paper clip, eraser, or other small object as a game marker and place it on **START**.
3. Flip a coin to move. Heads = 1 rung; tails = 2 rungs.
4. Read the verb on the rung where you land. Use its future-progressive form in a sentence.
5. If your partner agrees that you formed and used the future progressive correctly, stay where you are. If not, move back down one rung.
6. Take turns. The first player to reach **END** is the winner.



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 past, present perfect, and future-progressive verbs
- correct form of irregular verbs

Editing and Proofreading Marks

^	Add.
↵	Take out.

Before Europeans arrived in western Africa, Ghana had ^{been} ~~being~~ part of an ancient trade route. By 1472, Portuguese had ^{arrived} ~~arrive~~ ashore and had ^{seen} ~~saw~~ that the local people wore gold jewelry. That had attracted people from Portugal and other European countries. The area became known as the Gold Coast. After Europeans had ^{made} ~~make~~ contact, locals were greatly impacted. Europeans wanted to protect their trade interests, so they ^{constructed} ~~construct~~ forts and castles. Originally, trade had ^{centered} ~~center~~ on the gold, which was available in the area.

After the British gained control of the area, it ^{made} ~~make~~ Ghana a British colony. In the 1900s, inhabitants of the Gold Coast ^{started} ~~start~~ to take control of their country. They finally ^{will be gaining} ~~will be gain~~ independence on March 6, 1957. Today, Ghana is one of the leading countries in Africa. Hopefully, Ghana will be ^{enjoying} ~~enjoy~~ a bright future.

Name _____ Date _____

Test-Taking Strategy Practice

Skip and Return to Questions

Directions: Read each question about “One Hen.” Choose the best answer.

Sample

- 1 What does *organization* mean?
- Ⓐ something you are unfamiliar with
 - Ⓑ a person who starts a business
 - Ⓒ a business or other official group
 - Ⓓ money received from a bank

- 2 How does Kojo use the money he saved in the first year of selling eggs?
- Ⓐ buys toys to play with
 - Ⓑ pays his mother back
 - Ⓒ goes to the market
 - Ⓓ goes back to school

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

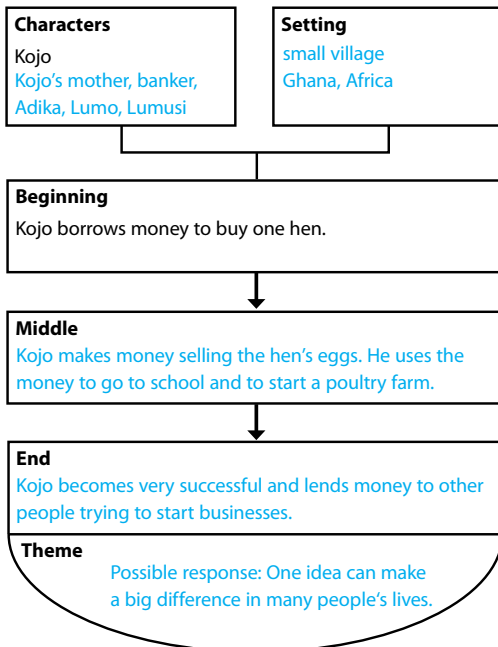
- 3 Kojo’s grandson asks where all of the eggs go. Why does Kojo respond, “To your future, my child?”
- The money from a few eggs has grown into a business that provides for Kojo’s family, his community, and his country.

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

Name _____ Date _____

Story Map

“One Hen”



Use your story map to retell the story to a partner. Tell how you decided what the theme was.

Name _____ Date _____

Fluency Practice

“One Hen”

Use this passage to practice reading with proper expression.

Before long, many people are working on Kojo’s farm. Men 10
feed the chickens and clean the coops. Women collect the eggs and 22
pack them in boxes. Other workers drive the eggs to markets. 33
The workers have families. One hundred and twenty people 42
depend on the wages from Kojo’s farm. Families like the Odonkors 53
have enough food to eat and money for their children’s school fees. 65
Ma Odonkor can buy medicine when her daughter Adika falls ill. Pa 77
Odonkor can rebuild the walls of their mud home with cinderblocks. 88
The workers on Kojo’s farm can even afford livestock of their 99
own. Some families buy a goat, others a sheep, and some start with 112
one brown hen. 115
Kojo’s farm is now the largest in Ghana. One day, Kojo hears a 128
knock at the door. Adika Odonkor, all grown up, is there. She greets 141
Kojo and holds out a small sack of coins. 150

From “One Hen,” pages 586-587

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.

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

Grammar: Reteach

Working Together

Grammar Rules Past and Future Verb Tenses

For events in the past, be sure to use the correct verb tense.

had known
I ~~knew~~ Becca for years before we ~~started~~ this project.
were working
While we ~~had worked~~ together, I learned to appreciate Becca's good ideas.

For an action that will be happening over a period of time in the future, use a **future-progressive verb**. Use **will be** with a main verb ending in **-ing**.

Becca and I **will be planning** a new project next week.

Proofread the sentences. Correct errors in verb usage.

- Next summer, Jasmine and I will be ^{attending} science camp.
- We ^{be} planning and building a robot together.
- Last year we both ^{went} had gone to an outdoor adventure camp.
- As we ^{were} was hiking and camping together, we ^{had} learned to trust each other.
- We ^{will} be learning many more things together next summer.

With your partner, talk about someone you will be working with in the future and someone you have worked with in the past.

Grammar: Game

Race for the Future

Directions:

- Play with a partner.
- Use a paper clip, eraser, or other small object as a game marker and place it on **START**.
- Flip a coin to move. Heads = 1 space; tails = 2 spaces.
- Read the verb on the space where you land, and write it in the future-perfect tense.
- If your partner agrees that you formed the future perfect correctly, stay where you are. If not, go back one space.
- Take turns. The first player to reach **FINISH** is the winner.

START	will have dry dried	will have hid hidden	will have stop stopped	will have choose chosen
				will have grab grabbed
will have imagine imagined	will have grip gripped	will have knock knocked	will have run run	will have rely relied
will have write written				
will have take taken	will have occupy occupied	will have eat eaten	will have observe observed	FINISH

Grammar: Game

Follow the Future

Directions:

- Play with a partner.
- Use a paper clip, eraser, or other small object as a game marker and place it on **START**.
- Roll a die to move in any direction.
- Follow the directions in the space you land on.
- If your partner agrees that you formed and used the future perfect correctly, stay where you are. If not, you lose a turn.
- Take turns. The first player to reach **END** is the winner.

START	Roll again.	Form the future perfect of <i>eat</i> .	Go back one space.	Use the future perfect of <i>wait</i> in a sentence.
Use the future perfect of <i>break</i> in a sentence.	Form the future perfect of <i>throw</i> .	Go ahead one space.	Ask a question with the future perfect of <i>sit</i> .	Roll again.
Go back two spaces.	Lose a turn.	Form the future perfect of <i>break</i> .	Go ahead one space.	Use the future perfect of <i>finish</i> in a sentence.
Roll again.	Form the future perfect of <i>talk</i> .	Go back one space.	Use the future perfect of <i>apply</i> in a sentence.	Ask a question with the future perfect of <i>win</i> .
Lose a turn.	Form the future perfect of <i>run</i> .	Use the future perfect of <i>pick</i> in a sentence.	Go back two spaces.	END

Comparison Chart

Compare Texts

	"Another Way of Doing Business"	"One Hen"
Name the businesses.	vegetable cultivation, fish farming, skilled trades, bee-keeping, and other small businesses	Hens and eggs
Who started it?	Hammer	Kojo
Where did the start-up costs come from?	A small-business loan	A small-business loan
Name the start-up materials.	tools, supplies, seeds, or whatever the people needed to start a business	one hen
Do you think it will continue to be successful? Why?	Answers will vary.	Answers will vary.

Talk with a partner about ways businesses can help people.

Name _____ Date _____

Grammar: Future-Tense Verbs

Ana's Dream

Grammar Rules Future-Tense Verbs

- Use *will + main verb* to tell about the future.
I will go to the store in the morning. She will go with me.
- Use *to be + going to + main verb* to tell about the future.
I am going to buy firewood. She is going to buy tools.

Write future-tense verbs. Use both rules.

Ana was tired of her job. Her dream was to be her own boss.

Ana thought to herself, "Tomorrow, I will go to the bank and ask for a loan. I am going to start my own business. I will open a learning center for young children.

At first, the banker did not want to give Ana a loan, but Ana said, "I will work hard, and you will find that I am going to repay my loan quickly. The banker knew that Ana would keep her word. "You will get your loan," he said. "Together, we are going to make sure your business succeeds."

Tell a partner what you would like to do for work when you are older. Use both rules in your sentences.

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Name _____ Date _____

Mark-Up Reading

SMALL LOANS Make Big Differences

by Olivia Watty



Matt Flannery has always been an "idea" person. He loves to spend time thinking up new ideas. Back in 2003, Flannery worked as a software developer for a large company. Still, what he really wanted to do was to become a business entrepreneur. Little did he know that his goal was about to become a reality.

Flannery and his fiancée, Jessica Jackley, went to hear Dr. Mohammad Yunus speak at Jessica's college. Yunus's words inspired them. Within a year, they had created Kiva, an organization that gives small business loans to people all over the world.

Relationship: Sequence: These events occurred within one year.
Cause-Effect: Dr. Yunus's speech inspired Matt and Jessica to start Kiva.
Goal-Outcome: Matt achieved his goal to be an entrepreneur when he started Kiva.

The way Kiva works is simple. First, entrepreneurs apply for a loan through Kiva's Web site. Next, lenders from around the world visit the site and choose which businesses they want to provide with a loan. Unlike Yunus' bank program, Kiva's program depends on individual donations. Once borrowers receive their loans, they can then slowly repay these loans over time as their businesses grow and succeed.

Relationship: Sequence: This series of events describes the process for how a loan is given.

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Name _____ Date _____

Mark-Up Reading

SMALL LOANS Make Big Differences (continued)

Elizabeth Omalla, a widow with seven children, was one of the first people affected by Kiva. Omalla's goal was to grow her business. However, her fish-selling business made only a small profit, and Omalla needed that money to support her family. As a result, she could not afford a bus ticket to travel to the lake where the fish she sold were caught. Instead, she had to buy fish from a middleman and resell them, so she made less money.

Relationship: Cause-Effect: Because Omalla could not afford a bus ticket to the lake, she could not buy her own fish to sell. Since she had to buy fish from a middleman, she made less money. **Goal-Outcome:** Omalla wanted to grow her business, but she did not have enough money.

Omalla applied for a loan through Kiva, and information about her business went on Kiva's Web site. Lenders read her story, and eventually provided Omalla with a \$500 loan. As a result of the loan, Elizabeth was able to travel to the lake and buy fish herself. Because she no longer had to use a middleman, Omalla could buy more fish for a lower price, and she was able to grow her business.



▲ Kiva has helped many women start or grow a business.

Omalla's story is one of thousands. All over the world, people are loaning money to entrepreneurs like Omalla, and helping them succeed. The loans may be small, but their impact is huge.

Relationship: Goal-Outcome: A Kiva loan helped Omalla increase her business and reach her goal. **Cause-Effect:** Omalla's loan allowed her to buy fish at a lower price and grow her business.

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Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- correct use of future-perfect tense
- correct use of future tense
- correct form of irregular verbs

Editing and Proofreading Marks

^	Add.
↷	Take out.

There it was again, that question: What are you going to ^{be} ~~have~~ ^{been} when you grow up? That's a tough question for us eleven-year-olds. We may no longer want to be firefighters or astronauts. But we ^{are} ~~is~~ not willing to say, "I will help endangered species," or "I ^{am} ~~is~~ going to be an accountant." By the end of this week, I will have ^d ~~change~~ my mind ten times about what I want to be.

I read an article last week about choosing a career. It said to follow your interests. Right now I'm interested in baseball. Does that mean I ^{am} ~~go~~ to become a professional baseball player? What are the chances of that? My sister is a really good dancer. Will she ^{grows} ~~grow~~ up to be a professional ballerina? That's also doubtful. Finding a common ground between interests and reality is ^{ing} ~~go~~ to be tricky. Perhaps by the time I'm twenty, I will ^{have} ~~had~~ developed realistic interests that ^{are} ~~is~~ going to lead to a career.

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Grammar: Reteach

Saving Your Money

Grammar Rules Future Verb Tenses

A **future tense** verb tells about an action that will happen in the future.

- Use **will** + a main verb.
- Or, use **am/is/are + going to** + a main verb.

Toby **will save** part of his earnings.

Toby **is going to save** part of his earnings.

The **future-perfect** tense tells about an action that will be completed **by** a specific time in the future.

- For **regular** verbs, use **will have** + a main verb ending in **-ed**.
- For **irregular verbs**, use **will have** and a **special form** of the main verb.

By September, he **will have saved** enough to buy a bike.

By the time summer ends, he **will have made** several hundred dollars.

Write the correct form of each verb in parentheses. Use the future tense or the future-perfect tense.

1. (save) I _____ my money so that I can buy a new video game.
will save or am going to save
2. (save) By next month, I _____ enough money for the game.
will have saved
3. (earn) This summer, Lacey _____ money by babysitting.
will earn or is going to earn
4. (buy) By August, she _____ a lot of new clothes.
will have bought
5. (spend) By the time school starts, she _____ half her savings.
will have spent

 With your partner, talk about ways you will save money in the future. Use verbs in the future and future-perfect tenses.

Small Group Reading



Small Group Reading Time

TEACHER

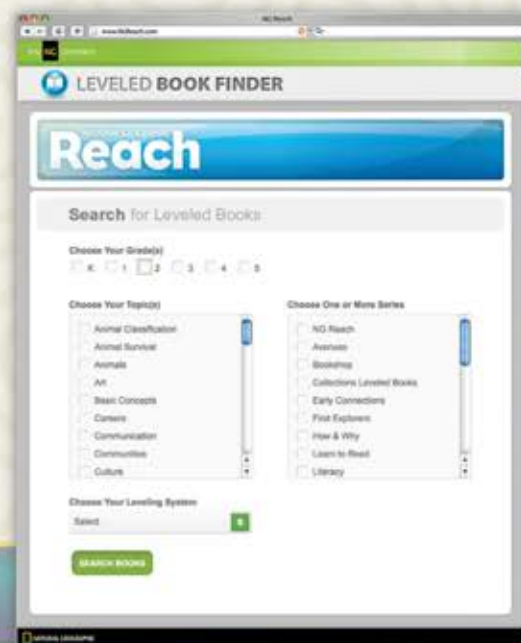
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

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 Innovation	DAY 1 Explorer Books, <i>Nature's Solutions</i> BL Pioneer Edition OL Pathfinder Edition	Leslie Hall and Phyllis Edwards	Technological Innovation	SG4–SG5
	BL <i>Kids Manage Money</i>	Ellen Keller	Money Management	SG6, SG8
	BL <i>The Kids' Invention Book</i>	Arlene Erlbach	Young Inventors	SG6, SG8
	OL <i>The Story of Money</i>	Betsy Maestro	Money	SG7, SG9
	AL <i>Toys!: Amazing Stories Behind Some Great Inventions</i>	Don Wulffson	Inventions	SG7, SG9
Week 2 Inventors	DAY 1 Explorer Books, <i>Imagining the Future</i> BL Pioneer Edition OL Pathfinder Edition	Terri L. Jones and Susan Blackaby	Process of Innovation	SG10–SG11
	BL <i>Alexander Graham Bell and the Telephone</i>	Anita Garmon	Alexander Graham Bell	SG12, SG14
	BL <i>We'll Race You, Henry: A Story about Henry Ford</i>	Barbara Mitchell	Henry Ford	SG12, SG14
	OL <i>Chocolate by Hershey</i>	Betty Burford	Managing a Business	SG13, SG15
	AL <i>The Kid Who Invented the Popsicle</i>	Don L. Wulffson	Young Inventors	SG13, SG15
Week 3 Business	DAY 1 Explorer Books, <i>Jeans: From Mines to Malls</i> BL Pioneer Edition OL Pathfinder Edition	John Micklos, Jr.	Free Enterprise System	SG16–SG17
	PART 1 BL <i>Owen Foote, Money Man</i>	Stephanie Greene	Working and Volunteering	SG18, SG20
	PART 1 BL <i>Lawn Boy</i>	Gary Paulsen	Managing a Business	SG18, SG20
	PART 1 OL <i>The Toothpaste Millionaire</i>	Jean Merrill	Managing a Business	SG19, SG21
	PART 1 AL <i>Mr. Chickee's Funny Money</i>	Christopher Paul Curtis	Money	SG19, SG21
Week 4 Supply and Demand	DAY 1 Explorer Books, <i>Amazing Grain: The Wonders of Corn</i> BL Pioneer Edition OL Pathfinder Edition	Susan E. Goodman	Consumers and Producers	SG22–SG23
	PART 2 BL <i>Owen Foote, Money Man</i>	Stephanie Greene	Working and Volunteering	SG24, SG26
	PART 2 BL <i>Lawn Boy</i>	Gary Paulsen	Managing a Business	SG24, SG26
	PART 2 OL <i>The Toothpaste Millionaire</i>	Jean Merrill	Managing a Business	SG25, SG27
	PART 2 AL <i>Mr. Chickee's Funny Money</i>	Christopher Paul Curtis	Money	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 8 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 7 Assessment Masters:
SG7.29–SG7.32

Unit 8 Practice Masters:
SG8.1–SG8.28

Unit 8 Assessment Masters:
SG8.29–SG8.32

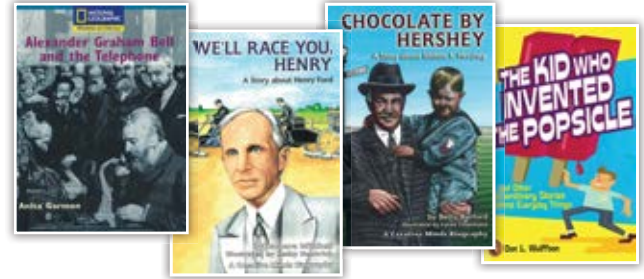
TECHNOLOGY

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 7 **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.

Introduce books. Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question: *How can one idea change your life?*

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 exchange, you trade something for something else.*
5. Relate each word to students' knowledge and experience: *My friend and I exchange baseball cards.* 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 page 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: Innovation

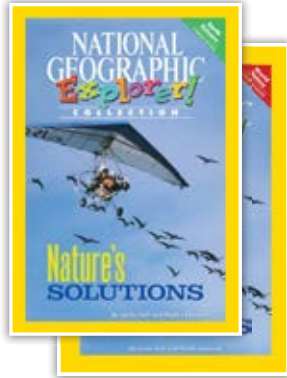
Read and Comprehend Informational Text

Compare Text Structures: Problem and Solution

Nature's Solutions

by Leslie Hall and Phyllis Edwards

Summary *Nature's Solutions* explores how people use features of plants and animals to solve everyday problems. In "Nature's Solutions," author Leslie Hall explains that plants and animals are efficient—they don't waste energy. She then describes how engineers have solved problems by imitating nature. For example, inventors helped athletes swim faster by creating a swimsuit with grooves like those on a shark's skin. A Japanese engineer created a quieter train by reshaping the front to look like the beak of the elegant diving bird, the kingfisher. Engineers are constantly studying nature to find new solutions to problems. "Flying Snakes" by Phyllis Edwards describes Jake Socha's studies of paradise tree snakes. These snakes glide through the air by changing the shape of their skeleton.



Activate Prior Knowledge Display the front cover and trace the glider's wing. Have volunteers compare the shape to the birds' wings. (same shape) Ask: *Do you think the similarity is an accident?* (Possible response: No, the glider copies birds' wings on purpose.)

Build Background Explain that inventors look to nature to find solutions to everyday problems. That is because plants and animals are efficient and don't waste energy. Use the illustrations on pages 4–7 to point out ways scientists have copied nature to create more efficient products. Have volunteers compare each animal and the invention.

PROGRAM RESOURCES

PRINT ONLY

Nature's Solutions, Pioneer Edition

Nature's Solutions, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive White Board Lesson—Geckos

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: Problem and Solution

Explain: *Authors use text structures to organize information. Often, authors describe a problem and then present one or more solutions to that problem.* Point out that good readers are able to compare two texts that use a problem-and-solution text structure.

Read aloud the following text from pages 4 and 8 of the Pioneer Edition of *Nature's Solutions* as students listen.

(page 4)

Problem: How can we help people swim faster?

Solution: Study a shark's skin.

(page 8)

How do you design a better flying machine? You study flying snakes, of course!

Text from Pioneer Edition

Then, think aloud to model how to describe a problem-and-solution text structure: *On page 4, the author states a problem as a question, including the signal word problem as a label:*

- *Problem: How can we help people swim faster?*

Then the author states a solution, labeling it with the word solution:

- *Solution: Study a shark's skin.*

In the text on page 8, the author states a problem as a question:

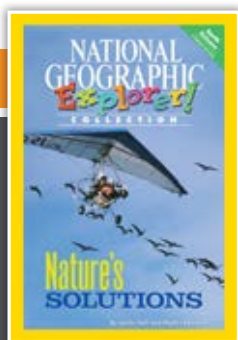
- *How do you design a better flying machine?*

Then the author states the solution:

- *You study flying snakes.*

Have students compare how the information in the two sections is organized. (In both articles, the authors state a problem and give the solution. In the first article, the author includes the labels *problem* and *solution*.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Technological Innovation

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

biomimicry efficient research

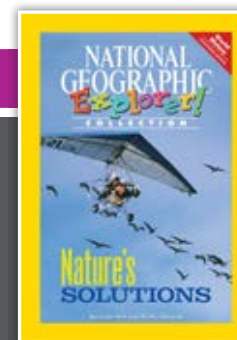
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

1. **Details** How are plants and animals naturally efficient? (They don't waste energy, and they are designed to live in balance with Earth.)
2. **Evaluate** How do people use plants and animals to solve everyday problems? (Possible response: They study nature and use the ideas they find there to make better products.)
3. **Describe** Name three inventions that use biomimicry. (Possible responses: swimsuits, the bullet train, Stickybot, paint, jets, and cars that use less fuel)
4. **Compare Text Structures: Problem/Solution** How is the paradise tree snake able to fly, even though it doesn't have wings? (First, it leaps from a tree branch. Next, it dives to gain speed. Then, it moves its body from side to side to stay in the air and control its direction.)
5. **Explain** How does Jake Socha learn about paradise tree snakes? (He films the snakes while they are flying and then studies the films to understand how the snakes stay up in the air.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Technological Innovation

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

application approach biomimicry efficient research

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. **Details** What makes plants and animals efficient? (They don't waste energy, and they are specially designed to live in balance with their environment.)
2. **Evaluate** How does biomimicry help engineers and business people? (Possible response: These people imitate nature to solve problems and develop better products.)
3. **Describe** Name three ways people apply what they have learned from biomimicry. (Possible responses: People have created swimsuits, the bullet train, the Stickybot, paint, jets, and fuel-efficient cars.)
4. **Compare Text Structures: Problem/Solution** How does the paradise tree snake fly? (First, it leaps from a tree branch. Next, it dives to gain speed. Then, it moves its body from side to side to stay in the air and control its direction.)
5. **Explain** How does Jake Socha learn about paradise tree snakes? (He takes photos of them and films them while they are flying. Then he studies the images.)

Check & Reteach

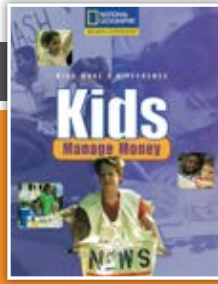
OBJECTIVE: Compare Text Structures: Problem and Solution

Have partners compare the text structures of "Fuel-Saving Fish" on page 7 and the second paragraph of "Challenges and Responses" on page 10. (Both authors state problems and solutions. ([page 7] Problem: How can we build cars that use less gasoline?; Solution: Look closely at the shape of a fish. [page 10] Problem: Animals must find food; Solution: A tree snake flies from tree to tree.)

For students who cannot compare text structures, reteach using "Lessons From Leaves" on page 6 and the first paragraph of "Challenges and Responses" on page 10. Say: *In both texts, the authors discuss challenges people and animals face. How does each author present the information?*

Have students skim the sections, paying attention to structure and signal words. Then have groups discuss the organization. ([page 6] Problem: How can we keep the outside of buildings clean?; Solution: Study how rainwater rolls off a leaf. [page 10] Problem: predators; Solution: flying. Both articles use a problem-and-solution text structure to organize information. Both articles use the signal words *problem* and *solution*.)

BL BELOW LEVEL 640L



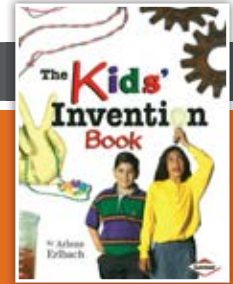
Kids Manage Money

by Ellen Keller

Content Connection:
Money Management

Expository Nonfiction | Pages: 32 | Lexile: 640L | GR: P

BL BELOW LEVEL 760L



The Kids' Invention Book

by Arlene Erlbach

Content Connection:
Young Inventors

Expository Nonfiction | Pages: 64 | Lexile: 760L | GR: R

OBJECTIVES

Thematic Connection: Innovation

Read and Comprehend Text

- Choose Reading Strategies to Comprehend Text
- Main Idea and Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.3, page SG30
- Practice Master SG8.7, page SG34

TECHNOLOGY ONLY

Digital Library: Popsicles

SUGGESTED PACING

- DAY 2 Introduce and read pages 5–15
- DAY 3 Read pages 16–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Long ago, people used shells and other items as money to trade for goods and services. Today, we use coins, paper money, checks, and credit cards. At one time, children worked, often in bad conditions, to earn money. Now, they most often get money through allowances, by providing services, or by making and selling simple products. Children are important users of goods and services. They need to understand aspects of money management, such as budgets, bank services, and stocks. Some children apply their knowledge of money to raise money for worthy causes.

Activate Prior Knowledge Ask: *What is one way that you get money to buy the things you want and need?* (Possible responses: allowance, chores)

Build Background Display the photo of Popsicles from the **Digital Library**. Say: *Some familiar products in our lives were invented by children who had great ideas for businesses. For example, an 11-year-old boy, Frank Epperson, invented Popsicles.*

Story Words Use **Practice Master SG8.1** to extend vocabulary.

- convince, page 17
- exchange, page 6
- guaranteed, page 7
- issue, page 8
- quality, page 17

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.4, page SG31
- Practice Master SG8.7, page SG34

TECHNOLOGY ONLY

Digital Library: Philo Farnsworth and TV Set

SUGGESTED PACING

- DAY 2 Introduce and read pages 6–21
- DAY 3 Read pages 22–45
- DAY 4 Read pages 46–64 and discuss
- DAY 5 Connect across texts

Summary *The Kids' Invention Book* uses Chester Greenwood, the 15-year old who invented earmuffs, to make the point that children have great ideas for inventions, too. The point is illustrated with stories of thirteen young inventors and their creations, including an all-in-one washer/dryer, a portable wheelchair ramp, and a crayon saver. The book then provides information to help young inventors make their own ideas a reality, taking them through the steps of product invention and describing the process for obtaining patents. Additional resources include information about inventors' contests and tips for starting an inventors' club.

Activate Prior Knowledge Ask: *Have you ever had an idea for an invention? What was it? Why did you think it was a good idea?*

Build Background Display the photo of Philo T. Farnsworth from the **Digital Library**. Point out that Philo T. Farnsworth is one of the inventors of television, an idea he came up with at age 14.

Story Words Use **Practice Master SG8.1** to extend vocabulary.

- diagram, page 19
- exact, page 27
- persistence, page 17
- process, page 15
- solution, page 37

OL ON LEVEL 890L



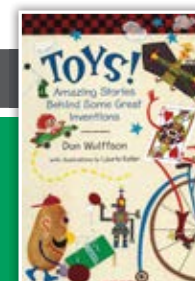
The Story of Money

by Betsy Maestro

Content Connection:
Money

Expository Nonfiction | Pages: 48 | Lexile: 890:L | GR: U

AL ABOVE LEVEL 920L



Toys!

by Don Wulffson

Content Connection:
Inventions

Expository Nonfiction | Pages: 134 | Lexile: 920:L | GR: U

COMMON CORE STANDARDS

Reading

Read and Comprehend Text	CC.5.Rinf.10
Determine Main Ideas of Text	CC.5.Rinf.2
Explain How Main Ideas Are Supported by Details	CC.5.Rinf.2
Summarize	CC.5.Rlit.2

Writing

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

Draw on Preparation to Explore Ideas	CC.5.SL.1.a
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Language and Vocabulary

Acquire and Use Academic Words	CC.5.L.6
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PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.5, page SG32
- Practice Master SG8.7, page SG34

SUGGESTED PACING

- DAY 2 Introduce and read pages 3–23
- DAY 3 Read pages 24–48 and discuss
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Formal systems for purchasing goods and services began in ancient times, with people bartering for things they needed. As people began to travel and trade goods over long distances, they developed more formal systems of exchange, using objects such as salt for currency. Ancient Lydia introduced metal coins, and China issued the first paper money. Europeans who came to America bartered with Native American for goods. The American colonies issued individual currencies until they became a country and established one money system. Today, countries use many forms of currency.

Activate Prior Knowledge Say: *Think about how you and your family buy things. How many different ways can you use to pay for them?* (Possible responses: money, credit cards, debit cards, checks)

Build Background Say: *Countries can change their money systems at any time. In recent years, many European countries adopted a common currency, the euro, to replace their individual currencies.*

Story Words Use **Practice Master SG8.1** to extend vocabulary.

- | | | |
|--------------------|------------------|-----------------|
| establish, page 26 | exchange, page 5 | locally, page 9 |
| medium, page 14 | rate, page 40 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.6, page SG33
- Practice Master SG8.7, page SG34

TECHNOLOGY ONLY

Digital Library: Legos®

SUGGESTED PACING

- DAY 2 Introduce and read pages 3–44
- DAY 3 Read pages 45–94
- DAY 4 Read pages 95–134 and discuss
- DAY 5 Connect across texts

Summary *Toys!* provides stories about the origins of more than two dozen classic toys and games. Many of the toys discussed, such as tops and hobbyhorses, have existed for hundreds of years. Others, such as modeling dough and toy springs, were accidental inventions resulting from their inventors' work on more serious products. Some toys were great ideas inventors' had to solve specific problems. Each story concludes with a list of trivia, such as kites being named for a type of bird.

Activate Prior Knowledge Ask: *What is your all-time favorite toy? Why do you like it?*

Build Background Display the photo from the **Digital Library**. Point out that according to surveys, these building blocks are the world's all-time favorite toy. Other favorites are dolls and electronic hand-held games.

Story Words Use **Practice Master SG8.1** to extend vocabulary.

- | | | |
|-------------------------|--------------------|-----------------------|
| accomplishment, page 10 | convince, page 8 | demonstration, page 8 |
| expand, page 25 | production, page 9 | |

BL > BELOW LEVEL 640L

Kids Manage Money

by Ellen Keller

Build Comprehension

- **Make Judgments** *What do you think is good about using credit cards? What is a problem with using them? Use information from the book to support your judgment.* (Possible response: Credit cards are good because they make it easy to keep track of how much money you spend and where you spend it. They are a problem because if you don't pay what you owe on time, you have to pay interest, too.)
- **Draw Conclusions** *Why do you think making a budget is an important part of managing money?* (Possible response: A budget helps us think about how to use our money by showing how much we have and what we can afford to spend.)

Writing Options

- **Poster** Have students think of a service they might do for others and create a poster to advertise it. The poster should show what the service is, why it is needed, and what it costs.
- **Description** Have students think of a product they might make and sell to classmates and write a description that tells what the product does and how it works.
- **Journal Entry** Have students write about any personal experiences they have had raising money for a good cause.

BL > BELOW LEVEL 760L

The Kids' Invention Book

by Arlene Erlbach

Build Comprehension

- **Explain** *Why is brainstorming an important part of creating an invention?* (Brainstorming lets an inventor think of a lot of possible ideas for solving a problem and identify the best idea to turn into an invention.)
- **Analyze** *What do you think are the advantages of patents for inventors? What are the disadvantages?* (Possible response: Patents are an advantage because they keep people from stealing inventors' ideas. They are a disadvantage because they make it difficult for inventors to prove their ideas are completely new.)

Writing Options

- **Advertisement** Have students choose one of the inventions from the book and write an advertisement for it that lists its uses and convinces people that they should buy it.
- **Interview** Have students choose one of the inventors from the book and write five interview questions they would like to ask the inventor about his or her invention.
- **Journal Entry** Have students write about an invention that they use daily and tell why they would not want to give it up.

Check & Reteach

Ask students to review the main idea of each book and its key supporting details.

If students have difficulty identifying the book's main ideas, point out the categories on the outline and ask: *What question can you make from the title of your book? What information can you find in the book to answer that question?*

DURING READING

Name _____ Date _____

Outline

Main Idea and Details

As you read, use the outline to show your book's main ideas and their supporting details. Add to the outline after you finish reading.

I. _____

A. _____

B. _____

C. _____

II. _____

A. _____

B. _____

C. _____

Use your outline to tell a partner about your book.

For use with TE pp. 526-529 **SG8.2** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Kids Manage Money

Review the story words with your group. Then discuss these questions together.

1. Identify Main Idea Use the notes from your outline to state the main idea of your book. Remember to write the main idea as a complete sentence.

2. Analyze Supporting Details Use the notes from your outline to tell about the important details that support the main idea of your book.

3. Choose Reading Strategies With your group, recall the different reading strategies that you have used. Then review Chapter 3 and answer the questions below.

- **Think** What were you trying to understand about saving money?
- **Decide** What reading strategies did you use to help you?
- **Explain** How did the strategies help you?

4. Generalize How can choosing where to save money change your future?

Story Words: convince, exchange, guaranteed, issue, quality

For use with TE pp. 526-529 **SG8.3** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

The Kids' Invention Book

Review the story words with your group. Then discuss these questions together.

1. Identify Main Idea Use the notes from your outline to state the main idea of your book. Remember to write the main idea as a complete sentence.

2. Analyze Supporting Details Use the notes from your outline to tell about the important details that support the main idea of your book.

3. Choose Reading Strategies With your group, recall the different reading strategies that you have used. Then review pages 48-50 and answer the questions below.

- **Think** What were you trying to understand about applying for a patent?
- **Decide** What reading strategies did you use to help you?
- **Explain** How did the strategies help you?

4. Generalize How can inventors change the future for people? Use an example from the book to support your answer.

Story Words: diagram, exact, persistence, process, solution

For use with TE pp. 526-529 **SG8.4** Unit 8 | One Idea

OL ON LEVEL 890L

The Story of Money
by Betsy Maestro

Build Comprehension

- **Draw Conclusions** *Why do you think many ancient countries used metal coins as their official money? Use information from the book to support your answer.* (Possible response: Countries used metal coins because they were easy to carry and everyone knew what they were worth.)
- **Form Generalizations** *What do all forms of money made by countries around the world have in common?* (All forms of money have a value that is established by a country's government. A special process is used to make all money. All money can be used to buy goods and services.)

Writing Options

- **Research Report** Have students research and write a brief report about what the U. S. Mint does and what function each of its six separate facilities serves.
- **Opinion Statement** Have students write their own opinions about what money might be like in the future.
- **Journal Entry** Have students look at any coin they have and write a description of what it shows and says on each side.

AL ABOVE LEVEL 920L

Toys!
by Don Wulffson

Build Comprehension

- **Make Comparisons** *How are the stories behind the invention of Mr. Potato Head and Raggedy Ann alike? How are the stories different?* (Possible response: Both stories explain that parents invented each toy for their own children to play with. The story about the invention of Mr. Potato Head is happy, but the story about Raggedy Ann is sad.)
- **Make Judgments** *Which inventor do you think faced the biggest challenge in creating a toy? Support your response with evidence from the book.* (Encourage students to identify inventors who had to overcome obstacles, such as lack of money or lack of support for their ideas.)

Writing Options

- **List** Have students conduct a survey of other students in the school to find out their all-time favorite toys. Have them make a list of the top five toys to post in the classroom.
- **Poem** Have students choose one toy or game from the book and write a humorous poem about how it was invented.
- **Journal Entry** Have students think of a toy and write their ideas about how the toy might be changed or improved.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

The Story of Money

Review the story words with your group. Then discuss these questions together.

Story Words	_____
establish	_____
exchange	_____
locally	_____
medium	_____
note	_____

1. **Identify Main Idea** Use the notes from your outline to state the main idea of your book. Remember to write the main idea as a complete sentence.
2. **Analyze Supporting Details** Use the notes from your outline to tell about the important details that support the main idea of your book.
3. **Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review pages 34–35 and answer the questions below.
 - **Think** What were you trying to understand about paper money?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
4. **Generalize** How was the decision to have all the states use one system of money an idea that changed the future of our country?

For use with TE pp. 526–529 **SG8.5** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Toys!

Review the story words with your group. Then discuss these questions together.

Story Words	_____
accomplishment	_____
convince	_____
demonstration	_____
expand	_____
production	_____

1. **Identify Main Idea** Use the notes from your outline to state the main idea of your book. Remember to write the main idea as a complete sentence.
2. **Analyze Supporting Details** Use the notes from your outline to tell about the important details that support the main idea of your book.
3. **Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review pages 58–62 and answer the questions below.
 - **Think** What were you trying to understand about remote-controlled cars?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
4. **Generalize** How can one idea change the future of how and what we play? Use an example from the book to support your answer.

For use with TE pp. 526–529 **SG8.6** Unit 8 | One Idea

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.

Kids Manage Money	_____
The Kids' Invention Book	_____
The Story of Money	_____
Toys: Amazing Stories Behind Some Great Inventions	_____

Compare and contrast the books you have read. Discuss these questions with your group.

1. What does each book help you to understand about how innovation, or having new ideas, can help to solve problems?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **Generalize** How does each book show that one idea can change the future?

For use with TE pp. 526–529 **SG8.7** Unit 8 | One Idea

OBJECTIVES

Thematic Connection: Inventors

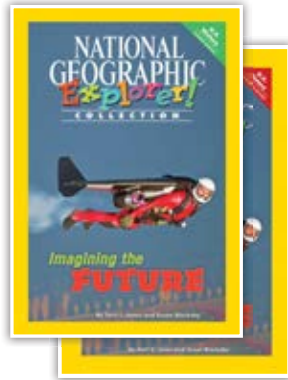
Read and Comprehend Informational Text

Compare Text Structures: Chronology

Imagining the Future

by Terri L. Jones and Susan Blackaby

Summary *Imagining the Future* describes ideas that writers, artists, and engineers had about the future in the 1950s, and it looks at which of these ideas have become realities. It also presents the history of bicycles. In “Back to the Future,” author Terri L. Jones describes how, in 1950, science fiction writer Ray Bradbury predicted homes run by robots. Such homes exist today. Other dreams of the 1950s that have become realities include solar power and space travel. However, a number of predictions, such as cities on the moon, jetpacks as transportation, and fully automated cars, have not materialized—at least, not yet! “Pedal Power,” by Susan Blackaby, describes the 200-year history of the two-wheeled bicycle. She explains that the first bikes, developed in the early 1800s, did not have pedals. Over time, bikes became more innovative and safer. Today, riders can choose bikes such as ten-speeds, mountain bikes, or even electronic bikes.



Activate Prior Knowledge Display the front cover and read the title aloud. Ask: *What do you want people to invent in the future?* (Accept all responses.)

Build Background Explain that people have always imagined the future. Because of the power of people’s imaginations, many inventions have changed the world. Point out the room-sized computer on page 7. Have volunteers compare it to computers today. Ask how they think computers have changed people’s lives. (Accept all opinions.)

PROGRAM RESOURCES

PRINT ONLY

Imagining the Future, Pioneer Edition

Imagining the Future, 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 time order words, such as today, 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 9 of the Pioneer Edition of *Imagining the Future* as students listen.

Home, Sweet Robot (page 4)

In the 1950s, a science fiction book described an amazing house. Robots did all the chores.

Today, robots really are on the job.

Bumpy Beginnings (page 9)

In the early 1800s, bikes were called hobbyhorses. They didn’t have any pedals.

Around 1860, bike builders finally added pedals.

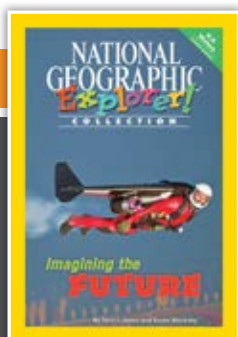
Text from Pioneer Edition

Then, think aloud to model how to describe a chronological text structure. Explain: *Both texts describe historical events.*

- *On page 4, I see the phrase “in the 1950’s” in the first paragraph, and I see the word today in the second paragraph.*
- *On page 9, I see the phrase “in the early 1800s” in the first paragraph and the phrase “around 1860” in the next paragraph. 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 both texts, the authors use dates and time order words to present events in the order they happened.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Process of Innovation

Social Studies Vocabulary

Use Wordwise on pages 7 and 11 to introduce new words:

innovation prediction science fiction trend twenty-first century

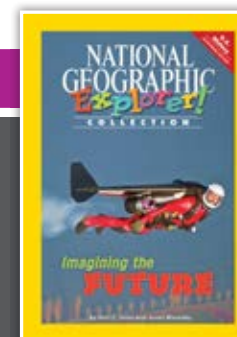
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What did people from the 1950s predict about life in the future? (Possible response: Robots would do people's chores, and people would live on the moon.)
- Details** What twenty-first century invention did people from the 1950s not imagine? (They did not imagine the invention of small personal computers.)
- Explain** Why did bike makers create Cruisers and Classic bicycles? (They created them for kids after cars were invented and adults started driving cars instead of riding bikes.)
- Compare and Contrast** How are bicycles today like the first bikes? (Both kinds of bikes have two wheels.) How are they different? (Possible response: Modern bikes have pedals and gears. There are many different kinds of bikes available today.)
- Compare Text Structures: Chronology** How is information organized in "Present + Possible = Future" and in "Bikes Across Time"? (Both articles use time order. The first article discusses communication in the 1950s and today. The second article presents events from the 1800s to the late 1990s.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Process of Innovation

Social Studies Vocabulary

Use Wordwise on pages 7 and 11 to introduce new words:

*envision innovation prediction refine
revolutionize science fiction trend twenty-first century*

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** Describe three predictions from the 1950s about life in the future. (Possible responses: smart houses, solar power, cities on the moon)
- Details** What twenty-first century invention did people not predict in the 1950s? (People did not predict the invention of small personal computers.)
- Explain** Why did bike makers create Cruisers and Classic bicycles? (Bike sales dropped once cars were invented. To increase sales, bike makers designed bikes to appeal to kids.)
- Compare and Contrast** How are today's bicycles similar to bikes from the 1800s? (Both kinds of bikes have two wheels.) How are they different? (Possible response: Bikes now have pedals, gears, spokes, and chains. Many kinds of bikes are available today.)
- Compare Text Structures: Chronology** How is information organized in "Present + Possible = Future" and in "Bikes Across Time"? (Both use time order. The first article discusses communication in the 1950s and today. The second article tells how bikes developed from the 1800s to the 1990s.)

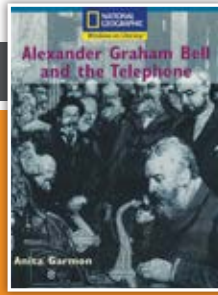
Check & Reteach

OBJECTIVE: Compare Text Structures: Chronology

Have partners compare the text structures of "Getting From Here to There" on page 6 and "Making Progress" on page 9. (On page 6, the author uses the time order phrases "in the 1950s" and "today." On page 9, the author includes the dates 1890s and 1903.)

For students who cannot compare text structures, reteach using "Fast Forward" on page 7 and "Stunts and Speed" on page 10. Say: *In both articles, the authors discuss events related to inventions. How do they present the information?* Have students skim each section, paying attention to the text structure and looking for signal words. Then have groups discuss the organization. ([page 7] date: 1950; time order word: *now*; [page 10] dates: 1960s, 1970s; time order word: *today*; in both articles, the authors use a chronological text structure to organize information.)

BL BELOW LEVEL 650L



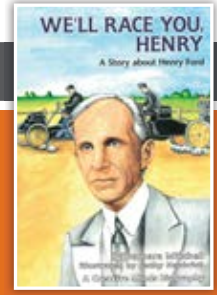
Alexander Graham Bell and the Telephone

by Anita Garmon

Content Connection: **Alexander Graham Bell**

Expository Nonfiction | Pages: 24 | Lexile: 650L | GR: P

BL BELOW LEVEL 750L



We'll Race You, Henry

by Barbara Mitchell

Content Connection:
Henry Ford

Biography | Pages: 56 | Lexile: 750L | GR: R

OBJECTIVES

Thematic Connection: Inventors

Read and Comprehend Text

- Explain Relationships Between Ideas
- Choose Reading Strategies to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.8, page 35

Practice Master SG8.9, page 36

Practice Master SG8.10, page 37

Practice Master SG8.14, page 41

TECHNOLOGY ONLY

Digital Library: Early Telephone
Switchboard Operators

SUGGESTED PACING

DAY 2 Introduce and read pages 3–12

DAY 3 Read pages 13–23 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary *Alexander Graham Bell and the Telephone* identifies key events in the inventor's life and shows how his perseverance helped him turn a great idea into an invention that changed how people communicate—the telephone. The book discusses Bell's early life, traces his race to be the first to send voice messages over electrical wires, discusses his successful patenting of the telephone, and reviews his other inventions.

Activate Prior Knowledge Ask: *When do you use a phone in your daily life to communicate with other people? How would you communicate if there were no phones?*

Build Background Display the **Digital Library** photo of switchboard operators. Explain that early telephones required operators to connect callers. The first operators were boys, but women replaced them, because the boys played jokes on callers.

Story Words Use **Practice Master SG8.8** to extend vocabulary.

apply, page 16

communicate, page 3

inventor, page 3

successful, page 12

visible, page 16

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.8, page 35

Practice Master SG8.9, page 36

Practice Master SG8.11, page 38

Practice Master SG8.14, page 41

TECHNOLOGY ONLY

Digital Library: Early Assembly Line

SUGGESTED PACING

DAY 2 Introduce and read pages 7–20

DAY 3 Read pages 21–38

DAY 4 Read pages 39–56 and discuss

DAY 5 Connect across texts

Summary *We'll Race You, Henry* tells the story of Henry Ford and his efforts to develop cars that were reliable and inexpensive. The book describes the inventor's early life, including his various job failures. It then recounts his attempts to build racing cars, showing how this led to ideas for building good cars for everyone. The conclusion discusses the success of the Model T, which was built on Ford's innovative assembly line.

Activate Prior Knowledge Ask: *What businesses and services can you think of that exist because of the invention of the automobile?* (Possible responses: gas stations, mechanics, towing companies, car insurance companies)

Build Background Display the **Digital Library** photo of the assembly line. Point out that that Ford's assembly line, quickly adopted by other companies, changed the world by making products cheaper to produce and buy.

Story Words Use **Practice Master SG8.8** to extend vocabulary.

apply, page 32

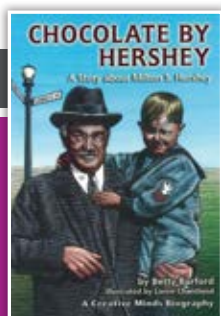
conquer, page 28

dissolve, page 26

manufacture, page 25

mechanical, page 9

OL ON LEVEL 920L

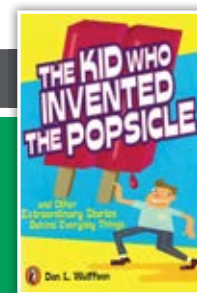


Chocolate by Hershey
by Betty Burford

Content Connection:
Managing a Business

Biography | Pages: 64 | Lexile: 920L | GR: U

AL ABOVE LEVEL 1080L



The Kid Who Invented the Popsicle
by Don L. Wulffson

Content Connection:
Young Inventors

Expository Nonfiction | Pages: 114 | Lexile: 1080L | GR: Y

COMMON CORE STANDARDS

Reading

- Read and Comprehend Text CC.5.Rinf.10
- Explain Relationships between Individuals, Events, Ideas, and Concepts CC.5.Rinf.3
- Summarize CC.5.Rinf.2

Writing

- Write Over Shorter Time for Specific Tasks CC.5.W.10
- Speaking and Listening**
- Draw on Preparation to Explore Ideas CC.5.SL.1.a
- Language and Vocabulary**
- Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.8, page 35**
- Practice Master SG8.9, page 36**
- Practice Master SG8.12, page 39**
- Practice Master SG8.14, page 41**

SUGGESTED PACING

- DAY 2 Introduce and read pages 7–19
- DAY 3 Read pages 20–43
- DAY 4 Read pages 44–64 and discuss
- DAY 5 Connect across texts

Summary As a farm boy in Pennsylvania, Milton S. Hershey dreamed of making candy. In 1876, at age 18, he started his own candy business. Hard work and dedication marked his life as he struggled to overcome many obstacles and failures. Eventually, with help from family and friends, he succeeded in creating a world-famous chocolate company. Throughout his later life, Hershey used his wealth to help others. He treated his workers well and established a school for orphans.

Activate Prior Knowledge Ask: *What is your favorite candy? Who makes that candy?*

Build Background Explain that every year, Americans eat almost 3 billion pounds of chocolate, or about 12 pounds each.

Story Words Use **Practice Master SG8.8** to extend vocabulary.

- appeal*, page 16
- effort*, page 31
- expand*, page 30
- prospect*, page 18
- rely*, page 16

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.8, page 35**
- Practice Master SG8.9, page 36**
- Practice Master SG8.13, page 40**
- Practice Master SG8.14, page 41**

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–38
- DAY 3 Read pages 39–76
- DAY 4 Read pages 77–114 and discuss
- DAY 5 Connect across texts

Summary *The Kid Who Invented the Popsicle* presents 114 inventions and tells the stories behind them. The inventions are arranged alphabetically from animal crackers to zipper, and include some, such as jigsaw puzzles and wigs, that date back hundreds of years. More modern inventions described are the Barbie Doll and barcode scanners. A number of the inventions were the result of “accidents,” including the Popsicle, which was made by a boy who left soda pop mix outside over a cold night.

Activate Prior Knowledge Ask: *Have you ever had an idea for an invention? What did you do about your idea?*

Build Background Explain that, in addition to the Popsicle, several common products were invented by kids. For example, 14-year-old Philo Farnsworth came up with the idea for television, and 16-year-old George Nissen invented the trampoline.

Story Words Use **Practice Master SG8.8** to extend vocabulary.

- brand*, page 3
- distribute*, page 7
- opportunity*, page 14
- oversight*, page 18
- variation*, page 91

BL > BELOW LEVEL 650L

Alexander Graham Bell and the Telephone

by Anita Garmon

Build Comprehension

- **Draw Conclusions** *What do you think made Alexander Graham Bell such a good teacher of deaf students? Use information from the book to support your answer.* (Possible response: Alexander Graham Bell's mother had hearing problems, so he learned to communicate easily with deaf people.)
- **Explain** *Why was Gardiner Hubbard an important person to Alexander Graham Bell's telephone invention?* (Gardiner Hubbard gave Bell the money for his experiments, and he filed Bell's patent application for the invention.)

Writing Options

- **Research Report** Have students research Elisha Gray and write a brief report about his telephone.
- **Dialogue** Have students use dialogue to write a scene that takes place between Alexander Graham Bell and Thomas Watson after Watson receives Bell's first telephone message. Have partners act out the scene.
- **Journal Entry** Invite students to write about ways that the telephone is important in their daily lives.

BL > BELOW LEVEL 750L

We'll Race You, Henry

by Barbara Mitchell

Build Comprehension

- **Goal and Outcome** *What was Henry Ford's goal in spending so much time and money building racing cars?* (Because racing cars had to be both fast and reliable, Ford built them to get ideas that he could use to build good passenger cars.)
- **Identify Problem and Solution** *What problem did the assembly line solve for Henry Ford?* (Possible response: Henry Ford wanted to make more cars, and the assembly line let workers build them faster.)

Writing Options

- **News Brief** Have students write a brief news article that describes one of Henry Ford's races.
- **Opinion Statement** Have students choose one challenge that Henry Ford faced in his life and write their opinions of the way he handled it.
- **Journal Entry** Have students write about ideas they have for cars of the future.

Check & Reteach

Ask students to identify important ideas from each book that changed the world.

If students have difficulty identifying ideas, have them look at the information they recorded on their double-entry logs. Ask: *What is one idea from your book that has changed the world in some way? How has it changed the world? What evidence can you give from the book to support your answer?*

DURING READING

Name _____ Date _____

Double-Entry Log

Cite Evidence

Use this log as you read your book, to identify ideas that changed the world. Give the page number for each idea, and support your answers with evidence from the text.

Pages	Ideas	Evidence

Use your log to tell a partner about the book.

For use with TE pp. 5012-5019 **SG8.9** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Alexander Graham Bell and the Telephone

Review the story words with your group. Then discuss these questions together.

Story Words
apply
communicate
inventor
successful
visible

1. **Distinguish Facts and Opinions** Reread page 8. Find a statement that is a fact. Explain what makes it a fact and not an opinion.
2. **Analyze Supporting Details** Choose one idea from your book that you think changed the world. Use the notes from your log to give details that support your choice.
3. **Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review page 16 and answer the questions below.
 - **Think** Why did Alexander Graham Bell and not Elisha Gray become famous for inventing the telephone?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
4. **Write a Question** **Generalize** How is the telephone an idea that has changed the world?

For use with TE pp. 5012-5019 **SG8.10** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

We'll Race You, Henry

Review the story words with your group. Then discuss these questions together.

Story Words
apply
conquer
dissolve
manufacture
mechanical

1. **Distinguish Facts and Opinions** Reread page 16. Find a statement that is an opinion. Explain what makes it an opinion and not a fact.
2. **Analyze Supporting Details** Choose one idea from your book that you think changed the world. Use the notes from your log to give details that support your choice.
3. **Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review page 34 and answer the questions below.
 - **Think** What were you trying to understand about Henry Ford's racing cars, the 999 and the Arrow?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
4. **Write a Question** **Generalize** How is Henry Ford's assembly line an idea that has changed the world?

For use with TE pp. 5012-5019 **SG8.11** Unit 8 | One Idea

OL ON LEVEL 920L

Chocolate by Hershey
by Betty Burford

Build Comprehension

- **Make Judgments** *What character traits did Milton Hershey have that helped him to become successful?* (Possible responses: perseverance, determination, confidence, and ambition)
- **Draw Conclusions** *Why did Hershey build a town for his workers and treat them so well? Use information from the book to support your answer.* (Possible response: Hershey believed that workers who are treated well and who have nice places for their families to live will work hard and help the company make money.)

Writing Options

- **Travel Brochure** Have students research the town of Hershey, Pennsylvania, and write a travel brochure that tells about its important tourist sites.
- **Advertisement** Have students write an advertisement that Hershey might have used to convince people to buy his candy.
- **Journal Entry** Have students write about something they have accomplished that took time and hard work.

AL ABOVE LEVEL 1080L

The Kid Who Invented the Popsicle
by Don L. Wulffson

Build Comprehension

- **Make Comparisons** *How are the stories behind the invention of Band-Aids and rubber gloves similar?* (The inventor of Band-Aids wanted to make small bandages for his wife to use. The inventor of rubber gloves wanted to help his girlfriend, a nurse, protect her hands.)
- **Form Opinions** *Which food invention do you think has most changed how we eat? Explain.* (Encourage students to identify food inventions, such as hot dogs, potato chips, sandwiches, sundaes, or Twinkies, and explain how they have changed eating habits.)

Writing Options

- **Book Review** Have students write a brief book review to tell what they think of the way the author organized and told the invention stories.
- **Interview Questions** Have students choose one invention and write a list of questions they might ask the inventor about it. Have them exchange questions with a partner, then answer their partner's questions from the inventor's point of view.
- **Journal Entry** Have students write about their favorite invention from the book and why they like it.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Chocolate by Hershey

Review the story words with your group. Then discuss these questions together.

Story Words
appeal
effort
expand
prospect
rely

1. **Distinguish Facts and Opinions** Reread page 9. Find one fact and one opinion. Explain why each statement is a fact or an opinion.
2. **Analyze Supporting Details** Choose one idea from your book that you think changed the world. Use the notes from your log to give details that support your choice.
3. **Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review page 21 and answer the questions below.
 - **Think** What were you trying to understand about Milton Hershey's difficulties in becoming a successful candy maker?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
4. **Generalize** How did Milton Hershey's ideas about candy change the future?

For use with TE pp. 5252-5259 **SG8.12** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

The Kid Who Invented the Popsicle

Review the story words with your group. Then discuss these questions together.

Story Words
brand
distribute
opportunity
oversight
variation

1. **Distinguish Facts and Opinions** Reread page 14. Find a statement that is a fact. Explain what makes it a fact and not an opinion. Then make an opinion statement about blue jeans.
2. **Analyze Supporting Details** Choose one idea for an invention discussed in your book that you think changed the world. Use the notes from your log to give details that support your choice.
3. **Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review the story on page 58 and answer the questions below.
 - **Think** What were you trying to understand about the invention of motion pictures?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
4. **Generalize** Review page 103. How is the typewriter an idea that has changed the world?

For use with TE pp. 5252-5259 **SG8.13** Unit 8 | One Idea

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.

Alexander Graham Bell and the Telephone
We'll Race You, Henry: A Story about Henry Ford
Chocolate by Hershey: A Story about Milton S. Hershey
The Kid Who Invented the Popsicle

Compare and contrast the books you have read. Discuss these questions with your group.

1. What does each book help you to understand about the process of inventing?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **Question** How does each book show that one great idea can change the world?

For use with TE pp. 5252-5259 **SG8.14** Unit 8 | One Idea

OBJECTIVES

Thematic Connection: Business

Read and Comprehend Informational Text

Make Inferences

Jeans: From Mines to Malls

by John Micklos, Jr.

Summary *Jeans: From Mines to Malls* reveals the history of denim jeans and describes their rise in popularity. It also discusses features of natural and synthetic fabrics. In “Jeans: From Mines to Malls,” John Micklos, Jr., tells how in the 1870s, Jacob Davis and Levi Strauss built the first factory to produce jeans for miners. The sturdy pants caught on with other workers, too. When actors began wearing jeans in movies in the 1950s, popularity and demand for denim grew. Companies began producing “designer jeans” in the 1970s and successfully published ads to market them. The shift of jeans from work clothes to fashionable everyday clothes shows a change in America’s culture, or way of life. “Fabrics From Nature” explains how the characteristics of natural fabrics like cotton, silk, and wool make them effective for particular types of clothing. “New and Improved” points out that natural fabrics cannot block wind or keep out rain, so new fabrics have been created from plastic and rubber.



Activate Prior Knowledge Display the front cover and ask: *Why are jeans so popular?* (Possible responses: They are cool, stylish, comfortable, sturdy.)

Build Background Tell students that in 2001, Americans spent about \$13 billion on jeans. Use the photos on pages 4–5 to explain how people wore jeans in the past. (miners during the Gold Rush, cowboys, factory workers) Have volunteers point to and describe each photo.

PROGRAM RESOURCES

PRINT ONLY

Jeans: From Mines to Malls, Pioneer Edition

Jeans: From Mines to Malls, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Quote When Drawing Inferences from Text CC.5.Rinf.1

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

Language

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

Mini Lesson

Make Inferences

Explain: *Often, when you read, you have to make inferences, or figure things out. Readers put together information from text to make inferences.* Point out that good readers know how to quote information accurately when making inferences from a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Jeans: From Mines to Malls* as students listen.

A Riveting Idea

[Jacob Davis] lived in Nevada. He was a tailor in the 1870s.

Back then, many people were miners. As they worked, they stuffed rocks or gold into their pockets. The weight often tore their pants.

Davis came up with a new idea, or **invention**. He put copper rivets on the pockets. The rivets made the pants stronger.

Text from Pioneer Edition

Then, think aloud to model how to make inferences from the text: *The text contains the following information:*

- *Davis came up with a new idea. He put copper rivets on pockets.*
- *The rivets made the pants stronger.*

From this, I can figure out that Davis was creative and a good problem solver. To explain this inference, I should quote accurately from the text and use phrases such as “the text says,” and “the author says,” to introduce the author’s exact words.

Have students explain the inference above, quoting accurately from the text. (Possible response: Davis was creative and a good problem solver. The text says he “came up with a new idea. He put copper rivets on the pockets. The rivets made the pants stronger.” This tells how he solved the problem of pants tearing.)

BL BELOW LEVEL 400L



PIONEER EDITION

Lexile: 400L | GR: P

Content Connection: Free Enterprise System

Social Studies Vocabulary

Use Wordwise on page 6 to introduce new words:

culture denim invention patent marketing

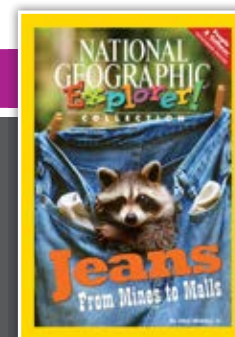
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Who was Jacob Davis? (He was a tailor who lived in Nevada in the 1870s. He came up with the idea of putting rivets on pants pockets to make them stronger.)
- Make Inferences** Why did miners like jeans? (Possible response: They liked jeans because jeans were comfortable, did not easily tear, and lasted a long time. As the text says, “miners loved the sturdy pants.”)
- Evaluate** How did movies make jeans more popular? (Possible response: People saw actors in movies wearing jeans. Then lots of people wanted to wear them for fun.)
- Details** How do ads help companies sell jeans? (Possible response: Ads are created to get people to buy things, even if people don’t really need them. Companies put ads on TV, radio, and in magazines, so that many people will see or hear them and want the product.)
- Describe** What new fabrics have people made? (People have made nylon from plastic and waterproof fabrics from rubber or plastic.) Why? (Natural fabrics do not block wind like nylon does, and they do not keep out rain like waterproof fabrics do.)

OL ON LEVEL



PATHFINDER EDITION

GR: Q

Content Connection: Free Enterprise System

Social Studies Vocabulary

Use Wordwise on page 6 to introduce new words:

culture denim patent marketing rivet

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Why did Jacob Davis add rivets to pants? (Miners’ pockets were ripping from the weight of rocks and gold in their pants. Davis added rivets to make the pants stronger.)
- Details** How did Levi Strauss help make jeans popular? (Possible response: He became Davis’s partner so they could apply for a patent for Davis’s invention. They opened a factory together and advertised the tough new denim jeans. Workers and cowboys wanted them. Later, they made jeans for women.)
- Make Inferences** What role did Thomas Edison play in the popularity of jeans? (Possible response: He invented movies. The text says he “opened the world’s first film studio.” Before long, the U.S. “had some 10,000 movie theaters.” Moviegoers saw actors wearing jeans. They wanted to wear them, too.)
- Evaluate** How does marketing affect what people decide to wear? (Possible response: It makes them want the products they see famous people in ads wearing.)
- Describe** How have people improved some kinds of fabrics? (Possible response: People have created waterproof fabrics with tiny holes that let out body heat without letting in water.)

Check & Reteach

OBJECTIVE: Make Inferences

Have partners make an inference about “Staying Dry” on page 10. They should quote accurately to explain their inference. (Possible response: Waterproof fabrics do not soak up water. As the text says, “waterproof fabrics make good raincoats and jackets.”)

For students who cannot make inferences, reteach using “Big Business” on page 6. Have students scan the text. Say: *When you make an inference, you use information from the text to figure something out. What do you learn about the price of jeans and how people react to the prices?* Have students identify information and make a class list. (“They had fancy prices”; “Yet people loved them.”/“They became popular with people of all ages.”) Guide students to make an inference about people’s reaction to prices and explain it by quoting accurately from the text. (Possible response: People were willing to pay for jeans. The text says jeans had “fancy prices. Yet people loved them./They became popular with people of all ages.”)

BL BELOW LEVEL 570L



Owen Foote, Money Man PART 1

by Stephanie Greene

Content Connection:

Working and Volunteering

Realistic Fiction | Pages: 88 | Lexile: 570L | GR: N

BL BELOW LEVEL 780L



Lawn Boy PART 1

by Gary Paulsen

Content Connection:

Managing a Business

Realistic Fiction | Pages: 88 | Lexile: 780L | GR: R

OBJECTIVES

Thematic Connection: Business

Read and Comprehend Literature

Choose Reading Strategies to Comprehend Literature

Elements of Fiction

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.15, page 42

Practice Master SG8.16, page 43

Practice Master SG8.17, page 44

Practice Master SG8.21, page 48

SUGGESTED PACING, PART 1

DAY 2 Introduce and read pages 1–25

DAY 3 Read pages 26–48 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

PART 2:

See pages SG24–SG27.

Summary Third-grader Owen hates work, but he needs money to buy the great things he sees in a gag catalog. His demonstration of how flush toilets work nets only a quarter from his sister and her friend, and an allowance is out of the question because his parents want him to earn it. Owen and his friend Joseph try to make a kid’s fishing video and start a business walking dogs, both with disastrous results. Then Owen volunteers to help a neighbor build a fishpond. To his surprise, he enjoys the work—and gets paid \$20 for doing it.

Activate Prior Knowledge Ask: *Do you get an allowance? What do you have to do to receive it?*

Build Background Tell students that the first catalogs with gag items were published in the U.S. before World War I. They became very popular during the Great Depression of the 1930s because they gave people something to laugh about.

Story Words Use **Practice Master SG8.15** to extend vocabulary.

contribute, page 18

labor, page 20

responsibility, page 18

solution, page 34

vital, page 6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.15, page 42

Practice Master SG8.16, page 43

Practice Master SG8.18, page 45

Practice Master SG8.21, page 48

SUGGESTED PACING, PART 1

DAY 2 Introduce and read pages 1–20

DAY 3 Read pages 21–41 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

PART 2:

See pages SG24–SG27.

Summary When his grandmother gives him an old riding mower for his birthday, it is just the beginning of an amazing summer adventure for a 12-year-old boy. His plan to mow lawns to make money to buy a new inner tube for his bike explodes rapidly into a colossal enterprise. Then he meets Arnold, a hippie stock trader who offers the boy stock for mowing his lawn, and also gives advice for setting up a business. Soon, Lawn Boy has a partner, 15 employees, a prizefighter, trouble with thugs, and enough money to make his dad faint when he finds out about it all.

Activate Prior Knowledge Ask: *What things do you need to know before you start your own business?* (Possible responses: type of business, who your customers will be, cost, supplies)

Build Background Explain that stocks are certificates that represent part ownership of a company. You have to be over 18 to directly trade, or buy and sell, stocks.

Story Words Use **Practice Master SG8.15** to extend vocabulary.

advice, page 26

consideration, page 37

distribute, page 17

positive, page 3

surge, page 44

OL ON LEVEL 820L

The Toothpaste Millionaire PART 1
by Jean Merrill

Content Connection:
Managing a Business

Realistic Fiction | Pages: 119 | Lexile: 820L | GR: S



AL ABOVE LEVEL 1010L

Mr. Chickee's Funny Money PART 1
by Christopher Paul Curtis

Content Connection:
Money

Fantasy | Pages: 151 | Lexile: 1010L | GR: W



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.5.Rlit.2
Compare Characters and Events CC.5.Rlit.3
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 SG8.15, page 42
- Practice Master SG8.16, page 43
- Practice Master SG8.19, page 46
- Practice Master SG8.21, page 48

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–40
- DAY 4 Read pages 41–57 and discuss
- DAY 5 Connect across texts

PART 2:
See pages SG24–SG27.

Summary When inventive 12-year-old Rufus Mayflower decides that toothpaste costs too much, he tells his friend Kate that he can make a gallon of his own for the price of one tube. Starting with a kitchen production line made up of friends, business soon booms, and Rufus and Kate are off on an exercise in entrepreneurship that makes Rufus a millionaire. They deal with real-world business problems, including facing down challenges by big toothpaste companies and meeting governmental codes and regulations.

Activate Prior Knowledge Ask: *Have you ever had an idea for a business. What business was it?*

Build Background Say: *Toothpaste was first made in 1896 by the Colgate company. Sold in jars, the company switched to metal tubes for easier use by World War I soldiers.*

Story Words Use **Practice Master SG8.15** to extend vocabulary.

- advertising, page 29
- fraction, page 9
- invest, page 81
- principle, page 40
- stock, page 38

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.15, page 42
- Practice Master SG8.16, page 43
- Practice Master SG8.20, page 47
- Practice Master SG8.21, page 48

TECHNOLOGY ONLY

Digital Library: \$100,000 bill

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–26
- DAY 3 Read pages 27–53
- DAY 4 Read pages 54–74 and discuss
- DAY 5 Connect across texts

PART 2:
See pages SG24–SG27.

Summary Blind Mr. Chickee gives 9-year-old Steven a strange gift—a quadrillion-dollar bill. Using his detective skills and special powers and inventions, Steven discovers that the bill is real, but should not be in circulation. The U.S. Treasury wants it back, and soon Steven is involved in an adventure that includes his friend Russell, his well-meaning parents, a huge dog named Zoopy, an inept Treasury agent, and a dictionary for writing insults. The adventure culminates in a chase, in which Steven throws away the bill, and Zoopy is seemingly killed. Zoopy eventually returns unharmed, and Steven and his family get big rewards.

Activate Prior Knowledge Ask: *What is the most unusual gift anyone ever gave you?*

Build Background Display the **Digital Library** photo of a \$100,000 bill. Say: *The 1934 \$100,000 Gold Certificate, picturing President Woodrow Wilson, was the largest money denomination ever issued by the U.S. Treasury.*

Story Words Use **Practice Master SG8.15** to extend vocabulary.

- assume, page 21
- authority, page 53
- circulation, page 24
- inexact, page 19
- investigate, page 32

BL > BELOW LEVEL 570L

Owen Foote, Money Man PART 1

by Stephanie Greene

Build Comprehension

- **Explain** *Why does Owen choose to demonstrate how a toilet works as a way to make money?* (Possible responses: He has read about how toilets work and wants to show others how much he knows. He thinks it's a good way to make money.)
- **Draw Conclusions** *Why do Owen and Joseph give up the idea of making a kids' fishing video? Support your answer with information from the story.* (Possible response: When Owen gets caught with his fish hook, he and Joseph see that making the video could be dangerous and upset their mothers.)

Writing Options

- **Demonstration** Have students write demonstration notes that tell how a machine they often use works. Invite them to give their demonstrations.
- **Video Script** Have students think of an activity they enjoy and write scripts for videos that show how to do the activity.
- **Journal Entry** Have students write about their own experiences trying to earn money.

BL > BELOW LEVEL 780L

Lawn Boy PART 1

by Gary Paulsen

Build Comprehension

- **Form Opinions** *Why doesn't Lawn Boy share his money with his parents? Support your answer with information from the story.* (Lawn Boy doesn't want his parents to feel bad because he is making more money than they are.)
- **Character's Motivation** *Why does Arnold help Lawn Boy set up his mowing business? Support your answer with information from the story.* (Possible response: Arnold thinks Lawn Boy's business will make money for both of them.)

Writing Options

- **Advertisement** Have students write newspaper advertisements that Lawn Boy might use to promote his business.
- **Opinion Statement** Have students write their opinions of Arnold's honesty and trustworthiness, including evidence from the text to support their opinions.
- **Journal Entry** Have students summarize the events of part 1 and write a prediction about what Arnold will do with Lawn Boy's money.

Check & Reteach

Ask students to identify the main characters, setting, plot developments, and theme of each book. If students have difficulty identifying any element, refer them to their story map. Ask: *Who is the story about? Where does it take place? What problems do the characters face? What do they do to try to solve those problems? What is the message, or theme, of the story?*

DURING READING

Name _____ Date _____

Story Map

Elements of Fiction

As you read, use this story map to take notes about your book's characters, setting, and plot developments. Add the theme after you have finished the book.

Characters

Setting

Problem

Solution

Plot

Theme

Use your story map to tell a partner about the book.

For use with TE pp. 5218-5221 **SG8.16** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Owen Foote, Money Man PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

contribute

labor

responsibility

solution

vital

1. **Compare Characters** How are Owen and his friend Joseph alike in what they want? How are their personalities different?
2. **Analyze Elements of Fiction** Use these questions and the notes on your story map to help you identify important elements in the story. Think about how the elements work together to give clues about the story's theme.
 - **Characters** What kind of person is Owen?
 - **Problem** What problem does Owen have?
 - **Solution** What is one way he tries to solve this problem?
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
4. **10 Question Generalize** How could one idea change Owen's future?

For use with TE pp. 5218-5221 **SG8.17** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Lawn Boy PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

advice

consideration

distribute

positive

urge

1. **Compare Characters** How are Lawn Boy and his grandmother alike in the way they think? How are their ways of thinking different?
2. **Analyze Elements of Fiction** Use these questions and the notes on your story map to help you identify important elements in the story. Think about how the elements work together to give clues about the story's theme.
 - **Characters** What kind of person is Lawn Boy?
 - **Problem** What problem does he have when he starts his business?
 - **Solution** What does he do to solve this problem?
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
4. **10 Question Generalize** How could buying stocks change Lawn Boy's future?

For use with TE pp. 5218-5221 **SG8.18** Unit 8 | One Idea

OL ON LEVEL 820L

The Toothpaste Millionaire PART 1
by Jean Merrill

Build Comprehension

- **Character Motivation** *Why does Rufus decide to sell his toothpaste for 3 cents a jar?* (Rufus figures out that it costs 2 cents a tube to make toothpaste. If he sells a jar of his toothpaste for 3 cents, he will make a 1-cent profit.)
- **Make Judgments** *What is the biggest challenge Rufus and Kate face in making and selling the toothpaste?* (Possible responses: getting people to help them make it, letting people know about it, making enough of it)

Writing Options

- **Website** Have students think about websites they visit often and the kind of information the websites contain. Have them create a webpage about Rufus, Kate, and their toothpaste.
- **Interview Questions and Answers** Have students reread Rufus's TV interview and write three questions they would ask him, along with the answers he might give.
- **Journal Entry** Have students summarize the events in part 1 and make a prediction about what will happen to the toothpaste business.

AL ABOVE LEVEL 1010L

Mr. Chickee's Funny Money PART 1
by Christopher Paul Curtis

Build Comprehension

- **Form Opinions** *Why do you think Steven's father uses every opportunity to try to teach him something?* (Possible response: Steven's father wants him to be educated so that he can be successful in life.)
- **Draw Conclusions** *Why do you think Steven's mother reads so many books about child behavior?* (Possible response: She thinks Steven has problems because he does strange things. She wants to help him be a happy, normal boy.)

Writing Options

- **Dictionary Entry** Have students choose one of the story words. Have them write an entry for it that Steven might read in Great-great-grampa Carter's dictionary.
- **Description** Ask students to write a description of Steven's Snooze 2000 machine and what it does.
- **Journal Entry** Have students summarize the events in part 1 and make a prediction about what will happen to the quadrillion-dollar bill.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.21** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

The Toothpaste Millionaire PART 1

Review the story words with your group. Then discuss these questions together.

1. Compare Characters How are Rufus and Kate alike? How are they different from each other?

2. Analyze Elements of Fiction Use these questions and the notes on your story map to help you identify important elements in the story. Think about how the elements work together to give clues about the story's theme.

- **Characters** What kind of person is Rufus?
- **Problem** What problem does Rufus have with toothpaste?
- **Solution** What does he do to solve this problem?

3. Choose Reading Strategies With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.

4. Question Generalize How could Rufus's toothpaste business change his future?

Story Words
advertising
fraction
invest
principle
stock

For use with TE pp. 5218-5221 **SG8.19** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Mr. Chickee's Funny Money PART 1

Review the story words with your group. Then discuss these questions together.

1. Compare Characters In what way are Steven's mother and father alike? In what way are they different from each other?

2. Analyze Elements of Fiction Use these questions and the notes on your story map to help you identify important elements in the story. Think about how the elements work together to give clues about the story's theme.

- **Characters** What kind of person is Steven?
- **Problem** What problem does Steven have with the quadrillion-dollar bill Mr. Chickee gives him?
- **Solution** What is one way he tries to solve this problem?

3. Choose Reading Strategies With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.

4. Question Generalize What is one idea Steven has that might change his future?

Story Words
assume
authority
circulation
inexact
investigate

For use with TE pp. 5218-5221 **SG8.20** Unit 8 | One Idea

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.

Owen Foote, Money Man, Part 1
Lawn Boy, Part 1
The Toothpaste Millionaire, Part 1
Mr. Chickee's Funny Money, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. What role does money or business play in each of the character's lives?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **Question** How might the characters' ideas about money change their futures?

For use with TE pp. 5218-5221 **SG8.21** Unit 8 | One Idea

OBJECTIVES

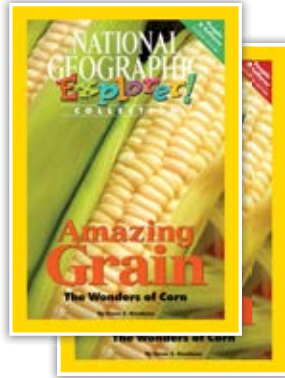
Thematic Connection: Supply and Demand

Read and Comprehend Informational Text

Summarize Main Ideas and Details

Amazing Grain: The Wonders of Corn by Susan E. Goodman

Summary *Amazing Grain: The Wonders of Corn* describes the history of corn, its varied uses, and how it goes from farm field to grocery shelves. It also discusses America's Corn Belt in the Midwest. In "A-maize-ing Grain," author Susan E. Goodman explains that people don't just eat corn, they use many non-food corn-based products, too. Today, farmers worldwide grow more corn than any other crop. Native Americans were the first to plant corn, and people today still use the five types of corn they developed. Scientists now are working to create new kinds of corn. "A Corny Story" presents the steps corn takes from field to store. It is planted, harvested, transported to factories, manufactured, and distributed. "Corn Capital of the World" explores the nine states in the U.S. known as the Corn Belt. This area grows about half of the world's corn. "Made From Corn" explains that corn contains starch, oil, protein, and fiber. These ingredients are used to make crayons, hand and laundry soap, and other everyday products.



Activate Prior Knowledge Display the front cover and say: *This is corn on the cob. What other foods are made of corn?* (popcorn, corn chips, tortillas)

Build Background Explain that for centuries, corn has been an important food source. Corn is used today to feed families and farm animals, and also to make products such as tires and toothpaste. Show pages 10–11. Point out that all the products are made from corn.

PROGRAM RESOURCES

PRINT ONLY

Amazing Grain: The Wonders of Corn, Pioneer Edition

Amazing Grain: The Wonders of Corn, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Summarize CC.5.Rinf.2

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

Language

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

Mini Lesson

Summarize Main Ideas and Details

Explain: *When you summarize, you tell the main ideas and most important details in a few sentences.* Point out that good readers summarize to help understand and remember information.

Read aloud the following text from page 5 of the Pioneer Edition of *Amazing Grain: The Wonders of Corn* as students listen.

Corn Science

[Native Americans] created the five types of corn we use today. They grew the corn we eat off the cob. They created popcorn. They grew flour corn for baking. And they also raised flint and dent corn.

Scientists today are creating new kinds of corn. Some are growing corn that needs less rain. Other are creating corn that may grow back each year. That way, farmers would not have to plant new corn seeds each spring.

Text from Pioneer Edition

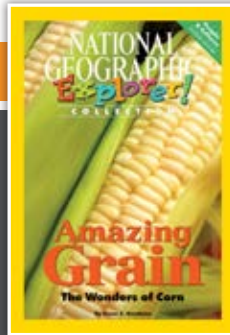
Then, think aloud to model how to summarize: *To summarize the information in this text, I look for main ideas and important details.*

- *The most important, or main, idea in the first paragraph is that Native Americans created the five types of corn we eat today.*
- *The author then gives important details about these types of corn—they include popcorn, corn on the cob, and flour corn.*

I can summarize: Native Americans developed the kinds of corn we use today, including corn on the cob, popcorn, and flour corn.

Have students summarize the second paragraph. (Possible response: Scientists are trying to develop corn that is easier to grow. One kind needs less rain; one kind grows back each year.)

BL BELOW LEVEL



PIONEER EDITION
GR: P

Content Connection:
Consumers and Producers

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

ear kernel maize product teosinte

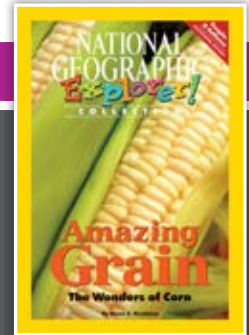
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Contrast** How is teosinte different from the corn we eat today? (Teosinte was a wild grass. Corn today is a crop that farmers grow. Teosinte was small with only one or two rows of kernels. Today's big corn has many rows of kernels.)
- Make Inferences** Why is corn an important crop? (Possible response: It is important because we rely on it as food for ourselves and our animals. We also use corn to make products such as fabric, crayons, and tires.)
- Summarize Main Ideas and Details** How does corn get from the field to a grocery store? (Farmers plant and harvest corn. They remove the kernels from the ears and dry them. The dried kernels are sent to factories, where they are used to make products, including food. These products are shipped to stores.)
- Explain** Why is the Corn Belt an important area of the country? (The U.S. produces half of the world's corn, and most of the corn produced in the country is grown in the Corn Belt.)
- Evaluate** What is your favorite fact about corn? (Possible response: Each ear has an even number of rows.) Why? (Possible response: It's amazing that no ear has an odd number of rows.)

OL ON LEVEL 850L



PATHFINDER EDITION
Lexile: 850L | GR: Q

Content Connection:
Consumers and Producers

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

cob ear ethanol kernel maize teosinte

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Contrast** How did teosinte differ from the corn we know today? (Teosinte was a wild grass from Mexico. Modern corn grows around the world. Also, ears of teosinte were small with only one or two rows of kernels. Corn today is large with about 16 rows of kernels.)
- Details** How did the Pilgrims fertilize the soil when they grew corn? (They buried a dead fish near the corn plants.)
- Summarize Main Ideas and Details** How does corn get from the field to a grocery store? (Farmers plant and harvest corn. They remove the kernels from the ears and dry them. The dried kernels are sent to factories where they are used to make products, including food. These products are shipped to stores.)
- Explain** Why is the Corn Belt an important area of the country? (More corn is grown in the Corn Belt than anywhere else in the world. The United States grows half of the world's corn, and most of the corn produced in the U.S. comes from the Corn Belt.)
- Evaluate** Is corn more useful as food or for making products? (Possible response: food) Explain. (Possible response: People need food to live, but could live without many corn products.)

Check & Reteach

OBJECTIVE: Summarize Main Ideas and Details

Have partners summarize "Roots in America" on page 4. (Possible response: Corn first grew in Mexico as a wild grass. It was smaller than corn we eat today. Today, farmers plant more corn than any other crop.)

For students who cannot summarize, reteach with page 9. Say: *When you summarize, you state the main ideas and important details in a few sentences. How would you summarize this text?* Have students skim the text. Make a class list of main ideas and details. Have groups summarize. (Possible response: The U.S. produces about half the world's corn. Corn is the country's biggest crop. Most is grown in the nine Corn Belt states.)

BL BELOW LEVEL 570L



Owen Foote, Money Man PART 2

by Stephanie Greene

Content Connection:

Working and Volunteering

Realistic Fiction | Pages: 40 | Lexile: 570L | GR: N

BL BELOW LEVEL 780L



Lawn Boy PART 2

by Gary Paulsen

Content Connection:

Managing a Business

Realistic Fiction | Pages: 47 | Lexile: 780L | GR: R

OBJECTIVES

Thematic Connection: Supply and Demand

Read and Comprehend Literature

Elements of Fiction

Choose Reading Strategies to Comprehend Literature

Goal and Outcome

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.16, page 43

Practice Master SG8.22, page 49

Practice Master SG8.23, page 50

Practice Master SG8.24, page 51

Practice Master SG8.28, page 55

TECHNOLOGY ONLY

Digital Library: Koi in a Pond

SUGGESTED PACING, PART 2

DAY 2 Introduce and read pages 49–64

DAY 3 Read pages 65–88 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 *Owen Foote, Money Man*, see page SG18. Remind students that, after reading a book, they can use characters and plot developments to identify the book's main theme. To review story elements, ask: *Who is the main character?* (Owen) *What is this character's biggest problem?* (He needs money, but he doesn't want to work for it.) *How does the character try to solve the problem?* (He tries to make a fishing video for kids.)

Activate Prior Knowledge Ask: *When can hard work also be fun?* (Possible responses: Hard work can be fun when you like what you're doing or when it helps others.)

Build Background Display the **Digital Library** photo of koi in a pond. Tell students that koi are large, colorful fish that came originally from Japan, where they are seen as symbols of good luck, friendship, and love.

Story Words Use **Practice Master SG8.22** to extend vocabulary.

contribute, page 18

labor, page 20

responsibility, page 18

solution, page 34

vital, page 6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG8.16, page 43

Practice Master SG8.22, page 49

Practice Master SG8.23, page 50

Practice Master SG8.25, page 52

Practice Master SG8.28, page 55

SUGGESTED PACING, PART 2

DAY 2 Introduce and read pages 42–61

DAY 3 Read pages 62–88 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 *Lawn Boy*, see page SG18. Remind students that, after reading a book, they can use characters and plot developments to identify the book's main theme. To review story elements, ask: *Who is the main character?* (*Lawn Boy*) *What is the main character's biggest problem?* (His mowing business gets too big for him to handle alone.) *How does the character try to solve the problem?* (He lets Arnold the stockbroker run the business for him.)

Activate Prior Knowledge Ask: *Have you ever kept good news from your family? Why? What happened when you finally told them the news?*

Build Background Explain that ideas, such as those mentioned in *Lawn Boy's* chapter heads, are a key part of the economic system, or business and money management system, called capitalism.

Story Words Use **Practice Master SG8.22** to extend vocabulary.

advice, page 26

consideration, page 37

distribute, page 17

positive, page 3

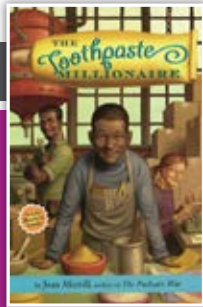
surge, page 44

OL ON LEVEL 820L

The Toothpaste Millionaire PART 2
by Jean Merrill

Content Connection:
Managing a Business

Realistic Fiction | Pages: 62 | Lexile: 820L | GR: S



AL ABOVE LEVEL 1010L

Mr. Chickee's Funny Money PART 2
by Christopher Paul Curtis

Content Connection:
Money

Fantasy | Pages: 77 | Lexile: 1010L | GR: W



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.5.Rlit.2
Compare Events	CC.5.Rlit.3
Summarize	CC.5.Rlit.2

Writing

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

Draw on Preparation to Explore Ideas	CC.5.SL.1.a
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Language and Vocabulary

Acquire and Use Academic Words	CC.5.L.6
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PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.16, page 43
- Practice Master SG8.22, page 49
- Practice Master SG8.23, page 50
- Practice Master SG8.26, page 53
- Practice Master SG8.28, page 55

TECHNOLOGY ONLY

Digital Library: Loan

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 58–78
- DAY 3 Read pages 79–100
- DAY 4 Read pages 101–119 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG18–SG21.

Review Part 1 For a complete summary of *The Toothpaste Millionaire*, see page SG19. Remind students that, after reading a book, they can use characters and plot developments to identify the main theme. To review story elements, ask: *Who is the main character?* (Rufus) *What problem does this character have?* (He doesn't want to pay 79 cents for toothpaste.) *How does the character try to solve the problem?* (by making his own toothpaste)

Activate Prior Knowledge Ask: *Have you or your friends ever tried to start a business? What did you have to do?*

Build Background Display the **Digital Library** photo of a bank loan. Tell students that banks lend money to people to build their businesses. However, they don't lend money to people under 18 without an adult agreeing to help repay the loan.

Story Words Use **Practice Master SG8.22** to extend vocabulary.

- | | | |
|------------------------------|--------------------------|-------------------------|
| <i>advertising</i> , page 29 | <i>fraction</i> , page 9 | <i>invest</i> , page 81 |
| <i>principle</i> , page 40 | <i>stock</i> , page 38 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG8.16, page 43
- Practice Master SG8.22, page 49
- Practice Master SG8.23, page 50
- Practice Master SG8.27, page 54
- Practice Master SG8.28, page 55

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 75–92
- DAY 3 Read pages 93–125
- DAY 4 Read pages 126–151 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG18–SG21.

Review Part 1 For a complete summary of *Mr. Chickee's Funny Money*, see page SG19. Remind students that, after reading a book, they can use characters and plot developments to identify the book's main theme. To review story elements, ask: *Who is the main character?* (Steven) *What problem does this character have?* (He wants to find out if a quadrillion-dollar bill is real.) *How does the character try to solve the problem?* (He and his dad go to talk to a U.S. Treasury agent about the money.)

Activate Prior Knowledge Ask: *Have you ever received a reward for doing something? What was the reward? What did you do to receive it?*

Build Background Tell students the U.S. Treasury Department agents keep the country's financial system safe from fraud, including money counterfeiting and ID theft.

Story Words Use **Practice Master SG8.22** to extend vocabulary.

- | | | |
|--------------------------|------------------------------|------------------------------|
| <i>assume</i> , page 21 | <i>authority</i> , page 53 | <i>circulation</i> , page 24 |
| <i>inexact</i> , page 19 | <i>investigate</i> , page 32 | |

BL > BELOW LEVEL 570L

Owen Foote, Money Man PART 2

by Stephanie Greene

Build Comprehension

- **Character's Actions** *What does Mr. White do that makes Owen want to help him build his fishpond?* (Mr. White asks Owen to give him advice about how to build the pond, which makes Owen feel important.)
- **Analyze** *What is one way that Owen changes after he helps Mr. White build the fishpond? Support your answer with evidence from the story.* (Possible response: Owen becomes more responsible. He uses his money to buy Joseph a turtle. He doesn't order things from the junk catalog. He cleans his room and agrees to do other chores.)

Writing Options

- **Thank You Note** Have students write a note that Joseph might send Owen, thanking him for the turtle.
- **Sequel** Have students reread the last page of the story, and then write a sequel that tells what Owen does the next day.
- **Journal Entry** Have students write about their own experiences volunteering to help others do some kind of work.

BL > BELOW LEVEL 780L

Lawn Boy PART 2

by Gary Paulsen

Build Comprehension

- **Make Judgments** *Why is Arnold's investment in Joey Pow a good one for both him and Lawn Boy? Support your answer with information from the story.* (It's good for Arnold because Joey saves him from the thugs. It's good for Lawn Boy because Joey wins fights and makes money.)
- **Explain** *Reread page 50. Why does Arnold want to tell Lawn Boy's parents about Lawn Boy's stocks?* (Lawn Boy isn't old enough to own stocks, so the money legally belongs to Arnold. Arnold wants to involve Lawn Boy's parents because he isn't Lawn Boy's legal guardian, and he doesn't want to pay taxes on money that is not his.)

Writing Options

- **Magazine Article** Have students write an article for a business magazine, telling how Lawn Boy turned a summer job into a big business.
- **Sequel** Have students reread the last page of the story, then write a sequel that tells what Lawn Boy and his father do for the rest of the day.
- **Journal Entry** Have students write about a time they received some good news that surprised them.

Check & Reteach

Ask students to identify characters' goals, obstacles, and outcomes in each book. If students have difficulty, refer them to their goal-and-outcome plan. Ask: *Who is the main character? What does the character want to achieve? What gets in the character's way of achieving that goal? What happens finally?*

DURING READING

Name _____ Date _____

Goal-and-Outcome Plan

Goal and Outcome

As you read, use this plan to take notes about the goals of the characters in your book, what gets in the way of reaching those goals, and what happens finally.

Somebody (Character(s))

↓

Want(s) (Goal)

↓

But (Obstacles)

↓

So (Outcome)

Use your goal-and-outcome plan to tell a partner the clues you used to figure out your characters' goals, obstacles, and outcomes.

For use with TE pp. 5624-5627 **SG8.23** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Owen Foote, Money Man PART 2

Review the story words with your group. Then discuss these questions together.

Story Words: contribute, labor, responsibility, solution, vital

1. **Explain Goal and Outcome** Use these questions and the notes on your goal-and-outcome plan to help you identify important plot developments in the story.
 - **Goal** What is Owen's goal?
 - **Obstacles** What makes it difficult to reach his goal?
 - **Outcome** What happens finally?
2. **Analyze Elements of Fiction** Continue to add problems and solutions to the story map you began as you read the first part of the book. Use the information to tell the story's theme.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
4. **Think Question Generalize** How does helping Mr. White build his fish pond change Owen's life?

For use with TE pp. 5624-5627 **SG8.24** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Lawn Boy PART 2

Review the story words with your group. Then discuss these questions together.

Story Words: advice, consideration, distribute, positive, surge

1. **Explain Goal and Outcome** Use these questions and the notes on your goal-and-outcome plan to help you identify important plot developments in the story.
 - **Goal** What is Lawn Boy's goal?
 - **Obstacles** What makes it difficult to reach his goal?
 - **Outcome** What happens finally?
2. **Analyze Elements of Fiction** Continue to add problems and solutions to the story map you began as you read the first part of the book. Use the information to tell the story's theme.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
4. **Think Question Generalize** How is Lawn Boy's life changed by being open to new ideas?

For use with TE pp. 5624-5627 **SG8.25** Unit 8 | One Idea

OL ON LEVEL 820L

The Toothpaste Millionaire PART 2
by Jean Merrill

Build Comprehension

- **Explain** *Why does Rufus have to raise the price of his toothpaste to 15 cents a tube?* (Rufus has to raise the price because his expenses increase when he starts making toothpaste in a factory and mailing it to people.)
- **Evaluate** *How does Rufus's toothpaste change the entire toothpaste business? Use information from the book to support your ideas.* (Rufus's toothpaste causes big companies have to lower their prices. Some of the companies go out of business.)

Writing Options

- **Movie Script** Have students reread Kate's movie script and write a scene for the movie's ending.
- **Commercial** Have students think of a product they use often and use Rufus's model to write a completely honest commercial for the product.
- **Journal Entry** Have students write about any experiences they have had with banks and bankers.

AL ABOVE LEVEL 1010L

Mr. Chickee's Funny Money PART 2
by Christopher Paul Curtis

Build Comprehension

- **Explain** *Why is soul singer James Brown's picture on the quadrillion-dollar bill?* (James Brown is on the bill because of his hairstyle.)
- **Draw Conclusions** *Why do the Treasury agents give Steven, Russell, and their families big rewards?* (Possible responses: The agents give everyone rewards to keep them from talking about the quadrillion-dollar bill. It would be embarrassing if people found out that the bill had been taken from the Treasury and then lost.)

Writing Options

- **Email** Have students look at page 146 and write a response Steven might send to Mr. Chickee's email.
- **Book Review** Have students write a brief book review to tell what they think about the author mixing facts and fantasy in the story.
- **Journal Entry** Have students write about their own experiences trying to be detectives and solve mysteries.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

The Toothpaste Millionaire PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
advertising
fraction
invest
principle
stock

1. **Explain Goal and Outcome** Use these questions and the notes on your goal-and-outcome plan to help you identify important plot developments in the story.
 - **Goal** What is Rufus's goal?
 - **Obstacles** What makes it difficult to reach his goal?
 - **Outcome** What happens finally?
2. **Analyze Elements of Fiction** Continue to add problems and solutions to the story map you began as you read the first part of the book. Use the information to tell the story's theme.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
4. **Generalize** Why is supply and demand an important part of Rufus's idea for success?

For use with TE pp. 5224-5227 **SG8.26** Unit 8 | One Idea

AFTER READING

Name _____ Date _____

Discussion Guide

Mr. Chickee's Funny Money PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
assume
authority
circulation
inexact
investigate

1. **Explain Goal and Outcome** Use these questions and the notes on your goal-and-outcome plan to help you identify important plot developments in the story.
 - **Goal** What is Steven's goal?
 - **Obstacles** What makes it difficult to reach his goal?
 - **Outcome** What happens finally?
2. **Analyze Elements of Fiction** Continue to add problems and solutions to the story map you began as you read the first part of the book. Use the information to tell the story's theme.
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
4. **Generalize** How does Mr. Chickee's decision to give Steven the quadrillion-dollar bill change Steven's life?

For use with TE pp. 5224-5227 **SG8.27** Unit 8 | One Idea

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.

Owen Foote, Money Man, Part 2
Lawn Boy, Part 2
The Toothpaste Millionaire, Part 2
Mr. Chickee's Funny Money, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do their parents help the characters in each book to follow their ideas?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **Generalize** How do the main characters' ideas about work and making money change their futures in each of the books?

For use with TE pp. 5224-5227 **SG8.28** Unit 8 | One Idea

Academic Vocabulary

Story Words

Kids Manage Money

convince (kun-vins) *verb*
Convince means to make someone agree with you or believe you. *I was able to convince my mom to raise my allowance.*

exchange (iks-chānj) *verb*
 To **exchange** means to give something and get something in return. *This store lets you exchange old video games for new ones.*

guaranteed (gair-un-tēd) *adjective*
 Something that is **guaranteed** is protected by a promise. *Our money has a guaranteed value set by the government.*

issue (i-shū) *verb*
 To **issue** something is to make or give it in an official way. *The police issue tickets to drivers who speed.*

quality (kwah-lu-tē) *adjective*
Quality means very good or excellent. *The baker makes quality cakes and pies.*

The Story of Money

establish (i-sta-blish) *verb*
 When you **establish** something, you begin it or set it up. *Our school plans to establish an honor code.*

exchange (iks-chānj) *verb*
 To **exchange** means to give something and get something in return. *You can exchange the book I gave you for one you like better.*

locally (lō-ku-lē) *adverb*
 Things that are produced **locally** come from a nearby place. *The restaurant only serves food made with locally grown vegetables.*

medium (mē-dē-um) *noun*
 A **medium** is anything that is acceptable as a measure of value. *People sometimes use gold as a medium for buying and selling.*

rate (rāt) *noun*
 A **rate** is an amount of money charged for something. *What rate do you charge for babysitting?*

The Kids' Invention Book

diagram (di-u-gram) *noun*
 A **diagram** is a drawing or plan that makes something easier to understand. *The inventor drew a diagram to show how her machine works.*

exact (ig-zakt) *adjective*
 If something is **exact**, it is very accurate. *What are the teacher's exact instructions for our homework?*

persistence (pur-sis-tunts) *noun*
 You show **persistence** when you continue to do or try to do something, even when it is difficult. *The runner showed persistence in trying to break the record.*

process (prah-ses) *noun*
 When you follow a **process**, you do something step by step. *Testing my invention was a very long process.*

solution (su-lū-shun) *noun*
 A **solution** is an answer to a problem. *The solution to 2 + 2 is 4.*

Toys!

accomplishment (u-kom-plish-munt) *noun*
 An **accomplishment** is something done with success. *My sister's latest accomplishment is winning first prize at the science fair.*

convince (kun-vins) *verb*
Convince means to make someone agree with or believe you. *You can't convince me that snakes make good pets.*

demonstration (dem-un-strā-shun) *noun*
 When you give a **demonstration** of something, you show or explain it clearly. *His demonstration showed how his robot works.*

expand (ik-spand) *verb*
Expand means to make something larger. *We will expand our house by adding a room.*

production (pru-duk-shun) *noun*
Production is the act of making something. *The auto company increased its production of small cars.*

COPY READY

Outline

Main Idea and Details

As you read, use the outline to show your book's main ideas and their supporting details. Add to the outline after you finish reading.

I. _____

A. _____

B. _____

C. _____

II. _____

A. _____

B. _____

C. _____

COPY READY

 Use your outline to tell a partner about your book.

Discussion Guide

Kids Manage Money

Review the story words with your group. Then discuss these questions together.

Story Words


convince

exchange

guaranteed

issue

quality

- 1. Identify Main Idea** Use the notes from your outline to state the main idea of your book. Remember to write the main idea as a complete sentence.
- 2. Analyze Supporting Details** Use the notes from your outline to tell about the important details that support the main idea of your book.
- 3. Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review Chapter 3 and answer the questions below.
 - **Think** What were you trying to understand about saving money?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** How can choosing where to save money change your future?

Discussion Guide

The Kids' Invention Book

Review the story words with your group. Then discuss these questions together.

Story Words

diagram

exact

persistence

process

solution

COPY READY

1. **Identify Main Idea** Use the notes from your outline to state the main idea of your book. Remember to write the main idea as a complete sentence.
2. **Analyze Supporting Details** Use the notes from your outline to tell about the important details that support the main idea of your book.
3. **Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review pages 48–50 and answer the questions below.
 - **Think** What were you trying to understand about applying for a patent?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** How can inventors change the future for people? Use an example from the book to support your answer.

Discussion Guide

The Story of Money

Review the story words with your group. Then discuss these questions together.

Story Words


establish

exchange

locally

medium

rate

- 1. Identify Main Idea** Use the notes from your outline to state the main idea of your book. Remember to write the main idea as a complete sentence.
- 2. Analyze Supporting Details** Use the notes from your outline to tell about the important details that support the main idea of your book.
- 3. Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review pages 34–35 and answer the questions below.
 - **Think** What were you trying to understand about paper money?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** How was the decision to have all the states use one system of money an idea that changed the future of our country?

Discussion Guide

Toys!

Review the story words with your group. Then discuss these questions together.

Story Words

accomplishment

convince

demonstration

expand

production

1. **Identify Main Idea** Use the notes from your outline to state the main idea of your book. Remember to write the main idea as a complete sentence.
2. **Analyze Supporting Details** Use the notes from your outline to tell about the important details that support the main idea of your book.
3. **Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review pages 58–62 and answer the questions below.
 - **Think** What were you trying to understand about remote-controlled cars?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** How can one idea change the future of how and what we play? Use an example from the book to support your answer.

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Kids Manage Money
The Kids' Invention Book
The Story of Money
Toys!: Amazing Stories Behind Some Great Inventions

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What does each book help you to understand about how innovation, or having new ideas, can help to solve problems?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **BIG Question** How does each book show that one idea can change the future?

Academic Vocabulary

Story Words

COPY READY

Alexander Graham Bell and the Telephone

apply (u-plī) *verb*
To **apply** means to ask for, or request, something, usually in writing. *I filled out the form to **apply** for a summer job.*

communicate (ku-myü-ni-kāt) *verb*
When you **communicate** with others, you make something known to them. *I **communicate** with my friends using text messages.*

inventor (in-ven-tur) *noun*
An **inventor** is a person who makes or thinks of things for the first time. *The **inventor** of windshield wipers was a woman.*

successful (suk-ses-ful) *adjective*
When you are **successful**, you do something well. *The team was **successful** in winning the big tournament.*

visible (viz-i-bul) *adjective*
If something is **visible**, it can be seen. *There are no **visible** stars in the sky tonight.*

We'll Race You, Henry

apply (u-plī) *verb*
To **apply** means to ask for, or to request, something, usually in writing. *My sister plans to **apply** for a college scholarship.*

conquer (kahn-kur) *verb*
To **conquer** is to overcome difficulties to win or gain something. *The boys had to **conquer** their fears in order to climb the mountain.*

dissolve (dis-ahlv) *verb*
When you **dissolve** something, you bring it to an end. *We will **dissolve** our club if we can't raise more money to keep it going.*

manufacture (man-yu-fak-chur) *verb*
Manufacture means to make something, usually by machine. *The new factory will **manufacture** plastic chairs.*

mechanical (mi-kan-i-kul) *adjective*
Mechanical means something to do with machines. *The airplane could not fly because it had **mechanical** problems.*

Chocolate by Hershey

appeal (u-pēl) *verb*
If something **appeals** to you, you think it is enjoyable or interesting. *Hiking and swimming both **appeal** to me.*

effort (ef-urt) *noun*
When you make an **effort**, you try hard. *The students put a lot of **effort** into their class project.*

expand (ik-spand) *verb*
Expand means to make something larger. *The balloon will **expand** if you add more air.*

prospect (prahs-pekt) *noun*
A **prospect** is a chance of something happening. *We have a good **prospect** for winning the prize.*

rely (ri-lī) *verb*
When you **rely** on something, you need or depend on it. *I **rely** on the bus to get me to school.*

The Kid Who Invented the Popsicle

brand (brand) *noun*
A **brand** is one particular kind of thing. *My family only buys this **brand** of ice cream.*

distribute (dis-trib-ūt) *verb*
When you **distribute** things, you divide them among people. *The girls collected books to **distribute** to the children.*

opportunity (ah-pur-tü-ni-tē) *noun*
An **opportunity** is a good chance to do something. *At the book fair, we had the **opportunity** to meet famous authors.*

oversight (ō-vur-sīt) *noun*
An **oversight** is a careless mistake. *I'm sure it was just an **oversight** that you didn't get an invitation to the party.*

variation (vair-ē-ā-shun) *noun*
A **variation** is a slightly different version of something. *His second song was just a louder **variation** of his first one.*

Double-Entry Log

Cite Evidence

Use this log, as you read your book, to identify ideas that changed the world. Give the page number for each idea, and support your answers with evidence from the text.

Pages	Ideas	Evidence

COPY READY

 Use your log to tell a partner about the book.

Discussion Guide

Alexander Graham Bell and the Telephone

Story Words

apply


communicate

inventor

successful

visible

Review the story words with your group. Then discuss these questions together.

- 1. Distinguish Facts and Opinions** Reread page 8. Find a statement that is a fact. Explain what makes it a fact and not an opinion.
- 2. Analyze Supporting Details** Choose one idea from your book that you think changed the world. Use the notes from your log to give details that support your choice.
- 3. Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review page 16 and answer the questions below.
 - **Think** Why did Alexander Graham Bell and not Elisha Gray become famous for inventing the telephone?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** How is the telephone an idea that has changed the world?

Discussion Guide

We'll Race You, Henry

Review the story words with your group. Then discuss these questions together.

Story Words


apply

conquer

dissolve

manufacture

mechanical

- 1. Distinguish Facts and Opinions** Reread page 16. Find a statement that is an opinion. Explain what makes it an opinion and not a fact.
- 2. Analyze Supporting Details** Choose one idea from your book that you think changed the world. Use the notes from your log to give details that support your choice.
- 3. Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review page 34 and answer the questions below.
 - **Think** What were you trying to understand about Henry Ford's racing cars, the 999 and the Arrow?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** How is Henry Ford's assembly line an idea that has changed the world?

Discussion Guide

Chocolate by Hershey

Review the story words with your group. Then discuss these questions together.

Story Words

appeal


effort

expand

prospect

rely

COPY READY

- 1. Distinguish Facts and Opinions** Reread page 9. Find one fact and one opinion. Explain why each statement is a fact or an opinion.
- 2. Analyze Supporting Details** Choose one idea from your book that you think changed the world. Use the notes from your log to give details that support your choice.
- 3. Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review page 21 and answer the questions below.
 - **Think** What were you trying to understand about Milton Hershey's difficulties in becoming a successful candy maker?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** How did Milton Hershey's ideas about candy change the future?

Discussion Guide

The Kid Who Invented the Popsicle

Review the story words with your group. Then discuss these questions together.

Story Words


brand

distribute

opportunity

oversight

variation

- 1. Distinguish Facts and Opinions** Reread page 14. Find a statement that is a fact. Explain what makes it a fact and not an opinion. Then make an opinion statement about blue jeans.
- 2. Analyze Supporting Details** Choose one idea for an invention discussed in your book that you think changed the world. Use the notes from your log to give details that support your choice.
- 3. Choose Reading Strategies** With your group, recall the different reading strategies that you have used. Then review the story on page 58 and answer the questions below.
 - **Think** What were you trying to understand about the invention of motion pictures?
 - **Decide** What reading strategies did you use to help you?
 - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** Review page 103. How is the typewriter an idea that has changed the world?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Alexander Graham Bell and the Telephone

We'll Race You, Henry: A Story about Henry Ford

Chocolate by Hershey: A Story about Milton S. Hershey

The Kid Who Invented the Popsicle

Compare and contrast the books you have read. Discuss these questions with your group.

1. What does each book help you to understand about the process of inventing?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **BIG Question** How does each book show that one great idea can change the world?

Academic Vocabulary

Story Words

Owen Foote, Money Man PART 1

contribute (kun-trib-yüt) *verb*

To **contribute** is to give something along with others. *My brothers and I contribute time to the animal shelter.*

labor (lā-bur) *noun*

Labor is the hard work someone does. *The mechanic put a lot of labor into fixing our car.*

responsibility (ri-spahn-su-bil-u-tē) *noun*

When you have a **responsibility**, you have to do something. *It is my responsibility to mow the lawn.*

solution (su-lü-shun) *noun*

A **solution** is the answer to a problem. *Studying harder is the best solution for your bad grades.*

vital (vit-ul) *adjective*

If something is **vital**, it is very important. *The vital ingredients in apple pie are fresh apples and cinnamon.*

Lawn Boy PART 1

advice (ad-vis) *noun*

Advice is an opinion or suggestion offered about what to do about something. *I asked my friend for advice about what to wear to the party.*

consideration (kun-sid-u-rā-shun) *noun*

Consideration is thoughtfulness for other people. *Turning off phones at a movie shows consideration for others.*

distribute (dis-trib-yüt) *verb*

To **distribute** things means to give them out. *I helped my teacher distribute books to the class.*

positive (pahs-u-tiv) *adjective*

Someone who is **positive** has a good attitude. *She is a positive person who sees the best in everybody.*

surge (surj) *noun*

A **surge** is a sudden rise. *There was a surge in the price of gasoline last week.*

The Toothpaste Millionaire PART 1

advertising (ad-vur-tiz-ing) *noun*

Advertising is making a product or service known so that people will buy it. *We sold more cookies by placing advertising on different websites.*

fraction (frak-shun) *noun*

A **fraction** is a number that stands for one part of a whole. *The carpenter cut just a fraction of an inch from the end of the board.*

invest (in-vest) *verb*

If you **invest** in a business, you put money into it. *Dad plans to invest in a computer business.*

principle (prin-su-pul) *noun*

A **principle** is a rule for how to act that people choose to live by. *Giving everyone a turn is a principle of fairness.*

stock (stahk) *noun*

Stock is a share of ownership in a company. *We bought stock in several companies.*

Mr. Chickee's Funny Money PART 1

assume (u-süm) *verb*

When you **assume** something, you believe it to be true. *I assume that you are coming to my party.*

authority (u-thor-u-tē) *noun*

Someone with **authority** has the power to make decisions. *Only the teacher has the authority to approve our project.*

circulation (sur-kyu-lā-shun) *noun*

Something in **circulation** travels from person to person. *Millions of pennies are in circulation in the U.S.*

inexact (in-ig-zakt) *adjective*

If something is **inexact**, it is not quite correct. *The newspaper printed an inexact story about our accident.*

investigate (in-ves-tu-gāt) *verb*

When you **investigate**, you try to find out more about something. *The police will investigate the robbery.*

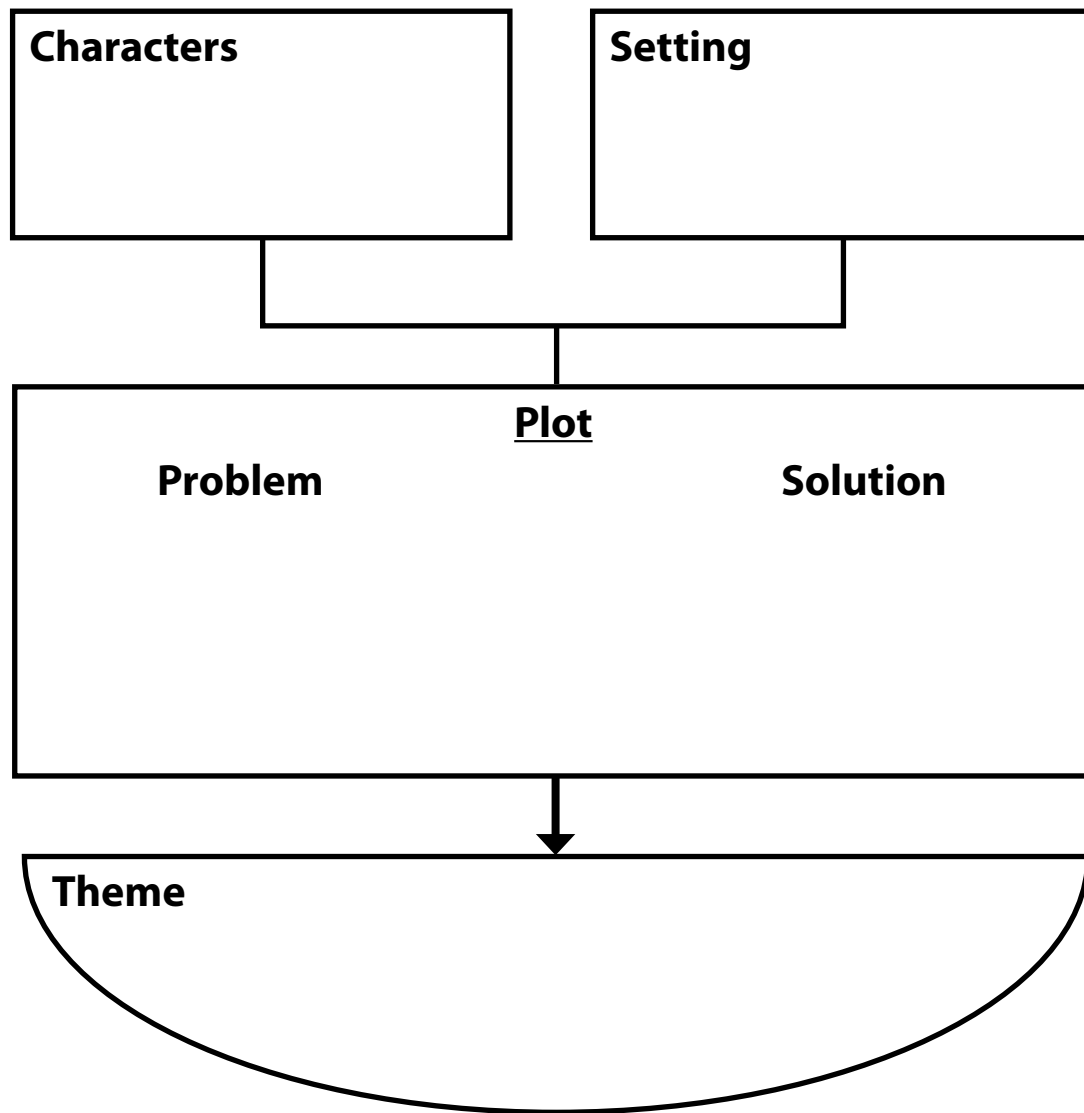
COPY READY

Story Map

Elements of Fiction

As you read, use this story map to take notes about your book's characters, setting, and plot developments. Add the theme after you have finished the book.

COPY READY



 Use your story map to tell a partner about the book.

Discussion Guide

Owen Foote, Money Man

PART 1

Story Words

contribute


labor

responsibility

solution

vital

Review the story words with your group. Then discuss these questions together.

- 1. Compare Characters** How are Owen and his friend Joseph alike in what they want? How are their personalities different?
- 2. Analyze Elements of Fiction** Use these questions and the notes on your story map to help you identify important elements in the story. Think about how the elements work together to give clues about the story's theme.
 - **Characters** What kind of person is Owen?
 - **Problem** What problem does Owen have?
 - **Solution** What is one way he tries to solve this problem?
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
- 4.  BIG Question Generalize** How could one idea change Owen's future?

Discussion Guide

Lawn Boy PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

advice

consideration

distribute

positive

surge

1. **Compare Characters** How are Lawn Boy and his grandmother alike in the way they think? How are their ways of thinking different?
2. **Analyze Elements of Fiction** Use these questions and the notes on your story map to help you identify important elements in the story. Think about how the elements work together to give clues about the story's theme.
 - **Characters** What kind of person is Lawn Boy?
 - **Problem** What problem does he have when he starts his business?
 - **Solution** What does he do to solve this problem?
3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
4. **BIG Question** **Generalize** How could buying stocks change Lawn Boy's future?

Discussion Guide

The Toothpaste Millionaire

PART 1

Story Words

advertising


fraction

invest

principle

stock

Review the story words with your group. Then discuss these questions together.

- 1. Compare Characters** How are Rufus and Kate alike? How are they different from each other?
- 2. Analyze Elements of Fiction** Use these questions and the notes on your story map to help you identify important elements in the story. Think about how the elements work together to give clues about the story's theme.
 - **Characters** What kind of person is Rufus?
 - **Problem** What problem does Rufus have with toothpaste?
 - **Solution** What does he do to solve this problem?
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
- 4.  BIG Question Generalize** How could Rufus's toothpaste business change his future?

Discussion Guide

Mr. Chickee's Funny Money

PART 1

Story Words

assume


authority

circulation

inexact

investigate

Review the story words with your group. Then discuss these questions together.

- 1. Compare Characters** In what way are Steven's mother and father alike? In what way are they different from each other?
- 2. Analyze Elements of Fiction** Use these questions and the notes on your story map to help you identify important elements in the story. Think about how the elements work together to give clues about the story's theme.
 - **Characters** What kind of person is Steven?
 - **Problem** What problem does Steven have with the quadrillion-dollar bill Mr. Chickee gives him?
 - **Solution** What is one way he tries to solve this problem?
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
- 4.  BIG Question Generalize** What is one idea Steven has that might change his future?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Owen Foote, Money Man, Part 1
Lawn Boy, Part 1
The Toothpaste Millionaire, Part 1
Mr. Chickee’s Funny Money, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What role does money or business play in each of the character’s lives?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **Big Question** How might the characters’ ideas about money change their futures?

Academic Vocabulary

Story Words

COPY READY

Owen Foote, Money Man

PART 2

contribute (kun-trib-yüt) *verb*

To **contribute** is to give something along with others. *My brothers and I contribute time to the animal shelter.*

labor (lā-bur) *noun*

Labor is the hard work someone does. *The mechanic put a lot of labor into fixing our car.*

responsibility (ri-spahn-su-bil-u-tē) *noun*

When you have a **responsibility**, you have to do something. *It is my responsibility to mow the lawn.*

solution (su-lü-shun) *noun*

A **solution** is the answer to a problem. *Studying harder is the best solution for your bad grades.*

vital (vit-ul) *adjective*

If something is **vital**, it is very important. *The vital ingredients in apple pie are fresh apples and cinnamon.*

Lawn Boy PART 2

advice (ad-vis) *noun*

Advice is an opinion or suggestion offered about what to do about something. *I asked my friend for advice about what to wear to the party.*

consideration (kun-sid-u-rā-shun) *noun*

Consideration is thoughtfulness for other people. *Turning off phones at a movie shows consideration for others.*

distribute (dis-trib-yüt) *verb*

To **distribute** things means to give them out. *I helped my teacher distribute books to the class.*

positive (pahs-u-tiv) *adjective*

Someone who is **positive** has a good attitude. *She is a positive person who sees the best in everybody.*

surge (surj) *noun*

A **surge** is a sudden rise. *There was a surge in the price of gasoline last week.*

The Toothpaste Millionaire

PART 2

advertising (ad-vur-tiz-ing) *noun*

Advertising is making a product or service known so that people will buy it. *We sold more cookies by placing advertising on different websites.*

fraction (frak-shun) *noun*

A **fraction** is a number that stands for one part of a whole. *The carpenter cut just a fraction of an inch from the end of the board.*

invest (in-vest) *verb*

If you **invest** in a business, you put money into it. *Dad plans to invest in a computer business.*

principle (prin-su-pul) *noun*

A **principle** is a rule for how to act that people choose to live by. *Giving everyone a turn is a principle of fairness.*

stock (stahk) *noun*

Stock is a share of ownership in a company. *We bought stock in several companies.*

Mr. Chickee's Funny Money

PART 2

assume (u-süm) *verb*

When you **assume** something, you believe it to be true. *I assume that you are coming to my party.*

authority (u-thor-u-tē) *noun*

Someone with **authority** has the power to make decisions. *Only the teacher has the authority to approve our project.*

circulation (sur-kyu-lā-shun) *noun*

Something in **circulation** travels from person to person. *Millions of pennies are in circulation in the U.S.*

inexact (in-ig-zakt) *adjective*

If something is **inexact**, it is not quite correct. *The newspaper printed an inexact story about our accident.*

investigate (in-ves-tu-gāt) *verb*

When you **investigate**, you try to find out more about something. *The police will investigate the robbery.*

Goal-and-Outcome Plan

Goal and Outcome

As you read, use this plan to take notes about the goals of the characters in your book, what gets in the way of reaching those goals, and what happens finally.

Somebody (Character(s))



Want(s) (Goal)




But (Obstacles)



So (Outcome)

COPY READY

 Use your goal-and-outcome plan to tell a partner the clues you used to figure out your characters' goals, obstacles, and outcomes.

Discussion Guide

Owen Foote, Money Man

PART 2

Story Words

contribute

labor

responsibility

solution

vital

Review the story words with your group. Then discuss these questions together.

1. **Explain Goal and Outcome** Use these questions and the notes on your goal-and-outcome plan to help you identify important plot developments in the story.
 - **Goal** What is Owen's goal?
 - **Obstacles** What makes it difficult to reach his goal?
 - **Outcome** What happens finally?

2. **Analyze Elements of Fiction** Continue to add problems and solutions to the story map you began as you read the first part of the book. Use the information to tell the story's theme.

3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.

4. **BIG Question** **Generalize** How does helping Mr. White build his fish pond change Owen's life?

Discussion Guide

Lawn Boy PART 2

Review the story words with your group. Then discuss these questions together.

Story Words


advice

consideration

distribute

positive

surge

- 1. Explain Goal and Outcome** Use these questions and the notes on your goal-and-outcome plan to help you identify important plot developments in the story.
 - **Goal** What is Lawn Boy's goal?
 - **Obstacles** What makes it difficult to reach his goal?
 - **Outcome** What happens finally?
- 2. Analyze Elements of Fiction** Continue to add problems and solutions to the story map you began as you read the first part of the book. Use the information to tell the story's theme.
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
- 4.  BIG Question Generalize** How is Lawn Boy's life changed by being open to new ideas?

Discussion Guide

The Toothpaste Millionaire

PART 2

Story Words

advertising

fraction

invest

principle

stock

Review the story words with your group. Then discuss these questions together.

1. **Explain Goal and Outcome** Use these questions and the notes on your goal-and-outcome plan to help you identify important plot developments in the story.
 - **Goal** What is Rufus's goal?
 - **Obstacles** What makes it difficult to reach his goal?
 - **Outcome** What happens finally?

2. **Analyze Elements of Fiction** Continue to add problems and solutions to the story map you began as you read the first part of the book. Use the information to tell the story's theme.

3. **Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.

4. **BIG Question** **Generalize** Why is supply and demand an important part of Rufus's idea for success?

Discussion Guide

Mr. Chickee's Funny Money

PART 2

Story Words

assume


authority

circulation

inexact

investigate

Review the story words with your group. Then discuss these questions together.

- 1. Explain Goal and Outcome** Use these questions and the notes on your goal-and-outcome plan to help you identify important plot developments in the story.
 - **Goal** What is Steven's goal?
 - **Obstacles** What makes it difficult to reach his goal?
 - **Outcome** What happens finally?
- 2. Analyze Elements of Fiction** Continue to add problems and solutions to the story map you began as you read the first part of the book. Use the information to tell the story's theme.
- 3. Choose Reading Strategies** With your group, review the different reading strategies that you have used. Choose a passage from your book and tell which strategy you used to read it, why you chose it, and how it helped you understand what you read.
- 4.  BIG Question Generalize** How does Mr. Chickee's decision to give Steven the quadrillion-dollar bill change Steven's life?

Discussion Guide**Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

Owen Foote, Money Man, Part 2
Lawn Boy, Part 2
The Toothpaste Millionaire, Part 2
Mr. Chickee's Funny Money, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do their parents help the characters in each book to follow their ideas?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. **BIG Question** How do the main characters' ideas about work and making money change their futures in each of the books?

Speaking and Listening Observation Log

Unit 8

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

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 8

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

Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

Reading Strategy Rubrics			
Plan and Monitor	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.

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 8

COPY READY

Reading Strategy Rubrics			
Make Inferences 4 3 2 1	Make Connections 4 3 2 1	Visualize 4 3 2 1	Synthesize 4 3 2 1
<ul style="list-style-type: none"> • Did you infer, or figure out, something in the book that was not stated directly? • Were there details in the book that helped you figure this out? • What did you already know about those details that helped you make this inference? 	<ul style="list-style-type: none"> • Did you read anything in the book that connects to your life? What was that, and how does it connect? • Did you read anything that reminded you of something else you read? What was that, and how does it connect? • Did you read anything you already knew about in the world around you? What was that, and how does it connect? 	<ul style="list-style-type: none"> • Was there a part of the book that made you visualize (see pictures in your mind)? • How did this help you understand what you were reading? • Are there particular words that helped you visualize? 	<ul style="list-style-type: none"> • Tell me about the book you read. What about the book can you generalize, or say is true most of the time? • What can you conclude from these parts? • Based on this book and what you know about (topic), what do you think is probably true about (topic)?
<p>4</p> <p>Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.</p>	<p>Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding.</p>	<p>Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.</p>	<p>Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.</p>
<p>3</p> <p>Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.</p>	<p>Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.</p>	<p>Describes multi-sensory mental images and goes beyond the literal text.</p>	<p>Combines some information from the text to draw basic conclusions or make limited generalizations.</p>
<p>2</p> <p>Makes inferences that are inaccurate or unsubstantiated.</p>	<p>Attempts to make connections, but the connections are not relevant to understanding the text.</p>	<p>Describes few mental images directly related to text descriptions or pictures.</p>	<p>Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.</p>
<p>1</p> <p>Does not attempt to make inferences.</p>	<p>Does not make connections with the text.</p>	<p>Does not describe mental images related to the text.</p>	<p>Does not draw a conclusion or make a generalization about the text.</p>

Reader Reflection

Date	Title of Book	Author

Check all that apply.

1. Before I read this book,

- I read the title.
- I looked at the pictures.
- I predicted what I would read about.
I predicted: _____

2. If I didn't understand what I was reading,

- I stopped to think about what I had just read.
- I read it again.
- other (describe): _____

3. If I didn't understand a word while reading,

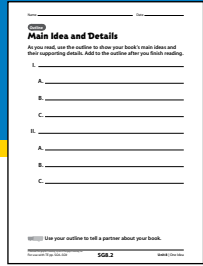
- I stopped to think about its meaning.
- I looked for clues to its meaning.
- I checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

4. This book reminded me of something I know or read already. It reminded me of:

This book was: easy about right hard

Rate this book! ☆ ☆ ☆ ☆ ☆

I would like to read other books: about this topic by this author



Practice Master SG8.2

Outline Practice Master SG8.2

BL Kids Manage Money

Main Idea and Details

- I. Why do we need money?
- A. to pay for goods, such as food
- B. to pay for services, such as haircuts
- C. _____
- II. What have people used for money?
- A. Some early people used shells.
- B. Coins were used first in Lydia.
- C. Paper money was used first in China.

BL The Kids' Invention Book

Main Idea and Details

- I. People invent for different reasons.
- A. improving something that already exists
- B. solving a new problem
- C. _____
- II. How were earmuffs invented?
- A. Chester Greenwood's ears became cold when he played in the snow.
- B. Chester invented earmuffs to keep his ears warm. Soon, everyone wanted a pair.
- C. _____

OL The Story of Money

Main Idea and Details

- I. How did people survive before money existed?
- A. They only used what they had.
- B. They traded things with other people.
- C. _____
- II. What did people first use as money?
- A. objects that were valuable because they were hard to find, like salt
- B. crops people could eat, like barley
- C. _____

AL Toys!

Main Idea and Details

- I. Many toys were first invented for other purposes.
- A. Play-Doh cleaned wallpaper.
- B. Kites were invented to fly on.
- C. Seesaws were props in ancient Rome.
- II. The Slinky was a mistake.
- A. The U.S. Navy hired Richard James to make a stabilizing device for its ships.
- B. He used coils for his invention.
- C. He accidentally dropped the coils and realized it made a good toy.

Discussion Guides

Analyze Books

BL Kids Manage Money

Practice Master SG8.3

1. **Identify Main Idea** Possible response: Kids need to learn about money and how to earn and save it.
2. **Analyze Supporting Details** Possible responses: People need money to buy things they need. Kids can earn money by starting a business or earning an allowance. Kids can save their money by putting it in a bank, buying CDs, or investing in stocks.
3. **Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to answer the question by using one or more of the following strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
4. **Generalize** Possible response: If I choose to save money by putting it in a bank that pays interest or by buying CDs or stocks, I can have enough money to go to college.

OL The Story of Money

Practice Master SG8.5

1. **Identify Main Idea** Possible response: What we use for money changes over time.
2. **Analyze Supporting Details** Possible response: Early money was anything people agreed was valuable; metal coins were used for money in many places; governments used paper money because it was easier to make than coins; checks and credit cards are modern forms of money.
3. **Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to answer the question by using one or more of the following strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
4. **Generalize** Possible responses: Having one money system for all the states tied the states together as one country. Having one money system made it easier for people to buy and sell anywhere in the country and helped build the country's economy.

BL The Kids' Invention Book

Practice Master SG8.4

1. **Identify Main Idea** Possible response: Kids have great ideas that they can turn into inventions to help solve problems.
2. **Analyze Supporting Details** Possible responses: Chester Greenwood invented earmuffs to keep people's ears warm. Josh Parsons invented a device to help his friend throw a ball. Robbie Marcucci invented a holder for crayons that were too short to hold.
3. **Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to answer the question by using one or more of the following strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
4. **Generalize** Possible response: Inventors can invent things that solve problems for people and make their lives easier. The Rampanion, invented by Alison DeSmyther, can help people in wheelchairs get around easier.

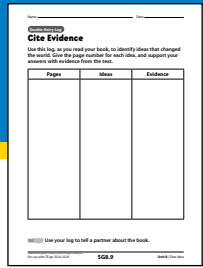
AL Toys!

Practice Master SG8.6

1. **Identify Main Idea** Possible response: Many toys were first invented for other purposes or by accident.
2. **Analyze Supporting Details** The Slinky was invented by mistake while trying to invent a ship-stabilizing device; the seesaw has a bloody history; Twister was invented to help sell shoe polish.
3. **Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to answer the question by using one or more of the following strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
4. **Generalize** Possible response: Many of the games and toys we enjoy today started with one idea. For example, the invention of Pong let children use modern technology to play games on video screens. Today, there are many more advanced types of gaming systems kids use.

Connect Across Texts Practice Master SG8.7

1. *Kids Manage Money* shows that innovation can help kids come up with great ideas for making money. *The Kids' Invention Book* shows that kids can come up with innovative solutions to problems. *The Story of Money* shows how innovation has helped people find better ways to pay for goods and services, which has changed how people live over time. *Toys!* shows that sometimes we may not always solve the problem we set out to solve, but new ideas sometimes lead to other discoveries.
2. (Students should compare how they chose reading strategies to use as they read and explain how those strategies helped them to increase their understanding of a book.)
3. Each book presents ideas that led to inventions or innovations that made people's lives easier, healthier, more productive, or fun.



Practice Master SG8.9

Double-Entry Log Practice Master SG8.9

BL Alexander Graham Bell and the Telephone

Pages	Ideas	Evidence
20-22	the telephone	<p>It gave people a new way to communicate.</p> <p>It is one of world's most popular inventions.</p>

BL We'll Race You, Henry

Pages	Ideas	Evidence
50-55	the Model T	<p>It was inexpensive enough for average workers to own.</p> <p>It was used for all kinds of business. It was the most popular car ever made.</p>

OL Chocolate by Hershey

Pages	Ideas	Evidence
45	milk chocolate candy	People everywhere wanted Hershey's chocolate candy.

AL The Kid Who Invented the Popsicle

Pages	Ideas	Evidence
15	Braille	It allows blind people all around the world to read.

Discussion Guides

Analyze Books

BL Alexander Graham Bell and the . . .

Practice Master SG8.10

- Distinguish Facts and Opinions** Possible response: The statement that Bell's grandfather was a speech expert is a fact because it can be checked in other sources.
- Analyze Supporting Details** Possible response: Bell's telephone changed the world because it gave people a new way to communicate and became the most popular invention of all time.
- Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
- Generalize** Possible response: Bell's telephone has changed the world by making it easier for people around the world to share ideas and information whenever they want.

BL We'll Race You, Henry

Practice Master SG8.11

- Distinguish Facts and Opinions** Possible response: The statement that Clara Ford was happy being a farmwife is an opinion because it tells how she feels and can't be checked in other sources.
- Analyze Supporting Details** Possible response: Ford's Model T changed the world because it was inexpensive, so more people could use it to travel and do business farther away from their homes.
- Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
- Generalize** Possible response: Ford's assembly line has changed the world because it lets companies make products faster and cheaper, which means that average people can buy things that only the rich could afford, otherwise.

OL Chocolate by Hershey

Practice Master SG8.12

- Distinguish Facts and Opinions** Possible responses: It is an opinion that Milton couldn't wait to get to the candy store. It tells how he feels and can't be checked in other sources. It is a fact that Milton Hershey was born on September 13, 1857. This statement can be checked by other sources.
- Analyze Supporting Details** Possible response: Hershey's milk chocolate changed the world because it made chocolate candy the most popular candy in the world.
- Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
- Generalize** Possible response: Hershey's chocolate is one of the most well-known chocolates in the world. It is used in a lot of popular treats that people all over the world enjoy today.

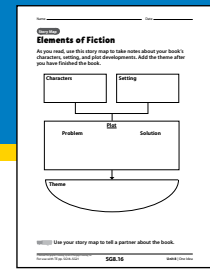
AL The Kid Who Invented the Popsicle

Practice Master SG8.13

- Distinguish Facts and Opinions** Possible responses: The statement that Levi Strauss made the first blue jeans is a fact because it can be checked in other sources. I think blue jeans are the most comfortable kind of pants in the world.
- Analyze Supporting Details** Possible responses: Louis Braille's system for printing and writing for the blind changed the world for blind people by giving them a way to read.
- Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
- Generalize** Possible response: The idea for the typewriter has changed the world because it made writing easier and faster and led to other important inventions, such as the computer.

Connect Across Texts Practice Master SG8.14

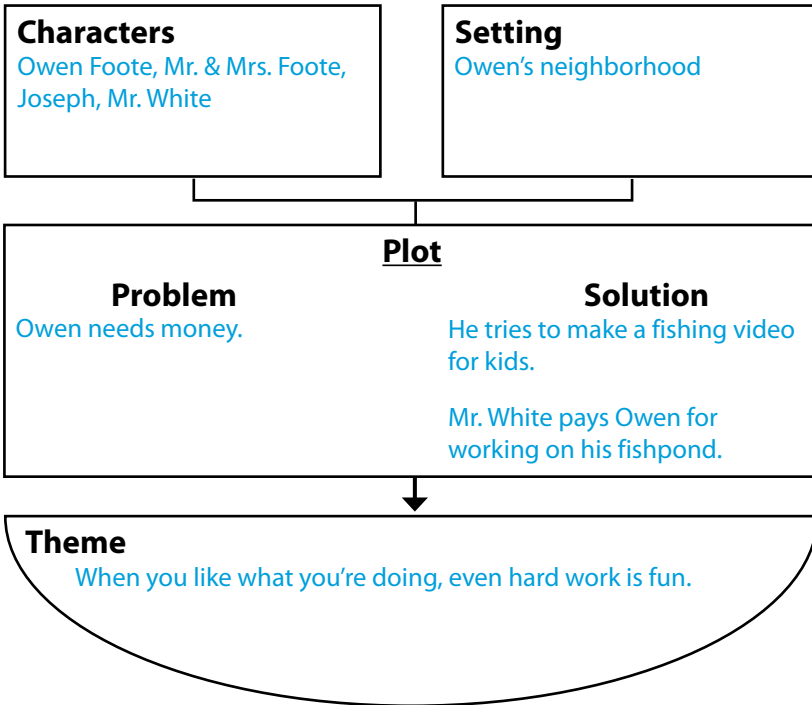
- All of the books show that important inventions are the result of people who have great ideas, work hard, and stick with their ideas, even after many failures.
- (Students should compare how they chose reading strategies to use as they read and explain how those strategies helped them to increase their understanding of a book.)
- Alexander Graham Bell and the Telephone* shows how the telephone changed the way people communicate. *We'll Race You, Henry* shows how Ford's idea for affordable cars changed transportation. *Chocolate by Hershey* shows how the idea for a mass-produced chocolate candy made candy a big part of our lives. *The Kid Who Invented the Popsicle* shows how many inventors have had ideas that changed the world in many ways.



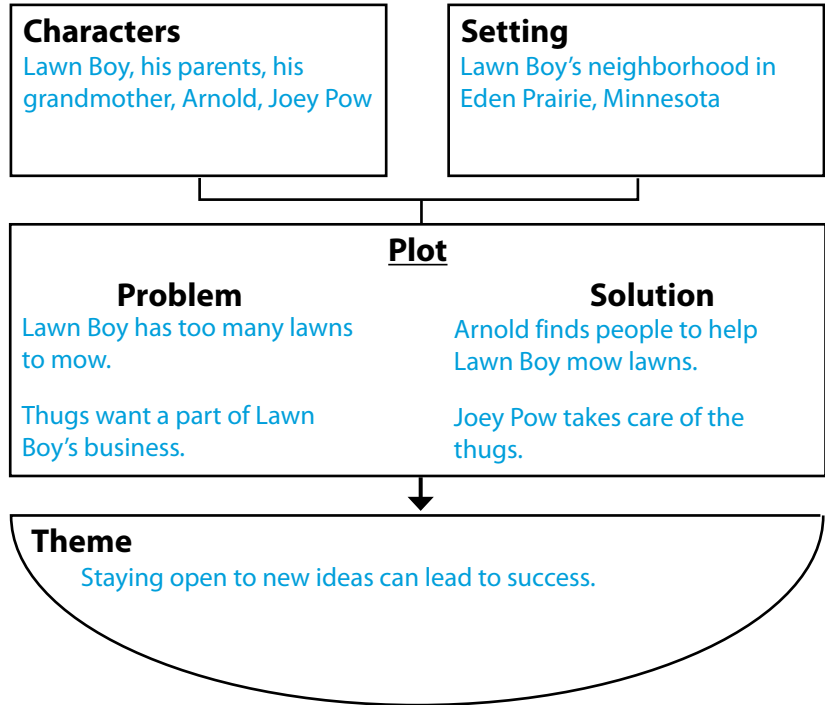
Practice Master SG8.16

Story Map Practice Master SG8.16

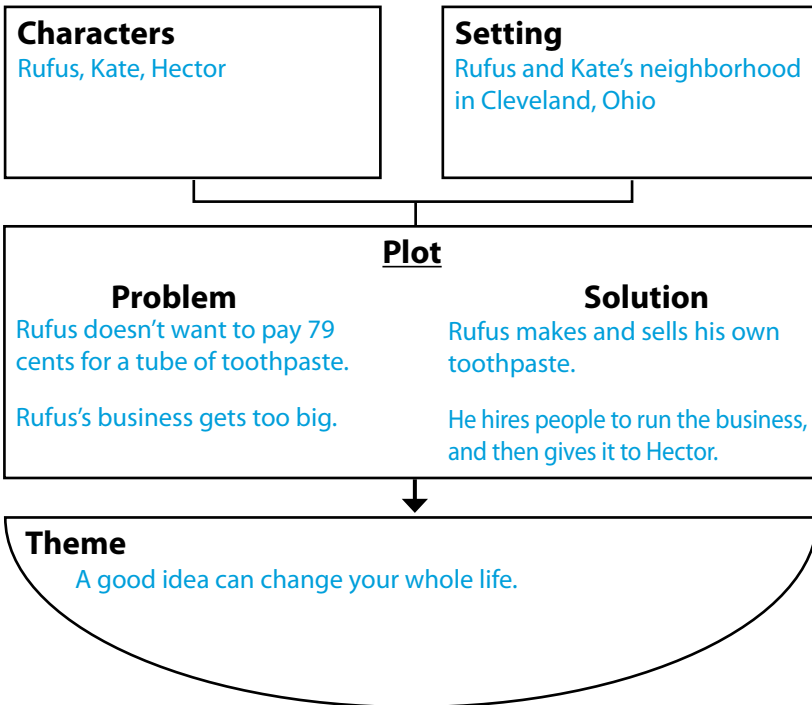
BL Owen Foote, Money Man*



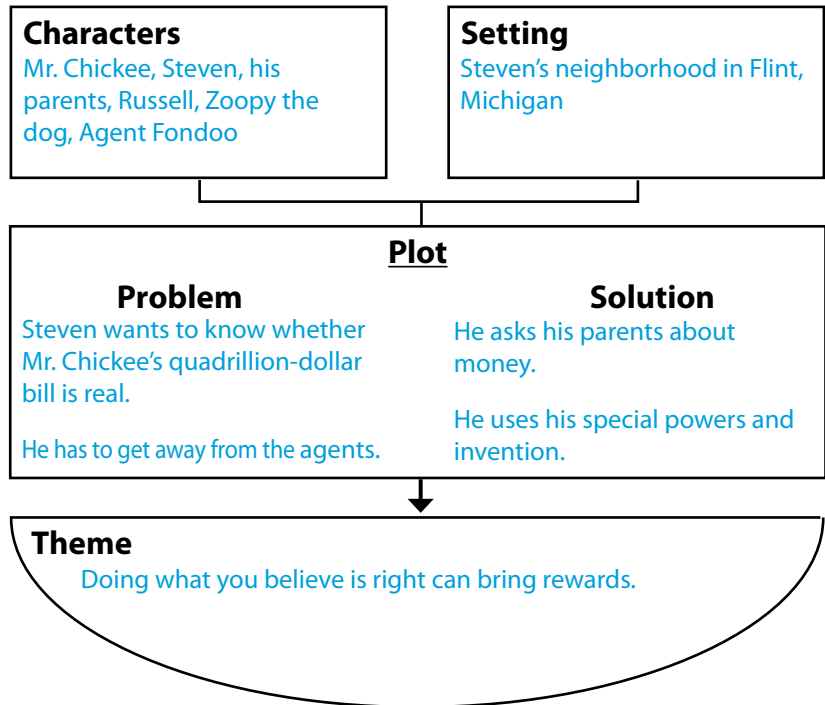
BL Lawn Boy*



OL The Toothpaste Millionaire*



AL Mr. Chickee's Funny Money*



*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 Owen Foote, *Money Man* PART 1

Practice Master SG8.17

1. **Compare Characters** Possible response: Owen and Joseph are alike because they both need money. They are different because Owen is more outgoing than Joseph.
2. **Analyze Elements of Fiction** Possible response: Owen is a smart person, but he doesn't like to work for the things he wants. His problem is that he needs money. One solution he tries is to make a fishing video to sell to kids.
3. **Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
4. **Generalize** Possible response: If one of his business ideas is successful, he could make a lot of money.

OL *The Toothpaste Millionaire* PART 1

Practice Master SG8.19

1. **Compare Characters** Possible response: Rufus and Kate are alike because they are both smart and have good ideas. They are different because Rufus likes math and Kate doesn't.
2. **Analyze Elements of Fiction** Rufus is a very smart boy who likes to make things. His problem is that toothpaste costs too much. He solves the problem by making his own toothpaste.
3. **Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
4. **Generalize** Possible response: Rufus's business idea has already begun to change his life because it makes him the center of a lot of attention. People start to see how creative and bright he is. It could lead to a future in business for Rufus.

BL *Lawn Boy* PART 1

Practice Master SG8.18

1. **Compare Characters** Possible response: Lawn Boy and his grandmother are both positive people who think things will always turn out for the best. But his grandmother often says things that only she can understand. The way her mind works seems strange to Owen, who is sensible and straightforward.
2. **Analyze Elements of Fiction** Possible response: Lawn Boy is an average boy who works hard and trusts people. His first problem is that he has too many lawns to mow. He solves the problem by letting Arnold find people to help him do the work.
3. **Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
4. **Generalize** Possible response: Lawn Boy could either become very rich if his stocks do well or he could lose all his money and learn a lesson about working for your money.

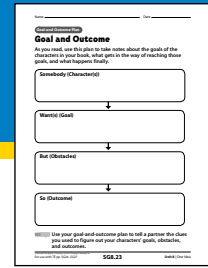
AL *Mr. Chickee's Funny Money* PART 1

Practice Master SG8.20

1. **Compare Characters** Possible response: Steven's mother and father are alike because they both love him and want him to be successful. They are different in how they treat him. His mother is always very nice to him, and his father lectures him.
2. **Analyze Elements of Fiction** Possible response: Steven is a smart boy who has special powers and a great imagination. His problem is that he has to find out whether Mr. Chickee's bill is real. One way he tries to solve the problem is by asking his parents about money.
3. **Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
4. **Generalize** Possible response: Steven's idea to get Agent Fondoo to admit that the quadrillion-dollar bill is real can put him in danger and change his life.

Connect Across Texts Practice Master SG8.21

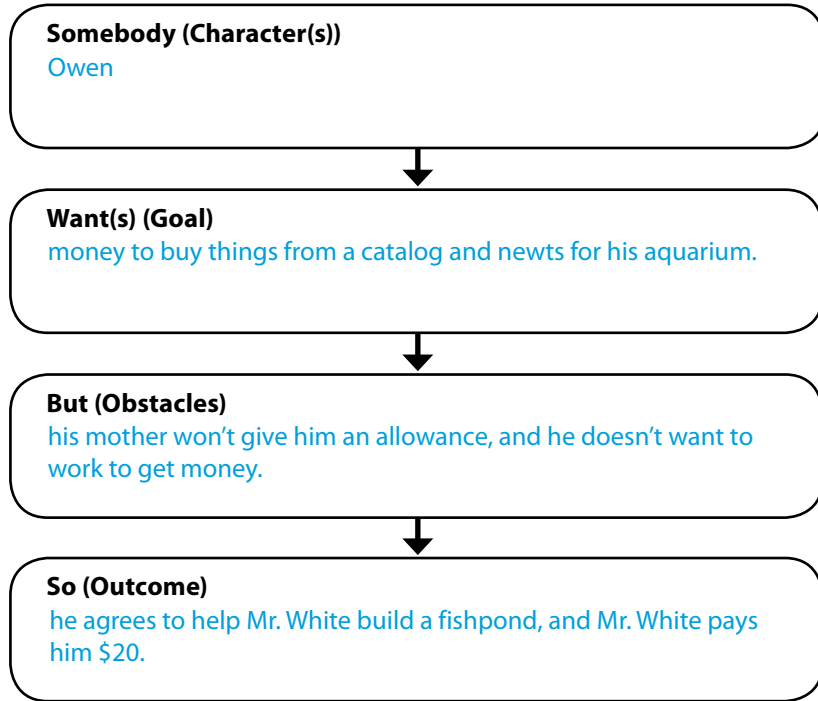
1. Owen Foote tries a lot of business ideas to make money. Lawn boy starts a mowing business to make money. Rufus starts a toothpaste business to make toothpaste more affordable. Steven is given a quadrillion-dollar bill, and he must find out if it is real.
2. (Students should compare how they chose reading strategies and explain how the strategies helped them increase their understanding.)
3. Owen Foote is determined to find a way to get rich. If he comes up with a good idea, it could change his future. Lawn Boy's business and investments help him earn a lot of money. Rufus's ideas for a toothpaste business could earn him a lot of money and recognition. Steven's quadrillion-dollar bill will make him very rich, if it turns out to be real, or it could get him into a lot of trouble.



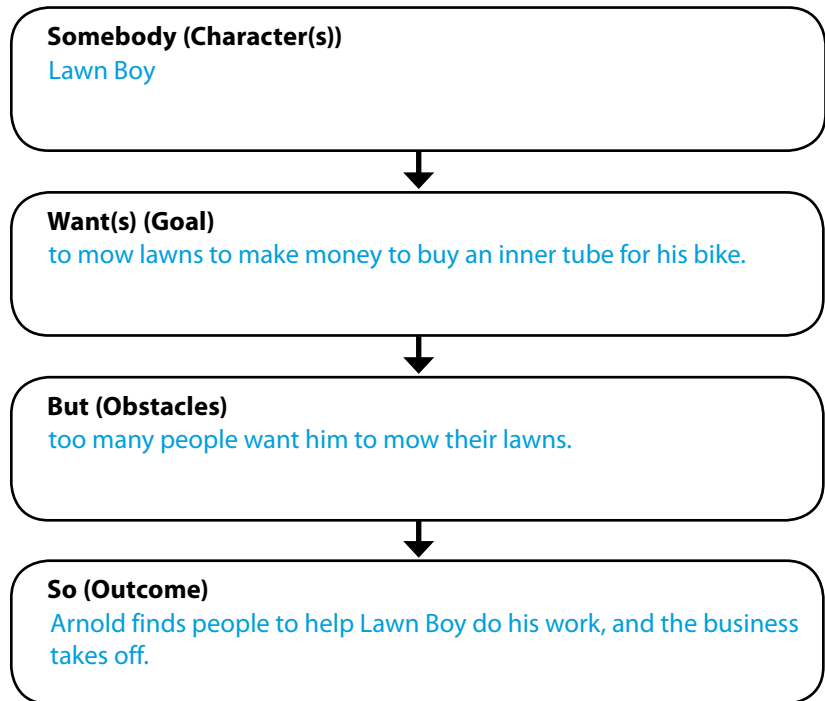
Practice Master SG8.23

Goal-and-Outcome Plan Practice Master SG8.23

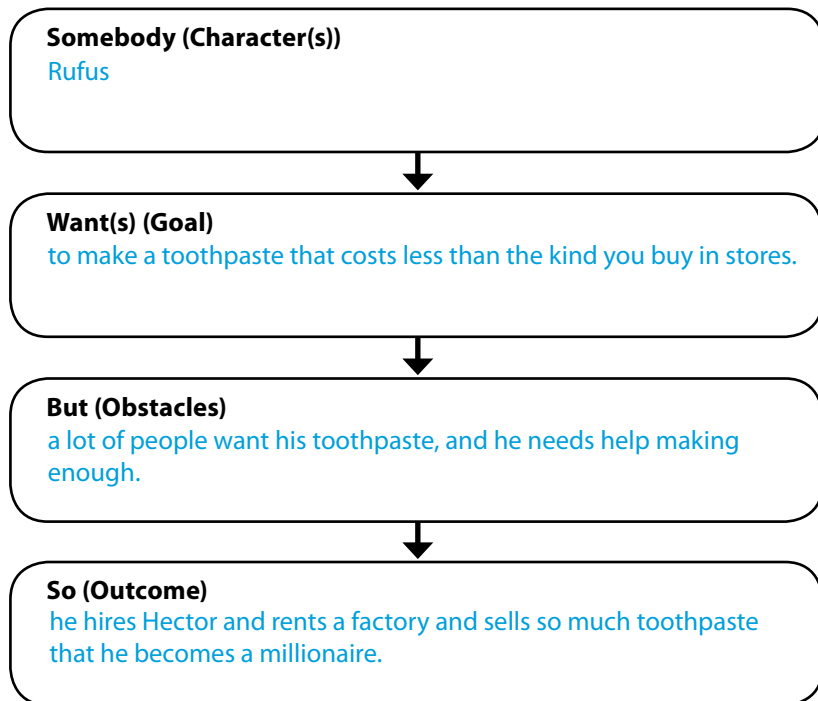
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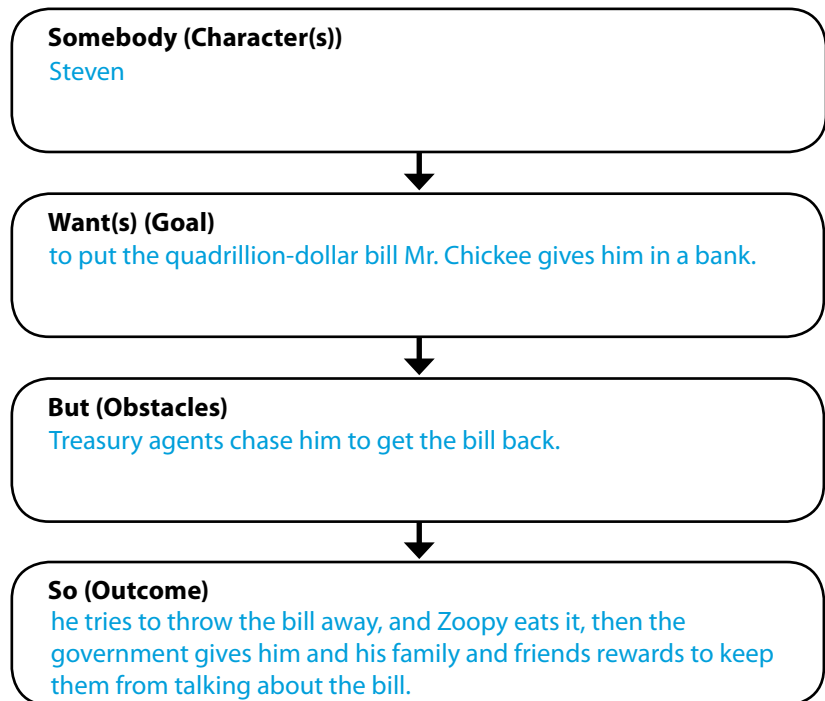
BL Lawn Boy*



OL The Toothpaste Millionaire*



AL Mr. Chickee's Funny Money*



*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 Owen Foote, *Money Man* PART 2

Practice Master SG8.24

- 1. Explain Goal and Outcome** Possible responses: Owen's goal is to make money to buy things he wants from a junk catalog. But he doesn't to work for the money, and his ideas fail. Finally, he helps Mr. White build a fishpond and is paid \$20.
- 2. Analyze Elements of Fiction** Possible responses: Owen's problem is that he has no money. His idea for a service for dogs is one attempt to solve the problem. The theme is that even hard work is fun when you enjoy what you're doing.
- 3. Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
- 4. Generalize** Possible response: Owen's life changes after he help builds the fish pond because he becomes more responsible and has a better appreciation for working for your money.

OL *The Toothpaste Millionaire* PART 2

Practice Master SG8.26

- 1. Explain Goal and Outcome** Possible responses: Rufus's goal is to make cheap toothpaste. Not having the right equipment, enough money, or enough workers makes it difficult. Finally, he gets the money to rent a factory and hire workers to make enough toothpaste to get rich.
- 2. Analyze Elements of Fiction** Possible responses: Big toothpaste companies try to put Rufus out of business. Lots of people help him fight back and win. The theme is that a good idea can change your whole life.
- 3. Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
- 4. Generalize** Possible response: Rufus's business is a success because he supplies a product that people like, and they create a big demand for more of it.

BL *Lawn Boy* PART 2

Practice Master SG8.25

- 1. Explain Goal and Outcome** Possible responses: Lawn Boy's goal is to mow lawns to make money. What gets in his way is that too many people want to hire him. Finally, he lets Arnold hire other workers and expand his business, which makes him lots of money.
- 2. Analyze Elements of Fiction** Possible responses: Thugs want to take over Lawn Boy's business, and Joey Pow solves the problem by scaring them off. The theme is that staying open to new ideas can lead to success.
- 3. Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
- 4. Generalize** Possible responses: Lawn Boy's idea to use the lawn mower he got for his birthday to start a mowing business is a big success. Allowing Arnold to pay him with stocks instead of cash makes him a lot of money.

AL *Mr. Chickee's Funny Money* PART 2

Practice Master SG8.27

- 1. Explain Goal and Outcome** Possible responses: Steven's goal is to put his money in the bank. Government agents get in his way. What finally happens is that he throws away the bill, but he gets rewards from the government to keep him quiet.
- 2. Analyze Elements of Fiction** Possible responses: Agents chase Steven and Zoopy and trap them on a dam. They jump off the dam to escape. The theme is that doing what you believe is right can bring rewards.
- 3. Choose Reading Strategies** (Students should choose, identify, and think aloud about how it helped them to use a reading strategy: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, or Synthesize.)
- 4. Generalize** A sample student response is: Mr. Chickee's bill changes Steven's life by causing him to have all kinds of adventures and by getting him the computer that he wanted.

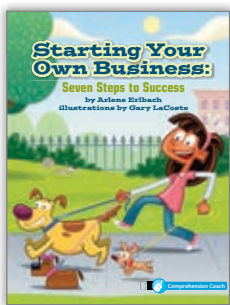
Connect Across Texts Practice Master SG8.28

- Possible responses: Owen's parents help him by letting him try different ideas to make money. Lawn Boy's parents encourage him in his idea to mow lawns. Rufus's parents encourage him to develop his toothpaste idea. Steven's dad helps him find out about the quadrillion-dollar bill.
- (Students should compare how they chose reading strategies and how those strategies helped them increase their understanding of a book.)
- Owen's life changes when he sees that finding work you enjoy is the key to success. Lawn Boy's idea for a summer job and Rufus's idea for selling toothpaste change their lives by making them rich. Steven's idea to find out about Mr. Chickee's funny money changes his life by giving him ideas and equipment to expand his detective business.



Recommended Books

	Fiction About Business	Nonfiction About Business
BL	<p>Cooney, Doug. The Beloved Dearly. Simon & Schuster, 2002.</p> <p>Kelly, Katy. Melonhead. Dell Yearling, 2009.</p> <p>Manes, Stephen. Make Four Million Dollars by Next Thursday. Yearling, 1996.</p> <p>Wilson, Janet. The Gadget War. Puffin, 1991.</p>	<p>Aliki. A Weed is a Flower: The Life of George Washington Carver. Simon & Schuster, Inc., 1988.</p> <p> COMMON CORE EXEMPLAR</p> <p>MacLeod, Elizabeth. The Wright Brothers. Kids Can Press, 2008.</p> <p>McKissack, Patricia & Frederick. Madam C. J. Walker: Self-Made Millionaire. Enslow Publishers, 2001.</p> <p>Rossi, Ann. The Age of Inventions. National Geographic, 2006.</p>
BL	<p>Cleary, Beverly. Henry and Beezus. HarperCollins, 1990.</p> <p>Danziger, Paula. Not for a Billion, Gazillion Dollars. Puffin, 1998.</p> <p>Hershendorff, Esther. Confessions and Secrets of Howard J. Fingerhut. Holiday House, 2002.</p> <p>Kehoe, Tim. The Unusual Mind of Vincent Shadow. Little, Brown, & Co., 2009.</p>	<p>Andrews, Carolyn. What are Goods and Services? Crabtree, 2009.</p> <p>Harper, Charise Mericle. Imaginative Inventions. Little, Brown, & Co., 2001.</p> <p>Royston, Angela. Inventors Who Changed the World. Crabtree, 2011.</p> <p>Seidman, David. The Young Zillionaires Guide to Supply and Demand. Rosen, 2000.</p>
OL	<p>Clements, Andrew. Lunch Money. 2005. Reprint: Simon & Schuster, 2007.</p> <p>Hawkins, Aaron R. The Year Money Grew on Trees. Houghton Mifflin, 2010.</p> <p>Montgomery, Claire. Hubert Invents the Wheel. Walker & Co., 2005.</p> <p>Yep, Laurence. Dragonwings. 1975. Reprint: HarperCollins, 2000.</p> <p> COMMON CORE EXEMPLAR NEWBERY HONOR BOOK</p>	<p>Jablonski, Carla. Esther Dyson: Web Guru. Lerner Publications, 2002.</p> <p>Seuling, Barbara. There are Millions of Millionaires. Picture Window Books, 2008.</p> <p>St. George, Judith. So You Want to Be an Inventor? 2002. Reprint: G.P. Putnam's Sons, 2005.</p> <p>Wong, Adam. YouTube. Norwood House Press, 2009.</p>
AL	<p>Curtis, Christopher Paul. Bucking the Sarge. Random House, 2004.</p> <p>Lawson, Robert. Great Wheel. 1957. Reprint: Walker & Co, 2004.</p> <p> NEWBERY HONOR BOOK</p> <p>Paulsen, Gary. Flat Broke. Random House, 2011.</p> <p>Rylander, Chris. The Fourth Stall. HarperCollins, 2011.</p>	<p>Karlitz, Gail. Growing Money. Penguin, 1999.</p> <p>Otfinoski, Steven. The Kids' Guide to Money. Scholastic, 1996.</p> <p> COMMON CORE EXEMPLAR</p> <p>Thimmesch, Catherine. Girls Think of Everything: Stories of Ingenious Inventions by Women. Houghton Mifflin, 2000.</p> <p>Tucker, Tom. Brainstorm! The Story of Twenty American Kid Inventors. Farrar, Straus and Giroux, 1995.</p>



Author Study: Arlene Erlbach

The Kids' Business Book. Lerner, 1998.

The Kids' Volunteering Book. Lerner, 1998.

The Middle School Survival Guide: How to Survive from the Day Elementary School Ends until the Second High School Begins. Walker Childrens, 2003.

Sidewalk Games Around The World. Milbrook Press, 1998.





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	✓	✓		

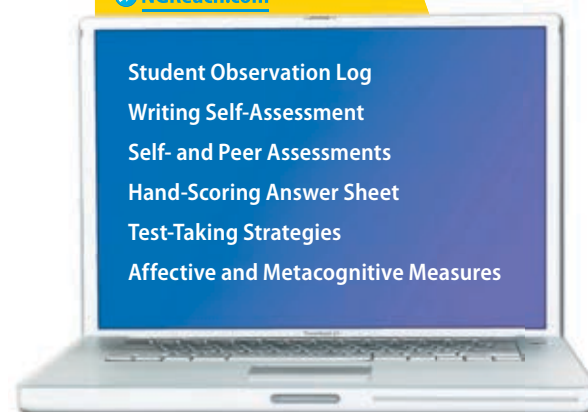
* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A8.4	Comprehension: Steps in a Process	RT8.1
Vocabulary Test	A8.7	Comprehension: Choose a Reading Strategy	RT8.2
Writing, Revising, and Editing Test	A8.9		
Week 2			
Reading Comprehension Test	A8.12	Comprehension: Compare Text Structures	RT8.4
Vocabulary Test	A8.14	Comprehension: Integrate Information	RT8.5
Writing, Revising, and Editing Test	A8.15	Comprehension: Choose a Reading Strategy	RT8.6
Comprehension: Explain Relationships Between Individuals	RT8.3	Writing Trait: Voice	RT8.7
Week 3			
Reading Comprehension Test	A8.17	Comprehension: Elements of Fiction	RT8.8
Vocabulary Test	A8.19	Comprehension: Use Reading Strategies	RT8.9
Writing, Revising, and Editing Test	A8.21	Writing Trait: Voice	RT8.10
Week 4			
Reading Comprehension Unit Test	A8.23	Comprehension: Explain Relationships Between Events	RT8.12
Vocabulary Unit Test	A8.30	Comprehension: Use Reading Strategies	RT8.13
Writing, Revising, and Editing Unit Test	A8.32	Writing Trait: Organization	RT8.14
Comprehension: Analyze Ideas	RT8.11	(Also see prior weeks.)	
Oral Reading Assessment	A8.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A8.36		
Class Profile: Weekly and Unit Assessments	A8.38		
Student Profile: Strengths and Needs Summary	A8.39		
Writing Rubric	A8.40		
Research Project Rubric	A8.41		
Unit Self-Assessment	A8.42		
Answer Keys and Rubrics	A8.43		
Small Group Reading Assessments			
Speaking and Listening Observation Log	SG8.29		
Reading Strategy Assessment	SG8.30		
Reader Reflection	SG8.32		

Online Assessment Resources

NGReach.com



Oral Reading Assessment

Unit 8

On December 17, 1903, an amazing flying machine lifted off the sand dunes of Kitty Hawk, North Carolina. The “Flyer” was the invention of two brothers, Wilbur and Orville Wright. It was the first time that anyone had ever flown a controlled, powered airplane—a memorable day that changed the world forever.

As children, the two shy brothers were always interested in how things worked. When they were older, they opened a print shop and a bicycle shop and regularly built and fixed machinery.

In the 1880s, Wilbur and Orville became interested in constructing a successful heavier-than-air flying machine. They studied the science of flight, including how birds flew. They knew they needed to create a special kind of wing and tail, and that the wings would need to change shape during the flight. They began to build glider models in their bike shop. They also built a wind tunnel to measure the force of the wind on wings and to try out various wing designs.

The Wright brothers kept working on the design of their gliders. After practice flights, they made improvements. They realized that they needed more power and a way to steer, so they built an engine and invented a way to control the aircraft. Then they built their first plane. On that windy December day at the Kitty Hawk sand dunes, they tried to fly the plane. Orville flew first. He flew for 12 seconds. Wilbur ran along beside him, shouting with excitement. Later, Wilbur flew for 59 seconds. They were flying! There was no doubt that they had invented the powered airplane.

Today, millions of people fly every day. We owe our thanks to the imagination and hard work of the Wright brothers.

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COPY READY

Oral Reading Assessment

COPY READY

Accuracy and Rate

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

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83

Oral Reading Fluency Rubrics				
	Automaticity	Phrasing	Intonation	Expression
Circle Score	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

Oral Reading Assessment

Unit 8

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Reading Comprehension Test

Unit 8, Week 1

Directions: Read the procedure. Then answer the questions about the steps in the procedure.

How to Build a Windmill

COPY READY

Gathering the Materials

Would you like to build a windmill? To begin with, you will need to find the following materials:

- a large plastic bottle (for soda or water)
- strong scissors
- strong glue
- a nail
- a hammer
- a drill (and an adult to operate it!)
- a wooden stake (a thick stick that is pointed on one end)

Preparing the Materials

Start by cutting the top and bottom off the plastic bottle; keep the bottom piece. Second, flatten the middle part of the bottle. Then cut it in half along the edges. Now you have two pieces of equal size.

Next, fold each of the two pieces in half lengthwise, and cut each into two more equal pieces. That gives you four pieces of the same size, which will be the blades of your windmill.

The next step is to trim the bottom of the bottle to make it about 1.5 inches tall. It will be the hub (center) of your windmill. Once that's done, have an adult drill a small hole in the center of the hub. Then poke the nail through the hole and twist it around, making sure the hub can spin freely around the nail. Remove the nail and keep it. You'll use it again later.

GO ON 

Reading Comprehension Test

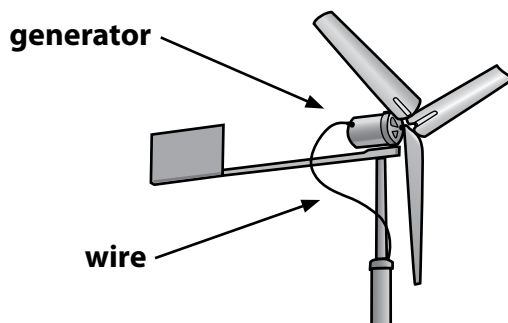
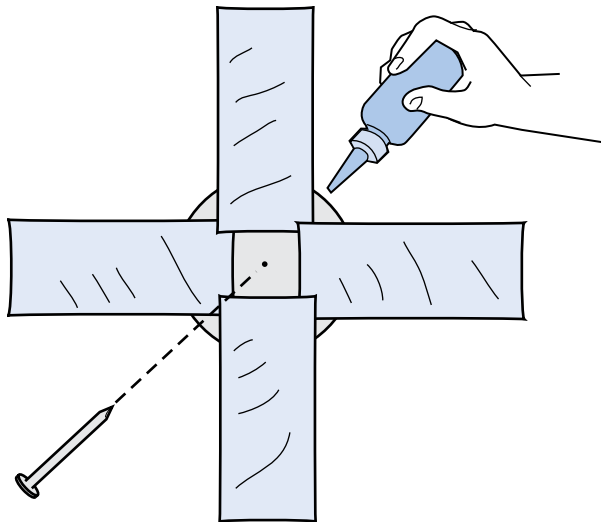
Unit 8, Week 1

Putting the Materials Together

Now you are ready to build your windmill. Begin by gluing the blades to the center part of the hub. Keep the blades spaced evenly around the nail hole. Be careful not to cover the hole. You'll have to wait for the glue to dry before the final step.

With the nail and a hammer, carefully attach the hub to the blunt end of the wooden stake, blades facing outward. The stake will be the tower of the windmill. It's time to go outside and give it a whirl! You can stick your windmill in the ground or hold it in your hand.

To make electricity, a windmill needs a generator, which is an engine that changes energy (wind) into electricity. The windmill shown here has a generator attached to its hub. A wire carries the electricity.



COPY READY



Reading Comprehension Test

Unit 8, Week 1

COPY READY

- 1 What is the first thing to do when preparing materials for the windmill?
 - (A) Cut each piece in half.
 - (B) Cut along the folded edges.
 - (C) Flatten the middle part of the bottle.
 - (D) Cut the top and bottom off the bottle.

- 2 What is the second step when preparing materials for the windmill?
 - (A) Glue each blade to the hub.
 - (B) Flatten the middle part of the bottle.
 - (C) Cut along the folded edges of each piece.
 - (D) Trim the bottom of the bottle to 1.5 inches.

- 3 When putting together the materials to build the windmill, what is the first thing to do?
 - (A) Get an adult's help.
 - (B) Cut each piece in half.
 - (C) Glue the blades to the hub.
 - (D) Find a pair of strong scissors.

- 4 Which of these is a step in making a windmill?
 - (A) Take the windmill outside.
 - (B) A wire carries the electricity.
 - (C) Poke a nail through the hole.
 - (D) A windmill needs a generator to make electricity.

- 5 Which step in the process is part of making the blades?
 - (A) twisting a nail in the hole
 - (B) trimming the bottom of the bottle
 - (C) having an adult drill a hole in the hub
 - (D) cutting the first two pieces in half lengthwise

- 6 What is the final step in building a windmill?
 - (A) waiting for the glue to dry
 - (B) nailing the hub to the stake
 - (C) cutting along folded edges
 - (D) poking a nail through the hole

Score
_____/6

DONE!

Vocabulary Test

Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 This _____ sells books.

- (A) labor
- (B) business
- (C) herbivore
- (D) discovery



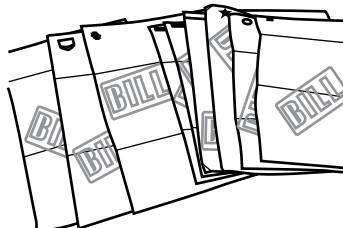
2 She put her _____ in the bank.

- (A) earnings
- (B) nutrients
- (C) demands
- (D) consumers



3 These are _____, or bills.

- (A) regions
- (B) customs
- (C) expenses
- (D) conditions



4 This market sells many _____.

- (A) volts
- (B) watts
- (C) goods
- (D) claims



5 The amount of money he makes is his _____.

- (A) runoff
- (B) course
- (C) frontier
- (D) income



6 _____ is money left over.

- (A) Profit
- (B) Access
- (C) Value
- (D) Scarcity



7 Delivering mail is a _____.

- (A) region
- (B) service
- (C) landfill
- (D) conflict



GO ON

Vocabulary Test

Unit 8, Week 1

COPY READY

8 The _____ of something is how much you pay for it.

- (A) event
- (B) gourd
- (C) origin
- (D) cost

9 If you _____ something, you provide things people need.

- (A) debate
- (B) supply
- (C) explore
- (D) escape

10 When you _____ something, you examine it in detail.

- (A) borrow
- (B) oppose
- (C) analyze
- (D) rely

11 The _____ of something is how important it is.

- (A) value
- (B) society
- (C) energy
- (D) evidence

12 If you _____ for something, you ask for or request something, usually in writing.

- (A) apply
- (B) deplete
- (C) affect
- (D) generate

Score
_____/12

DONE!

Writing, Revising, and Editing Test Unit 8, Week 1

Directions: Read the paragraph. Then answer the questions.

Julia 1 her mother mow the grass in their front yard. She 2 this many times before. As usual, she 3 careful, pushing the mower in different directions to make sure the grass was cut evenly. Julia 4 as her mother mowed the lawn and then trimmed the edges. She 5 exactly how to do it. Today, she 6 hard as she walked back and forth across the lawn. She was good at this. She could do it for her neighbors and charge money for it. By the time Julia and her mother 7 away the mower and the trimmer, Julia 8 to plan her lawn care business!

1 Choose the answer that goes in Blank 1.

- (A) helping
- (B) was help
- (C) had helping
- (D) was helping

2 Choose the answer that goes in Blank 2.

- (A) done
- (B) had done
- (C) was done
- (D) had doing

3 Choose the answer that goes in Blank 3.

- (A) been
- (B) being
- (C) was being
- (D) had being

4 Choose the answer that goes in Blank 4.

- (A) had watched
- (B) had watch
- (C) was watch
- (D) watching

GO ON 

Writing, Revising, and Editing Test

Unit 8, Week 1

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) had learned
- (B) had learn
- (C) was learn
- (D) learning

6 Choose the answer that goes in Blank 6.

- (A) thinking
- (B) was think
- (C) was thinking
- (D) had thinking

7 Choose the answer that goes in Blank 7.

- (A) putting
- (B) were put
- (C) had putting
- (D) were putting

8 Choose the answer that goes in Blank 8.

- (A) beginning
- (B) had begun
- (C) was begin
- (D) begun

GO ON 

Writing, Revising, and Editing Test

- 9 Look at this article from the Internet. Imagine that you are writing a report and want to cite information from this article. Write a source card that includes all the information you will need to cite.

http://www.smallbusinessmadesimple.org/businessplans

Business Plans Online

HOME SAMPLE BUSINESS PLANS ARTICLES RESOURCES FAQ CONTACT US

Plan for a Simple Business

by Phillip Z. Lucas
17 March 2012

No matter what your business is, you need a plan. If your business is simple, your plan doesn't have to be fancy. You need to think about the following information:

- What products or services are you going to sell?
- Who will need what you are selling?
- Will you need money to get started? If so, how will you get it?
- How will you keep track of income and expenses?

COPY READY

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Directions: Read the two biographies. Then answer the questions about them.

COPY READY

Wangari Matthai

Growing up in the African country of Kenya, Wangari Matthai took clean water and a healthy countryside for granted. As an adult, however, Matthai was disturbed by her homeland's changes. Forests were cut down, and without tree roots, the topsoil blew away. When it rained, water didn't soak into the soil, and deserts started appearing.

Matthai asked herself, "What can I do?" In 1977, she quit her job to create the Green Belt Movement. Her idea was to reforest Kenya. Matthai began this huge job by planting trees in her own backyard. Then thousands of women in Kenya's villages went to work for the Green Belt Movement. They started nurseries and encouraged farmers to plant small trees. Twenty years later, 15 million trees had been planted!

Richard Seidman

An American named Richard Seidman noticed that the green spaces where he lived were not being cared for. As a teacher, Seidman taught students about the value of trees. Wondering if that was enough, he asked, "What else can I do?"

In 1989, Seidman formed a group to plant trees. The group was called the Friends of Trees. In addition to creating more green spaces, he hoped to bring people in the community together. To reach his goals, Seidman needed hundreds of helpers to do the hard work of loading, digging, and planting trees. Today, those volunteers have planted hundreds of thousands of trees. Growing along with those trees are many new friendships.

GO ON 

Reading Comprehension Test

Unit 8, Week 2

- 1 The village women were important to Matthai because together they —
- (A) began working for farmers in Kenya.
 - (B) grew up in the healthy countryside of Kenya.
 - (C) carried out the work of the Green Belt Movement.
 - (D) came up with the idea for the Green Belt Movement.
- 2 To reach his goals, Seidman needed the volunteers to —
- (A) take care of his trees.
 - (B) work together to plant trees.
 - (C) teach students the value of trees.
 - (D) find communities that needed trees.
- 3 What is the overall text structure of both biographies?
- (A) steps in a process
 - (B) opinion and support
 - (C) time order sequence
 - (D) goal and outcome
- 4 Which of these gives a clue about the text structure of the biographies?
- (A) Both Matthai and Seidman formed a group.
 - (B) Both Matthai and Seidman wanted to plant trees.
 - (C) Both Matthai and Seidman reached out to other people.
 - (D) Both Matthai and Seidman found something they wanted to improve.
- 5 Both biographies include information about —
- (A) losing topsoil.
 - (B) planting trees.
 - (C) teaching students.
 - (D) working with farmers.
- 6 Both Matthai and Seidman made change happen by —
- (A) starting work in their own yards.
 - (B) giving encouragement to farmers.
 - (C) seeking the help of their community.
 - (D) helping others start their own groups.

COPY READY

Score

_____/6

DONE!

Vocabulary Test

Directions: Read the question. Choose the best answer.

COPY READY

1 What does sick of mean in this sentence?

Last week, I had tomato soup every day. Now I am sick of tomato soup!

- (A) hungry for
- (B) not feeling well
- (C) feeling like sleeping
- (D) not want it anymore

2 What does make a living mean in this sentence?

My aunt makes jewelry as a hobby. One day, she hopes to make a living selling her jewelry.

- (A) live at her shop
- (B) design a new style
- (C) wear something fun
- (D) earn enough money to live

3 What does warm up to mean in this sentence?

Today, our club is not excited about selling candy to raise money. I think the club will warm up to the idea later.

- (A) begin to like
- (B) exercise a little
- (C) think of something new
- (D) reach a certain temperature

4 What does lend a hand mean in this sentence?

When my dad makes dinner, I always lend a hand by setting the table.

- (A) help someone
- (B) clap for someone
- (C) give away something
- (D) like eating something

Score
_____/4

DONE!

Writing, Revising, and Editing Test

Unit 8, Week 2

Directions: Read the paragraphs. Then answer the questions.

When I was ten years old, I 1 my first business. I 2 a woman planting seeds in her garden next door. I 3 to myself, "I could do that!" I got a few tools and 4 planting seeds for some other neighbors. The flowers 5 beautifully, and the neighbors were happy.

Then I 6 on to my next business idea: walking dogs. The dogs loved me and 7 their tails. The owners loved me, too. They 8 me big tips. I made a lot of money last summer!

1 Choose the answer that goes in Blank 1.

- (A) start
- (B) started
- (C) startted
- (D) startied

2 Choose the answer that goes in Blank 2.

- (A) saw
- (B) seen
- (C) seed
- (D) sawed

3 Choose the answer that goes in Blank 3.

- (A) thank
- (B) thunk
- (C) thinked
- (D) thought

4 Choose the answer that goes in Blank 4.

- (A) trid
- (B) tryd
- (C) tried
- (D) tryed



Writing, Revising, and Editing Test

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) grew
- (B) grown
- (C) growed
- (D) growied

6 Choose the answer that goes in Blank 6.

- (A) movd
- (B) moved
- (C) movied
- (D) moveed

7 Choose the answer that goes in Blank 7.

- (A) wagd
- (B) waged
- (C) wagied
- (D) wagged

8 Choose the answer that goes in Blank 8.

- (A) gift
- (B) gave
- (C) gived
- (D) gaved

9

Imagine that you have invented something that fills a need. You want a company or business to buy your invention. Write a persuasive paragraph to convince a company or business to try your invention. Underline examples of persuasive techniques that you use.

Score	
_____ / 8	multiple-choice
_____ / 4	writing

DONE!

Reading Comprehension Test

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

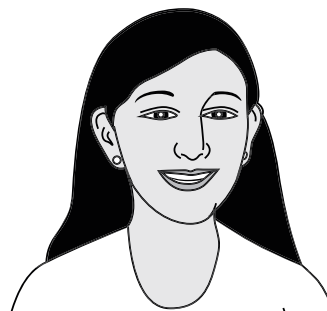
JORDAN'S IDEA

Alicia hid behind her paper as she stood in front of her English class and gave her book report. Her soft voice trembled, and her paper shook. Alicia was just learning English, and this was her first report in front of the class. Even Jordan, who was sitting in the front row, had to lean forward and strain to hear her classmate's uncertain words.

Jordan could imagine how nervous Alicia felt. Now that Jordan was taking Spanish, she understood how difficult it was to speak a new language. But more than that, Jordan knew how it felt to be on stage and have everyone's eyes on you. A few years ago, Jordan had been so shy that she could barely speak to anyone outside of her own family. Then she joined junior theater, and through acting, she discovered a new sense of bravery and freedom. Now Jordan was much more confident in speaking situations.

As Alicia finished her report and hurried back to her seat, an idea in Jordan's mind suddenly sprouted to the surface. The junior theater could perform plays partly in Spanish and partly in English. It would help make speaking a new language easier and less frightening. She just knew it would help make Alicia, and lots of other students, feel more comfortable.

The bell signaled the end of class. Jordan hurried toward Alicia to share her idea and invite Alicia to join junior theater.



GO ON 

Reading Comprehension Test

COPY READY

- 1 What is the setting of this story?
 - (A) the library
 - (B) English class
 - (C) junior theater
 - (D) Spanish class

- 2 Which of these happens in the beginning of the story?
 - (A) Jordan joins junior theater.
 - (B) Jordan invites Alicia to join junior theater.
 - (C) Jordan listens to Alicia give a book report.
 - (D) Jordan has an idea to help students learn a new language.

- 3 What happens as Alicia finishes her report?
 - (A) Jordan speaks with Alicia.
 - (B) Jordan notices that Alicia is nervous.
 - (C) Jordan gets an idea that may help Alicia.
 - (D) Jordan invites Alicia to join junior theater.

- 4 How did Jordan become less shy?
 - (A) She discovered acting.
 - (B) She helped new students.
 - (C) She started a theater group.
 - (D) She learned a new language.

- 5 What is this story mostly about?
 - (A) how to make new friends
 - (B) learning how to act on stage
 - (C) how to give a good book report
 - (D) being nervous speaking in front of people

- 6 What is the theme of this story?
 - (A) Preparation brings good results.
 - (B) Real friends tell each other the truth.
 - (C) Learning new languages is important.
 - (D) Personal experiences can lead to good ideas.

Score
____/6

DONE!

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

1 We _____ books from the library.

- (A) adapt
- (B) affect
- (C) establish
- (D) borrow



2 He uses _____ to buy things. He will pay for it later.

- (A) credit
- (B) power
- (C) mining
- (D) behavior



3 She pays back her _____.

- (A) debt
- (B) heat
- (C) runoff
- (D) expansion



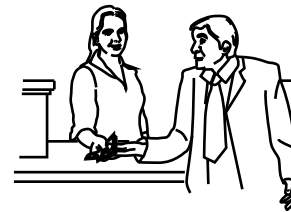
4 This _____ starts a new business.

- (A) population
- (B) reservation
- (C) entrepreneur
- (D) responsibility



5 He goes to the bank to take out a _____.

- (A) risk
- (B) loan
- (C) canal
- (D) strike



COPY READY

GO ON

Vocabulary Test

Unit 8, Week 3

COPY READY

6 If something _____ you, it affects you.

- (A) establishes
- (B) influences
- (C) investigates
- (D) distinguishes

7 An _____ is something that helps you.

- (A) advantage
- (B) omnivore
- (C) expansion
- (D) origin

8 An _____ is a business or other official group.

- (A) argument
- (B) individual
- (C) explanation
- (D) organization

9 If you _____ how much to charge for a product, you make a decision.

- (A) transform
- (B) determine
- (C) observe
- (D) acquire

10 When the weather is _____, it is good.

- (A) scarce
- (B) plastic
- (C) alternate
- (D) favorable

Score
_____/10

DONE!

Writing, Revising, and Editing Test Unit 8, Week 3

Directions: Read the paragraph. Then answer the questions.

Just after we moved to our new house, our Neighborhood Association started printing a monthly newsletter. They 1 to mail it out, but they realized they didn't have enough money. They were searching for someone to deliver the newsletters, and I 2 for a way to earn some money. I owned a bike and I had time, so I 3 the job. I thought to myself, "Even though it will take some effort, I 4 the people in my neighborhood, and I 5 some money. I also 6 my way around the neighborhood better. I probably 7 other kids from my neighborhood." I 8 the job in just two days, and the Neighborhood Association was grateful. I can't wait until next month's newsletter is ready!

1 Choose the answer that goes in Blank 1.

- (A) decide
- (B) had decided
- (C) were deciding
- (D) will be deciding

2 Choose the answer that goes in Blank 2.

- (A) look
- (B) looked
- (C) had looked
- (D) was looking

3 Choose the answer that goes in Blank 3.

- (A) take
- (B) took
- (C) had taken
- (D) was taking

4 Choose the answer that goes in Blank 4.

- (A) will be helping
- (B) will helping
- (C) helping
- (D) help

GO ON 

Writing, Revising, and Editing Test

Unit 8, Week 3

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) will be making
- (B) will making
- (C) be making
- (D) make

6 Choose the answer that goes in Blank 6.

- (A) learn
- (B) learning
- (C) will learning
- (D) will be learning

7 Choose the answer that goes in Blank 7.

- (A) meet
- (B) be meeting
- (C) will meeting
- (D) will be meeting

8 Choose the answer that goes in Blank 8.

- (A) will be finishing
- (B) was finishing
- (C) finished
- (D) finish

9

Think of something you have done or would like to do to earn money. It can be any job or chore, such as washing a neighbor's car, sweeping your kitchen, or selling lemonade. Write a narrative paragraph to tell about your experience. Underline examples of active voice.

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

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

William's Windmill



The thirsty cornstalks rattled in the wind. The drought was so bad that William's family could not grow enough corn. Soon there was not enough money to send William to school anymore.

Instead of abandoning his dream of studying science, William made the village library his classroom. He was excited when he found a book about windmills, complete with diagrams. Wind was one thing his village always had in great supply! If William could build a windmill, he could bring electricity to his family's home and power a pump to get water from their well to the fields. William decided then and there that he would find a way to build one.

When the windmill was finally ready, a crowd of curious people gathered to watch William climb his tower and unlock the giant wheel. It began to move ever so slowly at first but soon picked up speed, spinning in the stiff breeze.

"The boy has done it," someone shouted joyfully. Within weeks, there was water flowing to the village crops. William knew he would be going back to school where he would learn to make even more amazing things.

1 What happens in the beginning of the story?

- (A) Curious people watch William.
- (B) William climbs a windmill tower.
- (C) There is not enough water in William's village.
- (D) William finds a book with a diagram of a windmill.

2 What is the theme of the story?

- (A) People should work together for change.
- (B) One person can make a big difference.
- (C) Hardship makes people stronger.
- (D) Water is a precious resource.

GO ON 

Reading Comprehension Test

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



Jacqueline Cochran (1910-1980) grew up in Florida with very little money. As a teenager, she started working in beauty shops, where she learned about hair dyes and makeup. This led to a job in a beauty salon in New York City. There, Cochran met a man named Floyd Odlum.

Cochran told Odlum her dream of becoming a traveling makeup saleswoman. He thought Cochran's idea might work, but only if she covered a lot of territory. That meant flying. On a dare, Odlum suggested that he would pay for flying lessons if Cochran could earn her pilot's license in six weeks.

It turned out that Cochran loved flying so much that she had her pilot's license in half that time! Soon she began racing planes. Over time, Cochran earned more speed, altitude, and distance records than any other pilot before her.

After World War II began, Cochran persuaded President Franklin D. Roosevelt to allow women to help by flying military planes. She was also the first woman to break the sound barrier. Along with her close friend Amelia Earhart, Cochran became one of the two most famous female pilots in the world.

Cochran described her life as a journey from "sawdust to stardust." She married Floyd Odlum, but it was accepting his challenge that truly changed her future.

GO ON 

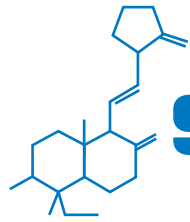
Reading Comprehension Test

- 3 What brought Cochran to New York City?
- (A) the chance to work in a beauty salon
 - (B) the opportunity to take flying lessons
 - (C) the idea of meeting her future husband
 - (D) the dream of being a traveling saleswoman
- 4 Which event was key to Cochran's future?
- (A) She grew up in Florida.
 - (B) She became one of Amelia Earhart's close friends.
 - (C) She became the first woman to break the sound barrier.
 - (D) She accepted Floyd Odlum's dare to earn her pilot's license.
- 5 How were the ideas of flying and becoming a traveling makeup saleswoman related?
- (A) A pilot could teach women in the military about makeup.
 - (B) A pilot and a makeup saleswoman required similar skills.
 - (C) A traveling makeup saleswoman needed to get from place to place.
 - (D) A traveling makeup saleswoman who could fly would draw attention.
- 6 Cochran helped convince President Roosevelt to let women —
- (A) help fly military planes.
 - (B) earn their pilot's licenses.
 - (C) set altitude and distance records.
 - (D) take flying lessons during the war.
- 7 Which of these tells how "Sawdust to Stardust" is organized?
- (A) It makes a comparison.
 - (B) It describes a procedure.
 - (C) It sets a goal and tells the outcome.
 - (D) It presents events in the order they happened.



Reading Comprehension Test

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



Solving a Protein Puzzle

Scientists often face difficult problems, but what can experts do when a puzzle seems unsolvable? The answer for one group was to play a game!

These particular scientists had a protein problem. Proteins are an important part of all living things. By figuring out how proteins are shaped and how they fit together, scientists can learn how to help fight diseases.

Proteins fit together like pieces of a 3-D jigsaw puzzle, twisting and folding, something like a phone cord. The proteins that these scientists were working with were so tiny and detailed, it was difficult to figure out how they “fold” together. The scientists decided to go to the Center for Game Science, a place where people create games to solve problems. The idea is that if a game is played by a lot of people competing and sharing, someone will come up with a solution.

That is how the game Foldit came to be. The game was designed so that anyone could play. All a player had to do was go online at the Foldit Web site. The player was then given a protein model to fold and shape. Based on how good the end construction was, the player was given a score.

As people played Foldit, they could share and improve on each other’s models to solve the protein problem. Their scores were posted, and soon thousands of players from all over the world were playing. Everyone was cooperating and competing at the same time.

It took just ten days to solve the protein puzzle that had baffled scientists for years.

GO ON 

Reading Comprehension Test

Unit Test

- 8 In this article, having a difficult science problem led to the creation of —
- (A) a new Web site.
 - (B) a cure for a disease.
 - (C) a 3-D jigsaw puzzle.
 - (D) a game called Foldit.
- 9 How did the people at the Center for Game Science help the scientists?
- (A) They studied proteins together.
 - (B) They competed with the scientists.
 - (C) They designed a game to solve a problem.
 - (D) They discovered a protein.
- 10 The game Foldit was most likely named for —
- (A) who invented the game.
 - (B) how the game was played.
 - (C) how the game was invented.
 - (D) where the game was created.
- 11 Which of these was the key to solving the protein puzzle in just ten days?
- (A) giving each player a score
 - (B) having thousands of players
 - (C) getting players to visit a Web site
 - (D) having scientists design the game

COPY READY

GO ON 

Reading Comprehension Test

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

Brainstorming



Brainstorming is a great way to come up with lots of ideas. Once you have “stormed” up plenty of ideas, you can choose the best one.

Getting Started

First, identify the topic or problem, and write it so that everyone can see it. (For example: Where should we take a class field trip?) Then set ground rules by telling everyone to:

- Welcome all ideas, no judging allowed.
- Come up with as many ideas as possible.
- Try to think of unusual or wild ideas.
- Feel free to build on one another’s ideas.

Next, set a limit, either on the time spent brainstorming or the total number of ideas. Finally, ask one person to record the ideas.

Let the Ideas Flow

Now you’re ready to let the brainstorming begin! Have people say their ideas out loud while the recorder writes them down. Remember that it’s all right to laugh and enjoy yourselves. All ideas are welcome. Write them all down, whether they seem like good ideas or not.

Results

When the time is up, choose the five ideas that the group likes best. Then write down five ways to judge the ideas. (For example: It should be something everyone can do.) Give each of the ideas a score from 0 to 5 for the number of rules they meet. The idea with the highest score wins!

GO ON 

Reading Comprehension Test

- 12 According to the article, which of these comes first when brainstorming?
- (A) Set a time limit.
 - (B) Score the ideas.
 - (C) Explain the rules.
 - (D) Decide on the topic or problem.
- 13 What is the last thing you do with the best ideas?
- (A) Record all of them.
 - (B) Say them out loud.
 - (C) Judge each of them.
 - (D) Choose five of them.
- 14 "Solving a Protein Puzzle" has a text structure that presents a problem and a solution, but "Brainstorming" has a text structure that —
- (A) makes a comparison.
 - (B) describes a procedure.
 - (C) shows cause and effect.
 - (D) relates ideas that are alike.
- 15 The game Foldit and brainstorming are both tools for —
- (A) curing disease.
 - (B) creating puzzles.
 - (C) teaching science.
 - (D) solving problems.
- 16 You can find information on how proteins are put together in —
- (A) only "Brainstorming."
 - (B) only "Solving a Protein Puzzle."
 - (C) both "Solving a Protein Puzzle" and "Brainstorming."

- 17 Explain what is similar about the game Foldit and the process of brainstorming. Give examples or details to support your explanation.

Score
_____/19

DONE!

Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

- 1 What does the underlined saying mean?

She has her own toys, but she always wants her brother's toys. The grass is always greener on the other side of the fence.

- (A) It is hard to share with others.
- (B) You should water the whole lawn equally.
- (C) Other people's things seem better than yours.
- (D) It is good to separate your things from those of other people.

- 2 What does the underlined saying mean?

You should try out for two parts in the school play, not just one. Don't put all your eggs in one basket.

- (A) Eat fewer eggs.
- (B) Get yourself ready.
- (C) Do things carefully.
- (D) Spread out your effort.

- 3 What does the underlined saying mean?

The children threw a ball in the house when their parents went outside. When the cat's away, the mice will play.

- (A) People need to be more active.
- (B) You should not play ball in the house.
- (C) People act differently when not being watched.
- (D) You can use animals to get rid of household pests.

- 4 What does the underlined saying mean?

The plain package held a very special gift inside. Don't judge a book by its cover.

- (A) You should not judge something by the way it looks.
- (B) You should cover things to make them look better.
- (C) You should not choose your friends by what they give you.
- (D) You should read all types of books.



Vocabulary Test

5 What does left in the dark mean in this sentence?

No one called her, so she was left in the dark about the party.

- (A) not listening well
- (B) not told anything
- (C) not able to understand
- (D) not able to see at night

6 What does go the extra mile mean in this sentence?

As a dedicated doctor, he would often go the extra mile for patients.

- (A) drive a lot
- (B) enjoy helping
- (C) put in extra effort
- (D) travel to another city

Directions: Choose the answer that completes the sentence correctly.

7 He earns a large _____ from his job.

- (A) business
- (B) expense
- (C) service
- (D) income

8 Many customers bought the new products because they were a good _____.

- (A) claim
- (B) value
- (C) profit
- (D) heritage

9 Because he had good _____, he was able to borrow money from the bank.

- (A) debt
- (B) credit
- (C) advantage
- (D) organization

10 When you have thought about what people need, you can _____ what to do next.

- (A) invade
- (B) borrow
- (C) protect
- (D) determine

Score

_____/10

DONE!

Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraphs. Then answer the questions.

Many people 1 new businesses during the coming year. They hope that they 2 a lot of money. They 3 equipment and supplies to set up their businesses, but there is something else they need to think about.

A successful business requires paying attention to what people want. A year from now, people's needs 4 . The successful entrepreneur 5 all the time to what customers want. Then they improve the quality of the product or service. By the time the improvement is available, customers 6 even more changes. Businesses that last a long time live by the saying "The customer is always right."

1 Choose the answer that goes in Blank 1.

- (A) will start
- (B) go to start
- (C) will be to start
- (D) are going start

2 Choose the answer that goes in Blank 2.

- (A) go to make
- (B) will making
- (C) are go make
- (D) are going to make



Writing, Revising, and Editing Test

3 Choose the answer that goes in Blank 3.

- (A) are buy
- (B) will buy
- (C) will buying
- (D) are going buy

4 Choose the answer that goes in Blank 4.

- (A) will have changed
- (B) have changing
- (C) will changing
- (D) will changed

5 Choose the answer that goes in Blank 5.

- (A) go to listen
- (B) will listening
- (C) are going listen
- (D) will be listening

6 Choose the answer that goes in Blank 6.

- (A) will suggested
- (B) will be suggested
- (C) will have suggested
- (D) are going suggesting



Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

(1) In 2009, Frida is working at a car repair shop where all the other mechanics were men. (2) She working there for only a few months, but she had learned a lot. (3) Many women brought their cars to the shop to be repaired. (4) Frida worked on a car one day when the manager called her. (5) A woman customer wanted to discuss her car problems with Frida. (6) That gave Frida the idea to open her own shop. (7) Women would be comfortable talking to her about their cars. (8) "By this time next year," Frida thought, "I worked in my own shop!"

COPY READY

- 7 What is the correct way to write sentence 1?
- (A) In 2009, Frida was working at a car repair shop where all the other mechanics were men.
 - (B) In 2009, Frida is working at a car repair shop where all the other mechanics will be men.
 - (C) In 2009, Frida is working at a car repair shop where all the other mechanics was men.
 - (D) Correct as is
- 8 What is the correct way to write sentence 2?
- (A) She working there for only a few months, but she is learning a lot.
 - (B) She working there for only a few months but she had learned a lot.
 - (C) She had worked there for only a few months, but she had learned a lot.
 - (D) Correct as is
- 9 What is the correct way to write sentence 4?
- (A) Frida worked on a car one day where the manager called her.
 - (B) Frida was working on a car one day when the manager called her.
 - (C) Frida worked on a car one day when the manager is calling her.
 - (D) Correct as is
- 10 What is the correct way to write sentence 8?
- (A) "By this time next year," Frida thought, "I worked in my own shop!"
 - (B) "By this time next year," Frida thought. "I have been working in my own shop!"
 - (C) "By this time next year," Frida thought, "I will be working in my own shop!"
 - (D) Correct as is


GO ON 

Writing, Revising, and Editing Test

11 Read the paragraph. There are six mistakes in grammar and usage, punctuation, spelling, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

(1) Ever since I was five years old, I knowed that I wanted to be a toy repairman. (2) One day, I be sitting on the floor, crying. (3) One of my toy trucks had broke down. (4) Jack, my older brother, walked by. (5) He stoped and asked me what was wrong. (6) When I told him, he got a screwdriver and fixed my truck. (7) That was so nice! (8) I know there are many sad kids out there with toys that need fixing, and I go help them when I grow up. (9) By the time I become a toy repairman, I had achieved my dream!

Editing and Proofreading Marks

^	Add.
~	Take out.
	Move to here.
^,	Add comma.
^.	Add period.

12 Think of a business you would like to start. You can choose any business you want. Write a procedure that explains how you will start your business. Your procedure should have at least three paragraphs. Include all the steps needed to start the business.

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 A8.45.

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 A8.45.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Informational Text Structures CC.5.Rinf.10, Rinf.5	1 2 3 4 5 6	3 4		7 12 13 14	_____/12
Relationships and Interactions CC.5.Rinf.3, W.9.b		1 2		3 4 5 6 8 9 10 11 17 (____/3)	_____/13
Integrate Information CC.5.Rinf.9		5 6		15 16	_____/4
Literature Text Structures CC.5.Rlit.10			1 2 3 4 5 6	1 2	_____/8
Total	____/6 ____%	____/6 ____%	____/6 ____%	____/19 ____%	

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 6 7		1 2 3 4 5	7 9	_____/14
Academic Vocabulary CC.5.L.6	8 9 10 11 12		6 7 8 9 10	8 10	_____/12
Idioms CC.5.L.5.b		1 2 3 4		5 6	_____/6
Adages and Proverbs CC.5.L.5.b				1 2 3 4	_____/4
Total	____/12 ____%	____/4 ____%	____/10 ____%	____/10 ____%	

Name _____ Date _____

Weekly and Unit Assessments

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	Progressive Verb Tenses CC.5.L.1.c, W.5	1 3 6 7		4 5 6 7	5 11b	_____/10
	Perfect Verb Tenses CC.5.L.1.b, W.5	2 4 5 8			4 6 8 10 11c 11f	_____/10
	Simple Verb Tenses CC.5.L.1.c, W.5		1 2 3 4 5 6 7 8		1 2 3 11a 11d 11e	_____/14
	Correct Verb Tense CC.5.L.1.d, W.5			1 2 3 8	7 9	_____/6
Subtotal		_____/8	_____/8	_____/8	_____/16	
Writing Skills	Cite Sources CC.5.W.8	_____/4				_____/4
	Persuasive Techniques CC.5.W.1.d		_____/4			_____/4
	Active Voice CC.5.W.3, L.1			_____/4		_____/4
	Write a Procedure CC.5.W.2.a, W.2.c, W.3.c				_____/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.2.a, W.2.c, W.3.c	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

Fill in the strategy or the strategies used each week and enter the score.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4

Enter the score for each Weekly Project.

Weekly Projects	Week 1	Week 2	Week 3	Week 4
Writing or Research Project	_____/24	_____/24	_____/24	_____/24

COPY READY

Weekly and Unit Assessments

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name											
Reading Comprehension	Informational Text Structures CC.5.Rinf.10, Rinf.5												
	Relationships and Interactions CC.5.Rinf.3, W.9.b												
	Integrate Information CC.5.Rinf.9												
	Literature Text Structures CC.5.Rlit.10												
Writing, Revising, and Editing	Progressive Verb Tenses CC.5.L.1.c, W.5												
	Perfect Verb Tenses CC.5.L.1.b, W.5												
	Simple Verb Tenses CC.5.L.1.c, W.5												
	Correct Verb Tense CC.5.L.1.d, W.5												
	Writing in Response to Prompt CC.5.W.8, W.1.d, W.3, L.1, W.2.a, W.2.c, W.3.c												
Vocabulary	Social Studies Vocabulary CC.5.L.6												
	Academic Vocabulary CC.5.L.6												
	Idioms CC.5.L.5.b												
	Adages and Proverbs CC.5.L.5.b												

COPY READY

Name _____ Date _____

Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Written Composition			

COPY READY

Writing Rubric

COPY READY

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The writing has a clear, focused message that keeps readers interested. Details are accurate and relevant, showing in-depth knowledge of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure throughout that suits the writer's audience and purpose. All content flows smoothly and logically. 	<ul style="list-style-type: none"> The writing sounds genuine and unique. The writer's tone is appropriate to the purpose and audience. 	<ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the writer's message. Language used throughout is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> All sentences are varied and effective and have appropriate transitions. When read aloud, the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. All the sentences are complete. 	<ul style="list-style-type: none"> The text is presented in an orderly way, significantly helping to convey the message. Visuals are appropriate for the purpose and audience, and effectively support meaning.
3	<ul style="list-style-type: none"> Most of the writing has a clear, focused message that keeps readers interested. Most details are accurate and relevant, showing reasonable knowledge of the topic. 	<ul style="list-style-type: none"> Most of the writing has a clear structure that suits the writer's audience and purpose. Most of the content flows smoothly and logically. 	<ul style="list-style-type: none"> Most of the writing sounds genuine and unique. The writer's tone is mostly appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the writer's message. Most language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Most sentences are varied and effective and have appropriate transitions. When read aloud, most of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Most of the sentences are complete. 	<ul style="list-style-type: none"> Most of the text is presented in an orderly way, generally helping to convey the message. Most visuals are appropriate for the purpose and audience, and effectively support meaning.
2	<ul style="list-style-type: none"> The writing has a fairly unclear and unfocused message, causing readers some confusion. Some details are relevant and accurate, showing minimum knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure that suits the writer's audience and purpose. Some content flows smoothly and logically. 	<ul style="list-style-type: none"> Some of the writing sounds genuine and unique. The writer's tone is somewhat inappropriate for the purpose and audience. 	<ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the writer's message. Some language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Some sentences are varied and effective and have appropriate transitions. When read aloud, some of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Some of the sentences are complete. 	<ul style="list-style-type: none"> Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message. Some visuals are appropriate for the purpose and audience and support meaning.
1	<ul style="list-style-type: none"> The writing does not have a clear, focused message, causing readers confusion. Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure. The content does not flow smoothly or logically. 	<ul style="list-style-type: none"> The writing does not sound genuine or unique. The writer's tone is not appropriate for the purpose or audience. 	<ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the writer's message. Language is dull, vague, and inappropriate for the audience, losing the readers' attention. 	<ul style="list-style-type: none"> Few or none of the sentences are varied or effective or have appropriate transitions. When read aloud, the writing sounds unnatural. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Few sentences are complete. 	<ul style="list-style-type: none"> The text is not presented in an orderly way, making it very difficult to track and comprehend the message. None of the visuals are appropriate for the purpose or audience, and do not support meaning.

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Grade 5 Assessment

A8.40

Unit 8 | One Idea

Research Rubric

Unit 8, Week 1

Scale	Content	Speaking
4	<ul style="list-style-type: none">Gathers content from at least four different sources.Integrates content so all facts are relevant.Correctly credits all sources of information.	<ul style="list-style-type: none">Seamlessly includes multimedia throughout presentation.Always speaks sincerely.
3	<ul style="list-style-type: none">Gathers content from at least three different sources.Integrates content so most facts are relevant.Correctly credits most sources of information.	<ul style="list-style-type: none">Includes multimedia for most of the presentation.Speaks sincerely most of the time.
2	<ul style="list-style-type: none">Gathers content from two different sources.Integrates content so some facts are relevant.Correctly credits some sources of information.	<ul style="list-style-type: none">Includes multimedia for some of the presentation.Speaks sincerely some of the time.
1	<ul style="list-style-type: none">Gathers content from only one source.Most content is not integrated or relevant.Does not properly credit sources of information.	<ul style="list-style-type: none">Does not include multimedia for any of the presentation.Does not speak sincerely.

COPY READY

Unit Self-Assessment

COPY READY

Directions: Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
understand the meanings of idioms and other sayings.			
use the reading strategies I've learned to help me understand what I read.			
understand steps in a process.			
understand relationships between individuals and between ideas.			
compare structures of different types of texts.			
integrate information from texts I've read.			
understand story elements.			
use regular and irregular past tense verbs correctly.			
use past tense, past progressive, and past perfect verbs correctly.			
use future tense, future progressive, and future perfect verbs correctly.			
choose the correct verb tense.			

Of all the texts you read for One Idea, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

Unit 8

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	D	Procedural Text	CC.5.Rinf.10
2	B	Procedural Text	CC.5.Rinf.10
3	C	Procedural Text	CC.5.Rinf.10
4	C	Procedural Text	CC.5.Rinf.10
5	D	Procedural Text	CC.5.Rinf.10
6	B	Procedural Text	CC.5.Rinf.10
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Relationships Between Individuals	CC.5.Rinf.3
2	B	Relationships Between Individuals	CC.5.Rinf.3
3	D	Compare Text Structures	CC.5.Rinf.5
4	D	Compare Text Structures	CC.5.Rinf.5
5	B	Integrate Information	CC.5.Rinf.9
6	C	Integrate Information	CC.5.Rinf.9
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	B	Elements of Fiction	CC.5.Rlit.10
2	C	Elements of Fiction	CC.5.Rlit.10
3	C	Elements of Fiction	CC.5.Rlit.10
4	A	Elements of Fiction	CC.5.Rlit.10
5	D	Elements of Fiction	CC.5.Rlit.10
6	D	Elements of Fiction	CC.5.Rlit.10
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Elements of Fiction	CC.5.Rlit.10
2	B	Elements of Fiction	CC.5.Rlit.10
3	A	Interactions Between Events	CC.5.Rinf.3
4	D	Interactions Between Events	CC.5.Rinf.3
5	C	Relationships Between Ideas	CC.5.Rinf.3
6	A	Relationships Between Individuals	CC.5.Rinf.3
7	D	Compare Text Structures	CC.5.Rinf.5
8	D	Interactions Between Events	CC.5.Rinf.3
9	C	Relationships Between Individuals	CC.5.Rinf.3
10	B	Relationships Between Ideas	CC.5.Rinf.3
11	B	Interactions Between Events	CC.5.Rinf.3
12	D	Procedural Text	CC.5.Rinf.10
13	C	Procedural Text	CC.5.Rinf.10
14	B	Compare Text Structures	CC.5.Rinf.5
15	D	Integrate Information	CC.5.Rinf.9
16	B	Integrate Information	CC.5.Rinf.9
17	Skill Rubric	Relationships Between Ideas	CC.5.Rinf.3, W.9.b

Vocabulary					
Week 1 CC.5.L.6			Week 3 CC.5.L.6		
Item	Key	Word	Item	Key	Word
1	B	business	1	D	borrow
2	A	earnings	2	A	credit
3	C	expenses	3	A	debt
4	C	goods	4	C	entrepreneur
5	D	income	5	B	loan
6	A	Profit	6	B	influences
7	B	service	7	A	advantage
8	D	cost	8	D	organization
9	B	supply	9	B	determine
10	C	analyze	10	D	favorable
11	A	value			
12	A	apply			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	D	Idioms	CC.5.L.5.b
2	D	Idioms	CC.5.L.5.b
3	A	Idioms	CC.5.L.5.b
4	A	Idioms	CC.5.L.5.b
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Adages and Proverbs	CC.5.L.5.b
2	D	Adages and Proverbs	CC.5.L.5.b
3	C	Adages and Proverbs	CC.5.L.5.b
4	A	Adages and Proverbs	CC.5.L.5.b
5	B	Idioms	CC.5.L.5.b
6	C	Idioms	CC.5.L.5.b
7	D	Social Studies Vocabulary	CC.5.L.6
8	B	Academic Vocabulary	CC.5.L.6
9	B	Social Studies Vocabulary	CC.5.L.6
10	D	Academic Vocabulary	CC.5.L.6

COPY READY

Answer Keys and Rubrics

COPY READY

Writing, Revising, and Editing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	D	Past Progressive	CC.5.L.1.c	1	A	Future Tense Verbs	CC.5.L.1.c
2	B	Past Perfect	CC.5.L.1.b	2	D	Future Tense Verbs	CC.5.L.1.c
3	C	Past Progressive	CC.5.L.1.c	3	B	Future Tense Verbs	CC.5.L.1.c
4	A	Past Perfect	CC.5.L.1.b	4	A	Future Perfect	CC.5.L.1.b
5	A	Past Perfect	CC.5.L.1.b	5	D	Future Progressive	CC.5.L.1.c
6	C	Past Progressive	CC.5.L.1.c	6	C	Future Perfect	CC.5.L.1.b
7	D	Past Progressive	CC.5.L.1.c	7	A	Editing: Correct Verb Tense	CC.5.L.1.d, W.5
8	B	Past Perfect	CC.5.L.1.b	8	C	Editing: Past Perfect	CC.5.L.1.b, W.5
Prompt (9)	Skill Rubric	Cite Sources	CC.5.W.8	9	B	Editing: Correct Verb Tense	CC.5.L.1.d, W.5
Week 2				10	C	Editing: Future Perfect	CC.5.L.1.b, W.5
Item	Key	Item Descriptor	CCSS Code	11a	Editing Rubric	Editing Task: Irregular Past Tense Verbs	CC.5.L.1.c, W.5
1	B	Regular Past Tense Verbs	CC.5.L.1.c	11b	Editing Rubric	Editing Task: Past Progressive	CC.5.L.1.c, W.5
2	A	Irregular Past Tense Verbs	CC.5.L.1.c	11c	Editing Rubric	Editing Task: Past Perfect	CC.5.L.1.b, W.5
3	D	Irregular Past Tense Verbs	CC.5.L.1.c	11d	Editing Rubric	Editing Task: Regular Past Tense Verbs	CC.5.L.1.c, W.5
4	C	Regular Past Tense Verbs	CC.5.L.1.c	11e	Editing Rubric	Editing Task: Future Tense Verbs	CC.5.L.1.c, W.5
5	A	Irregular Past Tense Verbs	CC.5.L.1.c	11f	Editing Rubric	Editing Task: Future Perfect	CC.5.L.1.b, W.5
6	B	Regular Past Tense Verbs	CC.5.L.1.c	Prompt (12)	Skill Rubric	Write a Procedure	CC.5.W.2.a, W.2.c, W.3.c
7	D	Regular Past Tense Verbs	CC.5.L.1.c				
8	B	Irregular Past Tense Verbs	CC.5.L.1.c				
Prompt (9)	Skill Rubric	Persuasive Techniques	CC.5.W.1.d				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	B	Correct Verb Tense	CC.5.L.1.d				
2	D	Correct Verb Tense	CC.5.L.1.d				
3	B	Correct Verb Tense	CC.5.L.1.d				
4	A	Future Progressive	CC.5.L.1.c				
5	A	Future Progressive	CC.5.L.1.c				
6	D	Future Progressive	CC.5.L.1.c				
7	D	Future Progressive	CC.5.L.1.c				
8	C	Correct Verb Tense	CC.5.L.1.d				
Prompt (9)	Skill Rubric	Active Voice	CC.5.W.3, L.1				

Answer Keys and Rubrics

Writing, Revising, and Editing	
Week 1 Skill Rubric Item 9 (Prompt) Cite Sources	
Student writes a source card containing	
4 points	all information needed for citing.
3 points	most information needed for citing.
2 points	some information needed for citing.
1 point	minimal information needed for citing.
Week 2 Skill Rubric Item 9 (Prompt) Persuasive Techniques	
Student writes a paragraph that is	
4 points	convincingly persuasive.
3 points	adequately persuasive.
2 points	somewhat persuasive.
1 point	minimally persuasive.
Week 3 Skill Rubric Item 9 (Prompt) Active Voice	
Student writes a narrative story with	
4 points	effective active voice and vivid specific verbs.
3 points	adequate active voice and active verbs.
2 points	some active voice with unnecessary passive voice.
1 point	minimal use of active voice.

Writing, Revising, and Editing	
Unit Test Week 4 Skill Rubric Item 12 (Prompt) Write a Procedure	
Student writes a multiple-step procedure with	
4 points	clear sequence and strong transitional words and phrases.
3 points	adequate sequence and some transitional words and phrases.
2 points	flawed sequence and occasional transitional words and phrases.
1 point	random sequence and minimal or no transitional words or phrases.
Use the Writing Rubric on page A8.40 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
Unit Test Editing Task Rubric Item 11 1 point correct per response	
11a	In sentence 1, change "knewed" to "knew"
11b	In sentence 2, change "be" to "was"
11c	In sentence 3, change "broke" to "broken"
11d	In sentence 5, change "stoped" to "stopped"
11e	In sentence 8, change "go" to "am going to" or "will"
11f	In sentence 9, change "had" to "will have"

Reading Comprehension	
Unit Test Rubric Item 17 Relationships Between Ideas	
3 points	Correctly identifies the relationship between ideas and provides support.
2 points	Correctly identifies the relationship between ideas, but does not provide support.
1 point	Does not correctly identify the relationship between ideas.

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

6 points

Points	1	2	3	4	5	6
%	17	33	50	67	83	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

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

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

Steps in a Process

Review the Rules

To explain a process, or procedure, tell about the steps in the correct order.

Practice

Read "Sam and Justin's Great Idea." Write the steps in the process below.

Sam and Justin's Great Idea

As Sam and Justin jumped into a pile of leaves last October, they had a great idea for a business: they would rake leaves for their neighbors.

First, the boys asked their parents what tools they would need and how much they should charge for their services. Sam's dad said they would need strong rakes and trash bags. Justin's mom said they should charge their customers a certain amount for each bag they filled.

Second, the boys advertised their business by making colorful flyers. Then they distributed the flyers door-to-door in their neighborhood.

Third, the boys asked their parents to loan them a few dollars to buy the tools. That first weekend, they got three customers and were able to repay their parents. The next weekend, they got five customers and earned a \$25 profit. Their new business was a success!

Sam and Justin's Business Process

Goal:

Step 1:

Step 2:

Step 3:

Apply

With a partner, use your own words to explain the steps in a process from one of your Small Group Reading books.

Choose a Reading Strategy

Review the Rules

You can choose a reading strategy to help you better understand a text. You can use more than one strategy. To choose the right one, think about

- the strategies you know
- the genre you are reading
- which strategy would work best for your genre.

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

Practice

Read "Animal Messages" and complete the sentences.

Animal Messages

Night might seem quiet to people, but many animals aren't sleeping. Instead, they are sending hidden messages. Humans can't hear these sounds. Bats and some ground squirrels make noises. They can make high-pitched squeals or low whispers. These sounds give information to other bats and squirrels.

1. I don't understand _____
2. I can use the strategy of _____
3. That strategy helps me _____

Apply

Tell a partner which strategy you used to read one of your Small Group Reading books. Explain why that strategy worked best.

Explain Relationships Between Individuals

Review the Rules

When you understand the relationships between individuals in a text, you can better understand the whole text.

Practice

Read “The Inventor and the Businessman.” Write the answers to the questions.

The Inventor and the Businessman

In 1845, a skillful inventor introduced the sewing machine. As women with needles and thread watched, Elias Howe showed how his machine could easily beat the fastest hand-sewer. However, Howe wasn't a good businessman and couldn't sell his machines.

Then along came Isaac Singer. After making a few improvements to Howe's machine, Singer's sewing machines started showing up in homes everywhere. How did he do it? Singer knew how to get people to buy the machines! He had pretty young women demonstrate the machines. He sold service contracts that promised to fix any machine that broke. He also let customers buy machines by making small monthly payments.

The two men were rivals for years. Although Howe finally won a small share of Singer's profits, it was too late. The inventor had lost out to the businessman. Singer sewing machines had conquered America.

1. How were Elias Howe and Isaac Singer similar?

2. How were Elias Howe and Isaac Singer different?

3. What does the relationship between the two men show about succeeding in business?

Apply

Choose one of your Small Group Reading books. Explain to your partner the importance of a relationship between two individuals in the book.

Compare Text Structures

Review the Rules

The text structure is how an author organizes information. Often, you can use signal words and other details to help you identify the text structure.

- A series of commands or sequence words might signal a procedural text structure.
- Words and phrases, such as *because* and *as a result*, can signal a cause-and-effect structure.

Practice

Read each paragraph. Identify the text structure. What clues did you find?

The Ferris Wheel

In the early 1890s, the city of Chicago needed ideas for a unique structure to show off at the World's Fair. So they sponsored a contest. Because George Ferris's idea was so different from all the others, he won. Ferris designed a giant wheel visitors could ride up to 250 feet above the ground. As a result of the ride's success, more and more Ferris wheels were built for fairs, amusement parks, and carnivals around the world.

Text Structure: _____

Clues: _____

Be a Service Provider

To be successful at providing a service, follow these steps: first, ask what your client wants done. Then, explain how much you'll charge and when you can complete the work. After that, do the work and complete the job on time. Finally, bill the client for your work.

Text Structure: _____

Clues: _____

Apply

Review your Small Group Reading books. Which books include text with a procedural structure? A cause-and-effect structure?

Integrate Information

Review the Rules

When you integrate information, you combine ideas from different texts. You look for ways that the ideas in the texts are similar.

Practice

Read each paragraph. Underline the important ideas.

Yard Work

Do you want to make some money this spring and summer? Try doing yard work. To get started, gather these tools: mower, clippers, trimmer, and trash bags. Next, decide how much you'll charge for each task. Then ask your neighbors if they need any work done. If you let them see you hard at work in your own yard, they'll probably ask you!

In the Garden

This past spring, I made some extra money for my savings by cleaning up my neighbors' gardens. I was weeding and clipping back the flowers in our garden when my neighbor saw me. She loved how nice the garden looked, so she asked me for help with hers. I figured out what to charge her and got to work. Before I knew it, several other neighbors had asked me to work on their gardens, too!

Integrate the information. Tell what the two texts have in common.

- Each text includes the idea that outdoor work can _____

- Each text suggests that before starting to work, you should _____

- Each text includes the idea that a good way to advertise is to _____

Apply

With a partner, find two Small Group Reading books that are about the same topic. Look for similar ideas and integrate the information.

Choose a Reading Strategy

Review the Rules

You can choose a reading strategy to help you better understand a text. You can use more than one strategy. To choose the right one, think about

- the strategies you know
- the genre you are reading
- which strategy would work best for your genre.

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

Practice

Read “Martin Luther King, Jr.” and complete the sentences.

Martin Luther King, Jr.

Martin Luther King, Jr., won a Nobel Peace Prize. King protested discrimination. Many people were afraid of change. However, King led peaceful protests for equal rights. One day, King gave a speech in Washington, D.C. In front of 200,000 people, King said, “I have a dream.”

1. I don't understand _____
2. I can use the strategy of _____
3. I can also use the strategy of _____
4. These strategies help me understand that _____

Apply

Tell a partner which strategy you used to read one of your Small Group Reading books. Explain why that strategy worked best.

Writing Trait: Voice

Review the Rules

Writing with effective voice

- sounds real and natural
- has words that match the tone, topic, and purpose of the text
- has words that create interesting images in the reader's mind.

Practice

Read "A Dream Vacation." Then complete the sentences.

A Dream Vacation

Do you need a relaxing getaway? Rockaway Beach is the place for you!

Enjoy the cool ocean waves and soft warm breezes. Build a sandcastle or follow tiny sand crabs as they scurry across the wet sand. Or wander along the shore as you search for colorful shells left behind by clams or sea snails. At the end of the day, get cozy in our comfortable chairs on the beach to watch the gorgeous sunsets over the water.

Please call us at 555-555-0555 and we'll arrange everything for you. You'll be glad you did!

1. The purpose of the writing is to _____.
2. The writer uses words, such as _____ to make Rockaway Beach sound inviting.
3. The writer's voice is _____ and _____.

Apply

Where would you like to go on vacation? Use your own voice to write an ad to persuade people to go there.

Elements of Fiction

Review the Rules

A made-up story is fiction. It has

- characters, or people in the story
- a setting that tells where and when the action takes place
- a plot, or series of events
- a theme, or message about life.

Practice

Read "Helping Out." Then complete the story map.

Helping Out

Tasha, Jake, and Lily were riding home from soccer practice in Tasha's mom's car. Tasha's mom was listening to the news on the radio.

"Flood victims in Florida need your help," the radio announcer said. "Send your contributions to the American Red Cross."

"I wish we could help," Tasha sighed, "but I don't have any money."

"Maybe we could raise some money," said Jake.

"How?" asked Lily.

"I know!" said Tasha. "Maybe we could have a garage sale."

"Sure!" said Lily. "I have a lot of old toys and clothes I've outgrown."

"Yes!" Jake said. "We'll call it the 'Sell a Toy, Save a Life Sale!'"

"I can help," Tasha's mom added. "I know some people at the newspaper and the radio station who would be happy to publicize your sale."

"Wow!" said Tasha. "I think we have a plan."

Characters: _____

Setting: _____

↓

Plot: _____

↓

Theme: _____

Apply

Review your Small Group Reading books. Describe for a partner the elements of fiction in one of the books.

Use Reading Strategies

Review the Rules

When you read, you can use more than one reading strategy to help you understand the text.

Read "Endangered." Review the sample reading strategies next to the article.

COPY READY

Endangered

North America has many endangered animals. Animals are losing their homes. Wetlands, deserts, and forests are being destroyed. This makes room for buildings, roads, and people. The animals have no place to live, though. Many are killed. Many go hungry. The animals and plants they eat die along with them.

I preview the text. The title tells me this article is about something that is endangered.

I know that many animals are endangered. I predict that this article is about endangered animals.

Practice

Write how you can use a different reading strategy to help you understand the passage.

Apply

Tell a partner about the reading strategies you used as you read one of your Small Group Reading books.

Writing Trait: Voice

Review the Rules

Writing with effective voice

- sounds real and natural
- has words that match the tone, topic, and purpose of the text
- is written using the active voice.

Practice

Read "New World." Then answer the questions.

New World

I rose before the rest of the crew of the Niña. Only the cook was awake. I went to the ship's deck and began my early morning work. I looked out on the Atlantic Ocean, and suddenly, I saw something unusual. My throat felt dry. My heart started to beat like a drum.

"Land! Land!" I shouted. Was I dreaming?

The ship's cook yelled from the kitchen. "What are you shouting about, boy? You'll be in trouble if you wake the ship's captain for no good reason."

I pointed to the thin, jagged line on the horizon. There was no mistaking what I saw. We had finally found land. It was the New World!

1. Underline the words the writer uses to show that the setting is on a ship.
2. Write why the dialogue
"Land! Land!" I shouted."
is better than saying
Seeing land off in the distance was making me think I was dreaming.

3. Circle the sentence you would add to the story. Does it match the writer's voice?
A new world was welcoming us to its shores.
Wow, the new shore was so cool!

Apply

Add sentences to the story. Tell what happens as soon the ship lands. Use words and sentences that match the writer's voice.

Analyze Ideas

Review the Rules

When you understand how ideas in a text are related, you can better understand the whole text.

Practice

Read "Soles4Souls." Then circle the correct text structure and complete the sentences.

Soles4Souls

In 2004, Wayne Elsey saw the devastation from a tsunami in Southeast Asia. When he saw a shoe wash up on a beach, he knew how he could help. Elsey called his friends in the shoe industry and asked for donations. As a result, Elsey began Soles4Souls, a group that has donated millions of shoes to people around the world.

Soles4Souls estimates that 300 million children around the world need shoes. Each year, tens of thousands of children die from parasites that enter their bodies through cuts on their feet. The solution is simple: proper footwear can prevent these needless deaths.

Elsey began his charity by calling friends. Then he expanded his work by talking about it in magazines and on TV. Soon he was receiving donations from community groups, schools, and individuals. Today, his annual Barefoot Walk campaign sponsors shoe drives, walkathons, and concerts across America.

1. **Paragraph 1:** cause-and-effect comparison

The relationship helps me understand _____.

2. **Paragraph 2:** procedural problem-and-solution

The relationship helps me understand _____.

3. **Paragraph 3:** comparison chronological order

The relationship helps me understand _____.

Apply

Choose one of your Small Group Reading books. Explain to your partner how the ideas in one section of the text are related.

Explain Relationships Between Events

Review the Rules

You can better understand what you read when you know how the events are related. Events can be related in more than one way.

- Find the important events in the text.
- Look for signal words to help you decide how the events are related.

Practice

Read "Habitat for Humanity." Underline the important events. Then answer the questions.

Habitat for Humanity

In 1965, Millard and Linda Fuller visited Koinonia Farm in Georgia. There, they worked with Clarence Jordan on a problem that concerned them all: how to provide housing for people in need. By 1968, they had built several affordable homes, which were sold at no profit.

Then in 1976, the Fullers began a program called Habitat for Humanity International. In this program, volunteers and poor people build homes together using donated money and materials. After the new homeowners move in, their house payments are used to build more homes. The new homeowners also agree to help build houses for other people.

Habitat for Humanity received a huge boost in 1984 when former President Jimmy Carter and his wife, Rosalynn, led a Habitat project in New York City. Because of their involvement, the organization received national publicity. As a result, Habitat offices sprang up in cities across the nation, and volunteers and donations increased dramatically.

1. Look at the events you underlined. How are they organized? What signal words show this relationship?

2. How do the events in the article relate to a problem and a solution?

3. How does the last paragraph show a cause-and-effect relationship?

Apply

Choose one of your Small Group Reading books. Explain to your partner how the events in the text are related in several different ways.

Use Reading Strategies

Review the Rules

When you read, you can use more than one reading strategy. Using more than one strategy can help you understand the text.

Read "It's Easy Being Green." Review the sample reading strategy.

COPY READY

It's Easy Being Green

You may ask, "What can I do to save the planet?" After all, I'm just a child. Here are some easy ways to help. You can turn off the water when not in use. You can turn off lights when you leave a room. You can limit your computer use.

You can do even more. Ask your parents to walk, not drive. Start a family garden. A lot of the food you throw away, such as eggshells and coffee grounds, are good for plants. Finally, many electronic stores recycle used computers and cell phones. These things can be used again in new products.

I read the first sentences. I think about the topic. This helps me find the main idea: How to save the planet.

I keep reading. I find details that support the main idea, such as "turn off lights".

Practice

Write how you can use another reading strategy to help understand the passage. Give an example of how you can use it.

Apply

Tell a partner how using a reading strategy helped you understand the text in one of your Small Group Reading books.

Writing Trait: Organization

Reteach

Review the Rules

When you write, organize your ideas so your readers can follow them.

- Use an order that makes sense for your topic.
- Use words such as *first*, *next*, and *last*, or number steps in a procedure to help readers follow the order.

Practice

Read the science experiment. Use Revising Marks to fix the organization.

Title: Oil and Water

Hypothesis: Oil and water will not mix.

Materials List: clear plastic bottle with lid, 1 cup of water, 1 cup of cooking oil, food coloring

Procedure:

Step 1. Add a few drops of food coloring to the water.

Step 3. Pour the water into the bottle. Wait until the mixed liquids stop moving.

Step 2. Pour the cooking oil into the bottle.

Step 4. Put the lid on the bottle and shake it. Watch to see what happens to the water and the oil.

Apply

Write about a procedure you have followed to make or do something. Describe the steps in order.

COPY READY

Reteaching Masters Answer Key

RT8.1 Steps in a Process

Sam and Justin's Business Process

Goal: To start a business raking leaves.

Step 1: The boys asked their parents what tools they needed and how much to charge.

Step 2: The boys made flyers to advertise the business.

Step 3: The boys borrowed money for tools, and repaid the loan with money they made from their first customers.

RT8.2 Choose a Reading Strategy

Possible response:

1. I don't understand what sounds the bats and ground squirrels can make.
2. I can use the strategy of synthesize. I realize that the sounds I can't hear are like squeals and whispers I've heard before.
3. That strategy helps me imagine what the squeals and whispers might sound like.

RT8.3 Explain Relationships Between Individuals

1. Both men were smart, and they started businesses trying to sell a similar machine.
2. Singer was a better businessman and had better ideas for selling the machines.
3. Success in business often depends more on a person's marketing skills, rather than on the person's original idea.

RT8.4 Compare Text Structures

The Ferris Wheel

Text Structure: Cause-and-Effect

Possible clues: *So, Because, As a result*; the author tells why the city had a contest, why Ferris won, and why more and more Ferris wheels were built.

Be a Service Provider

Text Structure: Procedural

Possible clues: *First, Then, After that, finally*; the author uses the commands *follow, ask, explain, do, complete, bill*

RT8.5 Integrate Information

Yard Work

Do you want to make some money this spring and summer? Try doing yard work. To get started, gather these tools: mower, clippers, trimmer, and trash bags. Next, decide how much you'll charge for each task. Then ask your neighbors if they need any work done. If you let them see you hard at work in your own yard, they'll probably ask you!

In the Garden

This past spring, I made some extra money for my savings by cleaning up my neighbors' gardens. I was weeding and clipping back the flowers in our garden when my neighbor saw me. She loved how nice the garden looked, so she asked me for help with hers. I figured out what to charge her and got to work. Before I knew it, several other neighbors had asked me to work on their gardens, too!

1. Each text includes the idea that outdoor work can be a good business for the warmer months of the year.
2. Each text suggests that before starting to work, you should decide how much to charge for the work.
3. Each text includes the idea that a good way to advertise is to let people see what a good job you do.

RT8.6 Choose a Reading Strategy

Possible responses:

1. I don't understand what the main idea is.
2. I can use the strategy of making inferences.
3. I can also use the strategy of synthesize.
4. These strategies help me understand that the main idea is "King won a Nobel Peace Prize for his protest against discrimination."

RT8.7 Writing Trait: Voice

1. The purpose of the writing is to persuade.
2. The writer uses words, such as "cool ocean waves, soft warm breezes, wander, get cozy" to make Rockaway Beach sound inviting.
3. The writer's voice is enthusiastic/friendly and honest/genuine.

Reteaching Masters Answer Key, continued

RT8.8 Elements of Fiction

Characters: Tasha, Jake, Lily, Tasha's mom

Setting: Tasha's mom's car, on the way home from soccer practice



Plot: Tasha hears a radio announcement about flood victims who need help and wishes she had money to contribute. Jake suggests that they could raise money. Tasha suggests a garage sale. Lily says they could sell old toys and clothes. Jake gives the sale a name. Tasha's mom agrees to help with publicity.



Theme: People working together can often come up with more ideas than a person working alone.

RT8.9 Use Reading Strategies

Possible response:

I can ask a question: Why are these animals losing their homes? Then read on to find the answer.

RT8.10 Writing Trait: Voice

Possible responses:

1. Underlined words: crew, ship's deck, Atlantic Ocean, land, ship's captain, horizon
2. The dialogue is more natural and sounds like what the narrator would say; the sentence is passive and doesn't go with the writer's voice.
3. Circled sentence: A new world was welcoming us to its shores. Yes, it matches the writer's voice.

RT8.11 Analyze Ideas

1. cause and effect The relationship helps me understand how and why Elsey founded Soles4Souls.
2. problem and solution The relationship helps me understand that parasites are a problem for children without shoes and that giving them shoes can help solve the problem.
3. chronological The relationship helps me understand how Soles4Souls grew into an effective organization over time.

RT8.12 Explain Relationships Between Events

Habitat for Humanity

In 1965, Millard and Linda Fuller visited Koinonia Farm in Georgia. There, they worked with Clarence Jordan on a problem that concerned them all: how to provide housing for people in need. By 1968, they had built several affordable homes, which were sold at no profit.

Then in 1976, the Fullers began a program called Habitat for Humanity International. In this program, volunteers and poor people build homes together using donated money and materials. After the new homeowners move in, their house payments are used to build more homes. The new homeowners also agree to help build houses for other people.

Habitat for Humanity received a huge boost in 1984 when former President Jimmy Carter and his wife, Rosalynn, led a Habitat project in New York City. Because of their involvement, the organization received national publicity. As a result, Habitat offices sprang up in cities across the nation, and volunteers and donations increased dramatically.

1. The events are organized chronologically. The dates 1965, 1968, 1976, and 1984 are signals that show time order.
2. The Fullers wanted to solve the problem of no housing for people in need. Founding Habitat for Humanity was their solution to the problem.
3. Because a former president got involved in a Habitat project, others wanted to also.

RT8.13 Use Reading Strategies

Possible response:

I can make an inference by thinking about what I read and what I know from my own life. I read "Ask your parents to walk, not drive." I know that fumes from cars can cause air pollution. I can infer that we can help keep the air cleaner by driving less and walking more.

RT8.14 Writing Trait: Organization

Title: Oil and Water

Oil and water will not mix.

Materials List: clear plastic bottle with lid, 1 cup of water, 1 cup of cooking oil, food coloring

Procedure

Step 1. Add a few drops of food coloring to the water.

Step 3. Pour the water into the bottle. Wait until the mixed liquids stop moving.

Step 2. Pour the cooking oil into the bottle.

Step 4. Put the lid on the bottle and shake it. Watch to see what happens to the water and the oil.

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Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Grade 5 Unit 8 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 8 appear in red type. For additional content words and story words, please see the Small Group Reading section.

Anthology Handbook

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Strategies for Learning Language

These strategies can help you learn to use and understand the English language.



1 Listen actively and try out language.

What to Do	Examples
Repeat what you hear.	<p>You hear: 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."

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Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
Definition Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous refers to something that causes harm or injury.
Restatement Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, or result in injuries to climbers.
Synonym Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. Also dangerous are very high altitudes that make it hard to breathe.
Antonym Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, but special gear keeps the climbers safe.
Examples Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. For example , they carry extra food, equipment for heavy snowfall, and first-aid kits.

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Vocabulary Strategies, *continued*

Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
 - key = button
 - + board = flat surface
 - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



laptop means "small portable computer," not "the top of your lap"

Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange
The prefix *re-* means "again." The word *arrange* means "to put in order."
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

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Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er
verb
The word *teach* means "to give lessons." The suffix *-er* means "one who."
A **teacher** is "a person who gives lessons."
noun
2. Put the meanings of the word parts together.

Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**
inter + rupt + ion
prefix **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**
inter + rupt + ion = interruption
break **a break in activity**

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Vocabulary Strategies, *continued*

Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert as sluggishly as a snail .	Cory and a snail	They both move very slowly.
His skin was like sheets of sandpaper .	skin and sandpaper	They are both rough and very dry.

Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The sun's rays were a thousand bee stings on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only companion was thirst .	friend and thirst	His thirst was always there with him.

Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The angry sun kept punishing him.	sun	has feelings
A cactus reached out to him.	cactus	is able to be friendly

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Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:

If the topic is Mars, I'm **all ears**.

Break a leg!

Rachel had to **eat her words**.

Give me a break!

Hang on.

I'm **in a jam**.

The joke was so funny, Lisa **laughed her head off**.

Juan was **steamed** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

I'm so tired, I just want to **veg out**.

Rob and Zak are together **24-seven**.

You can say that again.

Zip your lips!

What you mean:

If the topic is Mars, I'll **listen very carefully**.

Good luck!

Rachel had to **say she was wrong**.

That's ridiculous!

Wait.

I'm **in trouble**.

The joke was so funny, Lisa **laughed very hard**.

Juan was **very angry** when I lost his video game.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **all the time**.

I totally agree with you.

Be quiet!



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Reading Strategies

Good readers use a set of strategies before, during, and after reading. Knowing which strategy to use and when will help you understand and enjoy all kinds of text.



Plan and Monitor

Good readers have clear plans for reading. Remember to:

- **Set a purpose** for reading. Ask yourself: Why am I reading this? What do I hope to get from it?
- **Preview** what you are about to read. Look at the title. Scan the text, pictures, and other visuals.
- **Make predictions**, or thoughtful guesses, about what comes next. Check your predictions as you read. Change them as you learn new information.

Monitor, or keep track of, your reading. Remember to:

- **Clarify ideas and vocabulary** to make sure you understand what the words and passages mean. Stop and ask yourself: Does that make sense?
- **Reread, read on, or change your reading speed** if you are confused.



Determine Importance

How can you keep track of all the facts and details as you read? Do what good readers do and focus on the most important ideas.

- Identify the **main idea**. Connect details to the main idea.
- **Summarize** as you read and after you read.



Ask Questions

Asking yourself questions as you read keeps your mind active. You'll ask different types of questions, so you'll need to find the answers in different ways.

- Some questions are connected to answers **right there** in the text.
- Others cover more than one part of the text. So, you'll have to **think and search** to find the answers.

Not all answers are found in the book.

- **On your own** questions can focus on your experiences or on the big ideas of the text.
- **Author and you** questions may be about the author's purpose or point of view.

620

Page 620



Visualize

Good readers use the text and their own experiences to picture a writer's words. When you **visualize**, use all your senses to see, hear, smell, feel, and taste what the writer describes.



Make Connections

When you make connections, you put together information from the text with what you know from outside the text. As you read, think about:

- **your own ideas and experiences**
- what you know about the **world** from TV, songs, school, and so on
- **other texts** you've read by the same author, about the same topic, or in the same genre.



Make Inferences

Sometimes an author doesn't tell a reader everything. To figure out what is left unsaid:

- Look for what the author emphasizes.
- Think about what you already know.
- Combine what you read with what you know to figure out what the author means.



Synthesize

When you **synthesize**, you put together information from different places and come up with new understandings. You might:

- **Draw conclusions**, or combine what you know with what you read to decide what to think about a topic.
- **Form generalizations**, or combine ideas from the text with what you know to form an idea that is true in many situations.

621

Page 621

Writing and Research

Writing is one of the best ways to express yourself. Sometimes you'll write to share a personal experience. Other times, you'll write to give information about a research topic. Whenever you write, use the following steps to help you say what you want clearly, correctly, and in your own special way.

Prewrite

When you prewrite, you choose a topic and collect all the details and information you need for writing.

- 1 **Choose a Topic and Make a Plan** Think about your writing prompt assignment or what you want to write about.

- Make a list. Then choose the best idea to use for your topic.
- Think about your writing role, audience, and form. Add those to a RAFT chart.
- Jot down any research questions, too. Those will help you look for the information you need.

RAFT Chart

Role: scientist
Audience: my teacher and classmates
Form: report
Topic: honeybees

- 2 **Gather Information** Think about your topic and your plan. Jot down ideas. Or, use resources like those on pages 623–627 to find information that answers your questions. Take notes.



622

Page 622

Use Information Resources

Books

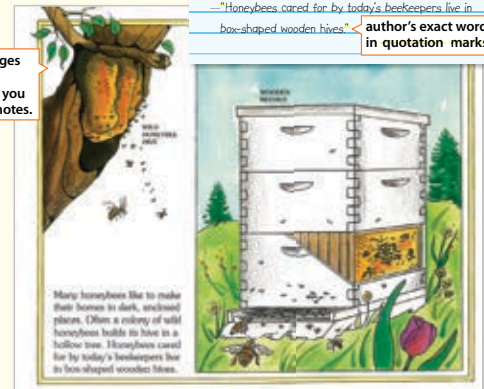


A book is a good source of information.

Notecard

Where do honeybees live? **research question**
 The Honey Makers, by Gail Gibbons, page 6 **name of source**
 —Many honeybees live in dark places like hollow trees. **notes in your own words**
 —“Honeybees cared for by today’s beekeepers live in box-shaped wooden hives.” **author’s exact words in quotation marks**

Read the pages to find the information you need. Take notes.



623

Page 623

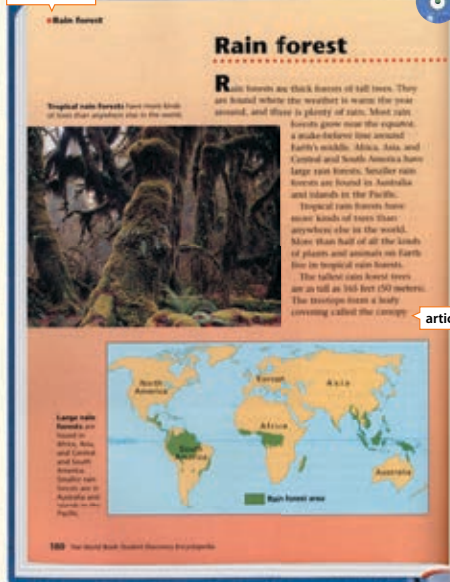
Writing and Research, continued

Encyclopedias

Each encyclopedia volume has facts about different topics.



guide words



1. Look up your topic in the correct encyclopedia **volume** or on the **CD-ROM**.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

article

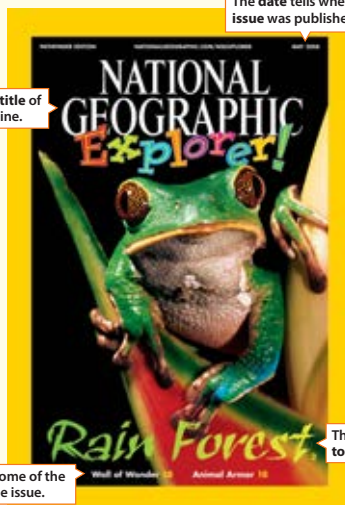
624

Page 624

Magazines

The date tells when the issue was published.

This is the title of the magazine.



This is the main topic of the issue.

These are some of the topics in the issue.

... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person's answers.
- Choose the notes you'll use for your writing



625

Page 625

Writing and Research, *continued*

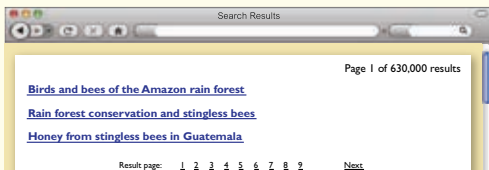
Internet

The Internet is a connection of computers that share information through the World Wide Web. It is like a giant library. Check with your teacher for how to access the Internet from your school.

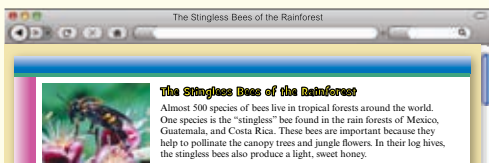
1. Go to a search page. Type in your key words. Click Search.



2. Read the list of Web sites, or pages, that have your key words. The underlined words are links to the Web sites.



3. Click on a link to go directly to the site, or Web page. Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.

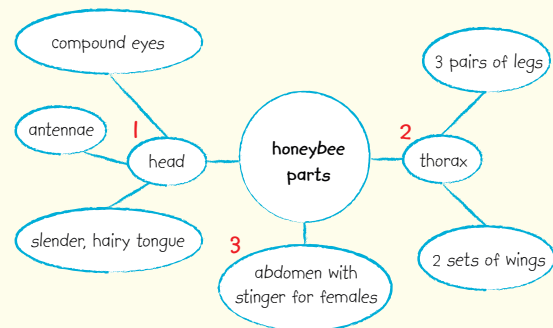


626

Page 626

4. **Get Organized** Think about all the details you've gathered about your topic. Use a list, a chart, or other graphic organizer to show what you'll include in your writing. Use the organizer to show the order of your ideas, too.

Cluster



Outline

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits
 - B. turn nectar into honey
- II. Honeybee homes
 - A. around the world
 - B. hives



627

Page 627

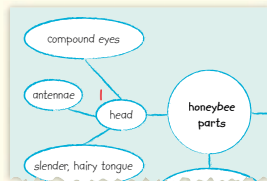
Writing and Research, *continued*

Draft

When you write your first draft, you turn all your ideas into sentences. You write quickly just to get all your ideas down. You can correct mistakes later.

Cluster

Turn your main idea into a topic sentence. Then add the details.



Beginning of a Description

One main part of a honeybee is the head. The bee's head seems to be mostly eyes! They are called compound eyes and have a lot of tiny lenses in them.

Outline

Turn the main idea after each Roman numeral into a topic sentence. Then turn the words next to the letters and numbers into detail sentences that tell more about the main idea.

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits

Beginning of a Report

The Helpful, Sweet Honeybee

You may think that all the honeybee does is make honey. But, believe it or not, this insect is always busy with another important job.

A honeybee helps keep plants growing. It helps to spread the pollen flowers and trees need to start new plants.

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Revise

When you revise, you make changes to your writing to make it better and clearer.

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your main points.

You are describing a honeybee's hive. Isn't a bee's nest the same as a hive?

Yes, it is. I don't need the word "nest," so I'll take it out.

Your partner can help you discover what is unclear or what you need to add. Use your partner's suggestions to decide what you can do to make your writing better.

2. **Make Changes** Think about your draft and what you and your partner discussed. What changes will you make? Use Revising Marks to mark your changes.

In the wild, honeybee scouts look for places to make hives and nests. The opening needs to be high off the ground. They look for openings in hollow tree trunks. That way the hive will be safe from predators harmful animals. A hive needs to hold thousands of bees and all they gather. The best bee's nest will also face south so it stays warm.

Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

629

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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.

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.



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.



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.

Writing Traits, *continued*

Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



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Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

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Grammar, Usage, Mechanics, and Spelling

Sentences

A sentence expresses a complete thought.

Kinds of Sentences

There are four kinds of sentences.

A **statement** tells something. It ends with a **period**.

Ned is at the mall now.
He needs a new shirt.

A **question** asks for information. It ends with a **question mark**.

Where can I find the shirts?

Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is, Do, Can, Are,** and **Will**.

Do you have a size 10?
Answer: Yes.
Are these shirts on sale?
Answer: No.

Other questions ask for more information. They start with words such as **Who, What, Where, When,** and **Why**.

What colors do you have?
Answer: We have red and blue.
Where can I try this on?
Answer: You can use this room.

An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

This is such a cool shirt!
I love it!

A **command** tells you what to do or what not to do. It usually begins with a **verb** and ends with a period.

Please bring me a size 10.
Don't open the door yet.

If a command shows strong emotion, it ends with an exclamation mark.

Wait until I come out!



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Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."

That is **not** a good color for me.
I can't find the right size.

Complete Sentences

A complete sentence has two parts.

The **subject** tells whom or what the sentence is about.

My friends buy clothes here.
The other store has nicer shirts.

The **predicate** tells what the subject is, has, or does.

My friends buy clothes here.
The other store has nicer shirts.

Subjects

All the words that tell about a subject is the **complete subject**.

My younger sister loves the toy store.

The **simple subject** is the most important word in the complete subject.

My younger sister loves the toy store.

A **compound subject** has two nouns joined together by the words **and** or **or**.

Terry and Brittany never shop at this store.
My mom or my dad always comes with me.

Predicates

All the words in the predicate is the **complete predicate**.

The stores open today at nine.

The **simple predicate** is the **verb**. It is the most important word in the predicate.

The stores open today at nine.

A **compound predicate** has two or more verbs that tell about the same subject. The verbs are joined by **and** or **or**.

We eat and shop at the mall.
Sometimes we see a movie or just talk with our friends.

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Sentences *(continued)*

Compound Sentences

When you join two sentences together, you can make a compound sentence.

Use a comma and the conjunction and to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, and I go with them.
Use a comma and the conjunction but to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, but I ride my bike.
Use a comma and the conjunction or to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, or you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An independent clause expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A dependent clause does not express a complete thought. It is not a sentence.	before it gets busy
To make a complex sentence , join an independent clause with one or more dependent clauses . If the dependent clause comes first, put a comma after it.	Before it gets busy, Mom and her friends walk around the mall for exercise.



Nouns

Nouns name people, animals, places, or things.

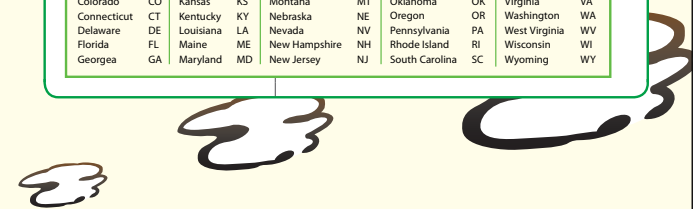
Common Nouns and Proper Nouns

There are two kinds of nouns.

A common noun names any person, animal, place, or thing of a certain type.	I know that girl . She rides a horse . I sometimes see her at the park . She walks her dog there.
A proper noun names a particular person, animal, place, or thing.	I know Marissa . I sometimes see her at Hilltop Park . She walks her dog Chase there.
<ul style="list-style-type: none"> Start all the important words with a capital letter. Start the names of streets, cities, and states with a capital letter. Also use capital letters when you abbreviate state names. 	Her family is from Dallas, Texas . They live on Crockett Lane .

Abbreviations for State Names in Mailing Addresses

Alabama	AL	Hawaii	HI	Massachusetts	MA	New Mexico	NM	South Dakota	SD
Alaska	AK	Idaho	ID	Michigan	MI	New York	NY	Tennessee	TN
Arizona	AZ	Illinois	IL	Minnesota	MN	North Carolina	NC	Texas	TX
Arkansas	AR	Indiana	IN	Mississippi	MS	North Dakota	ND	Utah	UT
California	CA	Iowa	IA	Missouri	MO	Ohio	OH	Vermont	VT
Colorado	CO	Kansas	KS	Montana	MT	Oklahoma	OK	Virginia	VA
Connecticut	CT	Kentucky	KY	Nebraska	NE	Oregon	OR	Washington	WA
Delaware	DE	Louisiana	LA	Nevada	NV	Pennsylvania	PA	West Virginia	WV
Florida	FL	Maine	ME	New Hampshire	NH	Rhode Island	RI	Wisconsin	WI
Georgia	GA	Maryland	MD	New Jersey	NJ	South Carolina	SC	Wyoming	WY



Nouns *(continued)*

Singular and Plural Count Nouns

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add -s to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes
For count nouns that end in a consonant plus y , change the y to i and then add -es . For nouns that end in a vowel plus y , just add -s .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children



Noncount Nouns

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

Weather Words	fog heat lightning thunder rain YES: Thunder and lightning scare my dog. NO: Thunders and lightnings scare my dog.
Food Words Some food items can be counted by using a measurement word such as cup, slice, glass, or head plus the word of . To show the plural form, make the measurement word plural.	bread corn milk rice soup YES: I'm thirsty for milk . I want two glasses of milk . NO: I'm thirsty for milks. I want milks.
Ideas and Feelings	fun help honesty luck work YES: I need help to finish my homework. NO: I need helps to finish my homework.
Category Nouns	clothing equipment mail money time YES: My football equipment is in the car. NO: My football equipments is in the car.
Materials	air gold paper water wood YES: Is the water in this river clean? NO: Is the waters in this river clean?
Activities and Sports	baseball dancing golf singing soccer YES: I played soccer three times this week. NO: I played soccers three times this week.

Grammar, Usage, Mechanics, and Spelling *continued*

Nouns (continued)

Words That Signal Nouns

The articles *a, an, some,* and *the* help identify a noun. They often appear before count nouns.

Use a, an, or some before a noun to talk about something in general.	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.
Use an instead of a before a word that begins with a vowel sound.	
Do not use a or an before a noncount noun.	He drives in a snow, a fog, or a ice to get here.
Use the to talk about something specific.	Uncle Raul is the uncle I told you about. The jokes he tells make me laugh!
Do not use the before the name of:	
<ul style="list-style-type: none"> • a city or state • most countries • a language • a day, month, or most holidays 	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.
<ul style="list-style-type: none"> • a sport or activity • most businesses • a person's name 	
The words <i>this, that, these,</i> and <i>those</i> point out nouns. Like other adjectives, they answer the question "Which one?"	
Use this or these to talk about things that are near you.	This book has a lot of photographs.
Use that or those to talk about things that are far from you.	Those books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

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.



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Grammar, Usage, Mechanics, and Spelling *continued*

Pronouns


A pronoun takes the place of a noun or refers to a noun.

Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital I to talk about yourself.	I am Jack. I want to find out about Mars.	Are you interested in Mars, too?
Use you to speak to another person.		
Use she for a girl or a woman.	Julia thinks Mars is a good topic. She will help write a report about the planet.	
Use he for a boy or a man.	Jack downloaded some photos. He added the pictures to the report.	
Use it for a thing.	The report is almost done. It will be interesting to read.	

Be sure you are talking about the right number of people or things.

Use you to talk to two or more people.	Are you prepared for tomorrow?	Yes. Sam and I are ready. We give a report tomorrow.
Use we for yourself and one or more other people.		
Use they for other people or things.	Scott and Tyrone set up the video camera. They will record each presentation.	

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Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.	Julia is a good speaker.	Subject Pronouns							
	She tells the class about Mars.	<table border="1"> <tr> <th>Singular</th> <th>Plural</th> </tr> <tr> <td>I</td> <td>we</td> </tr> <tr> <td>you</td> <td>you</td> </tr> <tr> <td>he, she, it</td> <td>they</td> </tr> </table>	Singular	Plural	I	we	you	you	he, she, it
Singular	Plural								
I	we								
you	you								
he, she, it	they								
	The photos show the surface of Mars.								
	They are images from NASA.								

Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An object pronoun answers the question "What" or "Whom."	The class asked Jack and Julia about Mars.	Object Pronouns								
Object pronouns come after a verb or a preposition such as to, for, at, of, or with.	The class asked them about Mars.									
	Jack put the report online.	<table border="1"> <tr> <th>Singular</th> <th>Plural</th> </tr> <tr> <td>me</td> <td>us</td> </tr> <tr> <td>you</td> <td>you</td> </tr> <tr> <td>him, her, it</td> <td>them</td> </tr> </table>	Singular	Plural	me	us	you	you	him, her, it	them
Singular	Plural									
me	us									
you	you									
him, her, it	them									
	Jack put it online.									

Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use mine .	I wrote a report about the sun. The report about the sun is mine.	Possessive Pronouns								
Use ours to show that you and one or more people own something.	Meg, Bob, and I drew diagrams. The diagrams are ours.									
Use yours to show that something belongs to one or more people you are talking to.	Have you seen my report, Matt? Yes, that report is yours.	<table border="1"> <tr> <th>Singular</th> <th>Plural</th> </tr> <tr> <td>mine</td> <td>ours</td> </tr> <tr> <td>yours</td> <td>yours</td> </tr> <tr> <td>his, hers</td> <td>theirs</td> </tr> </table>	Singular	Plural	mine	ours	yours	yours	his, hers	theirs
Singular	Plural									
mine	ours									
yours	yours									
his, hers	theirs									
Use his for one boy or man. Use hers for one girl or woman.	Here is Carole's desk. The desk is hers.									
For two or more people, places, or things, use theirs .	Ross and Clare made posters. The posters are theirs.									

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Adjectives

An adjective describes, or tells about, a noun.

How Adjectives Work

Usually, an adjective comes before the noun it tells about. But, an adjective can also appear after verbs such as *is, are, look, feel, smell,* and *taste*.

You can buy **delicious** fruits at the market.

All the fruit looks **fresh**.
The shoppers are **happy**.

Adjectives describe

- what something is like
- the size, color, and shape of something
- what something looks, feels, sounds, or smells like

The market is a **busy** place.

The **round, brown** baskets are filled with fruits and vegetables.

The **shiny** peppers are in one basket. Another basket has **crunchy** cucumbers. The pineapples are **sweet** and **juicy**.



Some adjectives tell "how many" or "in what order."

The sellers have **two** baskets of beans.

The **first** basket is near the limes.

If you can count what you see, use:

many	several	only a few	not any
a lot of	only a few	not any	no
few	some		

If you can't count what you see, use:

much	not much
a lot of	only a little
a little	not any
some	no

When you don't know the exact number of things, use the adjectives in the chart.

When there's a **lot** of sun, the sellers sit in the shade.

Possessive adjectives tell who owns something.

I pick out some oranges. **My** oranges are in the bag.

That basket is **Ryan's**.

His basket is full of apples.

The sellers' chairs are in the shade.

Their chairs are under umbrellas.

Adjectives That Compare

Adjectives can help you make a comparison, or show how things are alike or different.

To compare two things, add **-er** to the adjective. You will often use the word **than** in your sentence, too.

This is a **small** pineapple. The guava is **smaller than** the pineapple.



To compare three or more things, add **-est** to the adjective. Always use **the** before the adjective.

The lime is **the smallest** fruit of them all.

For some adjectives, change the spelling before you add **-er** or **-est**.

If the adjective ends in silent **e**, drop the final **e** and add **-er** or **-est**.

large	nice
larger	nicer
largest	nicest

If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty	crazy
prettier	crazier
prettiest	craziest

If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add **-er** or **-est**.

big	sad
bigger	sadder
biggest	saddest

A few adjectives have special forms for comparing things.

good	bad	little
better	worse	less
best	worst	least

For adjectives with three or more syllables, do not use **-er** or **-est** to compare. Use **more**, **most**, **less**, or **least**.

YES: Of all the fruit, the guavas are the **most colorful**.
NO: Of all the fruit, the guavas are the colorfulst.
YES: The oranges are **more delicious** than the pears.
NO: The oranges are deliciouster than the pears.

When you make a comparison, use either **-er** or **more**; or **-est** or **most**. Do **not** use both.

The oranges are the ~~more~~ juiciest of all the fruits.

Verbs

Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.

Action Verbs

An action verb tells what someone or something does.

The children **ride** bikes. They **wear** helmets for safety. They **pedal** as fast as they can.

The Verbs *Have* and *Be*

The verb **to have** tells what the subject of a sentence has.

I **have** a bicycle. It **has** twelve gears. My friend Pedro **has** a bicycle, too. Sometimes we **have** races.

Forms of the Verb *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 are 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.

The past tense form of a **regular verb** ends with **-ed**.

- For most verbs, just add **-ed**.
- For verbs that end in silent **e**, drop the final **e** before you add **-ed**.
- For one-syllable verbs that end in one vowel plus one consonant, double the final consonant before you add **-ed**.
- For verbs that end in **y**, change the **y** to **i** before you add **-ed**. For verbs that end in a vowel plus **y**, just add **-ed**.

Irregular verbs do not add **-ed** to show the past tense. They have special forms.

Yesterday, I **looked** for sports on TV.

I **watched** the race on TV.
The bikers **arrived** from all different countries.
They **raced** for several hours.

People **grabbed** their cameras.
They **snapped** pictures of their favorite racer.

I **studied** the racer from Italy.
I **stayed** close to the TV.

The Italian racer **was** fast.
He **broke** the speed record!

Some Irregular Verbs

Present Tense	Past Tense
begin	began
do	did
have	had
make	made
take	took
ride	rode
win	won



Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, (continued)

Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.
- use **am going to, are going to, or is going to** before the **main verb**.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

Tomorrow, Shelley **will clean** her bike.

She **will remove** all the dirt.

She **is going to remove** all the dirt.
I **am going to help** her.

The bike **will be** spotless.
Shelley **is going to be** pleased!

We **are not** going to stop until the bike shines.
Pedro **is not** going to believe it.
Her bike **will not** be a mess any longer.



Adverbs

An adverb tells more about a verb, an adjective, or another adverb.

How Adverbs Work

An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."

An **adverb** can make an **adjective** or another adverb stronger.

Some **adverbs** compare actions. Add **-er** to compare two actions. Add **-est** to compare three or more actions.

A few adverbs have special forms for comparing things.

If the adverb ends in **-ly**, use **more, most, less, or least** to compare the actions.

When you use **adverbs** to make a comparison with **-er, -est**, or with a special form, do not also use **more** or **most**.

Make sure to use an **adverb** (not an adjective) to tell about a verb.

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)

Josh is **really good** at baseball.
He plays **very well**.



Josh **runs fast**.
Josh runs **faster** than his best friend.
Josh runs the **fastest** of all the players.

well → better → best
badly → worse → worst

Josh drops a ball **less** frequently than the other players.

Josh jumps **more** higher than I do.
He is **more** better than I am at catching the ball.

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.	
Some prepositions show direction .	
Some prepositions tell when something happens .	before lunch in 2003 on September 16 during lunch in September at four o'clock after lunch in the afternoon from noon to 3:30
Other prepositions have many uses.	about among for to against at from with along except of without

Prepositional Phrases

A **prepositional phrase** starts with a **preposition** and ends with a **noun** or a **pronoun**. Use prepositional phrases to add information or details to your writing.

At our school, we did many activities **for Earth Day**.
 We picked up the trash **along the fence**.
 Then we planted some flowers **next to it**.



Capital Letters

A word that begins with a capital letter is special in some way.

How to Use Capital Letters

A word that begins with a capital letter is special in some way.

Use a capital letter at the beginning of a sentence.	O ur class is taking an exciting field trip. W e are going to an airplane museum.																										
Always use a capital letter for the pronoun I .	My friends and I can't wait!																										
Use a capital letter for a person's <ul style="list-style-type: none"> • first and last name • initials • title 	Matt J. Kelly and Matt Ross will ride with Dr. Bye , Magdalena and I are going with Mrs. Liu .																										
Use a capital letter for the names of <ul style="list-style-type: none"> • the days of the week and their abbreviations • the twelve months of the year and their abbreviations 	We're going the first S aturday in J anuary. <table border="0"> <tr> <td>Days of the Week</td> <td>Months of the Year</td> </tr> <tr> <td>Sunday Sun.</td> <td>January Jan.</td> </tr> <tr> <td>Monday Mon.</td> <td>February Feb.</td> </tr> <tr> <td>Tuesday Tue.</td> <td>March Mar.</td> </tr> <tr> <td>Wednesday Wed.</td> <td>April Apr.</td> </tr> <tr> <td>Thursday Thurs.</td> <td>May</td> </tr> <tr> <td>Friday Fri.</td> <td>June</td> </tr> <tr> <td>Saturday Sat.</td> <td>July</td> </tr> <tr> <td></td> <td>August Aug.</td> </tr> <tr> <td></td> <td>September Sep.</td> </tr> <tr> <td></td> <td>October Oct.</td> </tr> <tr> <td></td> <td>November Nov.</td> </tr> <tr> <td></td> <td>December Dec.</td> </tr> </table> <p><i>(Note: These months are not abbreviated.)</i></p>	Days of the Week	Months of the Year	S unday S un.	J anuary J an.	M onday M on.	F ebruary F eb.	T uesday T ue.	M arch M ar.	W ednesday W ed.	A pril A pr.	T hursday T hurs.	M ay	F riday F ri.	J une	S aturday S at.	J uly		A ugust A ug.		S eptember S ep.		O ctober O ct.		N ovember N ov.		D ecember D ec.
Days of the Week	Months of the Year																										
S unday S un.	J anuary J an.																										
M onday M on.	F ebruary F eb.																										
T uesday T ue.	M arch M ar.																										
W ednesday W ed.	A pril A pr.																										
T hursday T hurs.	M ay																										
F riday F ri.	J une																										
S aturday S at.	J uly																										
	A ugust A ug.																										
	S eptember S ep.																										
	O ctober O ct.																										
	N ovember N ov.																										
	D ecember D ec.																										
Use a capital letter for each important word in the names of special days and holidays.	That will be after C hristmas, K wanzaa, and N ew Y ear's D ay. E arth D ay F ourth of J uly H anukkah T hanksgiving																										

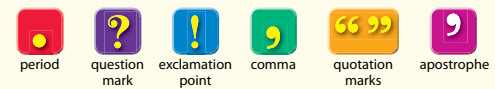
Capital Letters, (continued)

More Ways to Use Capital Letters

Use a capital letter for each important word in the names of <ul style="list-style-type: none"> • public places, buildings, and organizations • streets, cities, and states • landforms and bodies of water, continents, and planets and stars 	The W ilson A irplane M useum is in the V eterans M emorial H all. It's in the middle of V eterans P ark, right next to the P iney W oods Z oo. The museum is on F light A venue. It is the biggest airplane museum in F lorida. It's the biggest in the whole U nited S tates! <table border="0"> <tr> <td>Landforms and Bodies of Water</td> <td>Continents</td> <td>Planets and Stars</td> </tr> <tr> <td>Rocky Mountains</td> <td>Africa</td> <td>Earth</td> </tr> <tr> <td>Sahara Desert</td> <td>Antarctica</td> <td>Mars</td> </tr> <tr> <td>Grand Canyon</td> <td>Asia</td> <td>the Big Dipper</td> </tr> <tr> <td>Pacific Ocean</td> <td>Australia</td> <td>the Milky Way</td> </tr> <tr> <td>Colorado River</td> <td>Europe</td> <td></td> </tr> <tr> <td>Lake Erie</td> <td>South America</td> <td></td> </tr> <tr> <td></td> <td>North America</td> <td></td> </tr> </table>	Landforms and Bodies of Water	Continents	Planets and Stars	R ocky M ountains	A frica	E arth	S ahara D esert	A ntarctica	M ars	G rand C anyon	A sia	the B ig D ipper	P acific O cean	A ustralia	the M ilky W ay	C olorado R iver	E urope		L ake E rie	S outh A merica			N orth A merica	
Landforms and Bodies of Water	Continents	Planets and Stars																							
R ocky M ountains	A frica	E arth																							
S ahara D esert	A ntarctica	M ars																							
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 M agdalena 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. M agdalena wrote a poem about A melia E arhart. She called it " V anished from the S ky." What a great title!																								

Punctuation Marks

Punctuation marks make words and sentences easier to understand.



Period

Use a period at the end of a statement or a command.	I don't know if I should get a dog or a cat. Please help me decide.
Also use a period when you write a decimal, or to separate dollars from cents.	I saw a cute little dog last week. It only weighed 1.3 pounds. But it costs \$349.99!
Use a period after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.	The salesperson gave me this business card: TX is the abbreviation for the state of Texas.

Question Mark

Use a question mark <ul style="list-style-type: none"> • at the end of a question • after a question that comes at the end of a statement. 	Do you want to go to the pet store with me? You can go right now, can't you?
---	---

Exclamation Point

Use an exclamation point at the end of a sentence to show strong feelings.	I'm glad you decided to come! This is going to be fun!
---	---

Grammar, Usage, Mechanics, and Spelling *continued*

Punctuation, *(continued)*

Commas

Use a **comma**

- when you write large numbers
- to separate three or more things in the same sentence
- before the words **and**, **but**, or **or** in a compound sentence.

There are more than 1,300 pets at this store.
Should I get a dog, a cat, or a parrot?
I came to the store last week, and the salesperson showed me some dogs.
She was very helpful, but I couldn't make a decision.

Use a **comma** to set off

- short words like **Oh**, **Yes**, and **Well** that begin a sentence
- someone's exact words

Oh, what a hard decision!
Well, I'd better choose something.
The salesperson said, "This little dog wants to go with you."
I said, "I like it, but I like those cats, too!"

Use a **comma** between two or more adjectives that tell about the same noun.

Do I get a big, furry puppy?
Or do I get a cute, tiny kitten?

Use a **comma** in letters

- between the city and state
- between the date and the year
- after the greeting in a friendly letter
- after the closing

177 North Avenue
New York, NY 10033
October 3, 2010

Dear Aunt Mia,

Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.

Your niece,
Becca

Quotation Marks

Use quotation marks

- to show a speaker's exact words
- to show the exact words from a book or other printed material
- the title of a magazine or newspaper article
- the title of a chapter from a book.

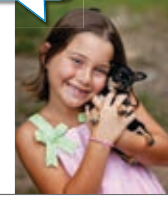
"Ms. Perry, this is the dog for me!" Becca said.

The ad said "friendly puppies" for sale.

I saw the idea in the article "Keeping Your Pet Happy."

Now I'm on the chapter "Working Dogs" in my book.

Ms. Perry, this is the dog for me!



Use periods and commas inside quotation marks.

"Many dogs are good with people," Ms. Perry said.
"You just have to decide if you want to big dog or a little one."

Apostrophes

Use an **apostrophe** when you write a **possessive noun**.

My **neighbor's** dog is huge.
The **Smiths'** yard is just big enough for him.

Use an **apostrophe** to replace the letter or letters left out in a **contraction**.

Let's go back to the pet store.
I'll look some more for the best pet for me.








































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.

The **sample sentence** uses the word in a way that shows its meaning.

magnify
(mag-nu-fi) *verb*

When you **magnify** something you make it appear larger.

The **picture** helps you understand more about the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

The butterfly wings are easier to see when you magnify them.

part of speech

The **definition** gives the meaning of the word.

abolish ► analyze

abolish
(u-bah-lish) *verb*

When you officially end something, you **abolish** it.



The scientist works to abolish disease.

absorb
(ub-zorb) *noun*

When you take something in and hold it, you **absorb** it.



The sponge absorbs the water.

access
(ak-ses) *noun*


When you have **access** to something, you can get or use it.



At a library you have access to many books.

acquire
(u-kwir) *verb*


When you **acquire** something, it becomes yours.



She acquired a shirt from her mom.

adapt
(u-dapt) *verb*


If you **adapt**, you change.



Visitors to Japan must adapt to a new way of eating.

advantage
(ud-van-tij) *noun*


An **advantage** is something that helps you.



Being fast is an advantage in tennis.

affect
(u-fekt) *verb*

If something **affects** you, it changes you or your situation.



The snow can affect your plans.

alternate
(awl-tur-nut) *adjective*


Alternate means different.



They must find an alternate location.

analyze
(a-nu-liz) *verb*

To **analyze** means to examine in detail.




She analyzed the cell under a microscope.

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-gy-u-munt) *noun*


An **argument** is a reason for a viewpoint.



There are arguments for keeping our streets clean.

assume
(u-siim) *verb*

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



Don't assume you know the way. Check your map!

atmosphere
(at-mu-sfeur) *noun*

The **atmosphere** is a mixture of gasses that are all around a planet.



The sky divers made a circle in the atmosphere.

availability
(u-va-lu-bi-lu-te) *noun*


Availability means having access.



The availability of books inspired him to read.

balance
(ba-luns) *noun*

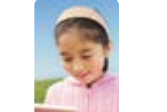
You create **balance** by giving the right amount of importance to different things.



It is good to have a balance of work and play time.

barrier
(ber-er) *noun*


A **barrier** prevents you from getting to something.



The wall was a barrier to freedom.

barrier
(ber-er) *noun*

A **barrier** prevents you from getting to something.




Banana peels are biodegradable.

behavior ► capacity

behavior
(bi-ha-vyur) *noun*

Behavior is the way a person acts.



Their bad behavior got them in trouble.

benefit
(be-nu-fit) *noun*


A **benefit** is something that helps.



Fresh air and exercise are benefits of playing soccer.

biodegradable
(bi-o-di-grad-du-bul) *adjective*


When things are **biodegradable**, they break down.



Banana peels are biodegradable.

boomtown
(bim-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-ru) *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
(ku-pa-su-te) *noun*

Capacity is how much something can hold.




This bucket has a capacity for one gallon of water.

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carnivore > **classify**

carnivore (kar-nu-vor) *noun*
A **carnivore** is an animal that eats other animals.




A lion is a **carnivore**.

chlorophyll (klor-u-fil) *noun*
Chlorophyll is the green part of plants that lets them use sunlight to help make their food.




Chlorophyll is what makes plants look green.

claim (klām) *noun*
A **claim** is something that a person has a legal right to. An area of land was often called a claim.




Many prospectors found gold on their **claims**.

challenge (cha-lun) *noun*
A **challenge** is a difficult task or situation.



Carrying all the books at once is a **challenge**.

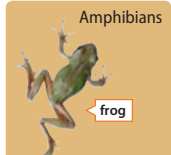
channel (cha-nul) *verb*
When you **channel** something, you move it from one area to another.




Farmers use pipes to **channel** water to the field.

classify (kla-su-fi) *verb*
When you **classify** things, you put them into groups based on their similarities.


Amphibians



frog




toad



salamander


You can **classify** frogs, toads, and salamanders as **amphibians**.

circuit (sur-kut) *noun*
A **circuit** is the path that electrical current will flow through.



When electricity goes through the **circuit**, the light bulb turns on.

citizenship (si-tu-zun-ship) *noun*
Citizenship is belonging to a country. Citizenship also gives you the rights and duties of that country.




Her **citizenship** makes her proud and happy.

664


climate > **consumer**

climate (kli-mut) *noun*
Climate is the type of weather that usually happens in an area.




Penguins live in a cold **climate**.

conduct (kon-duk) *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.

665


cooperate > **custom**

cooperate (kō-ah-pu-rāt) *verb*
When you **cooperate**, you work together.




We **cooperated** to clean up the messy room.

cost (kawst) *noun*
The **cost** of something is how much you pay to buy it.




The **cost** of gas changes all the time.

country (kun-trē) *noun*
A **country** is an area that has its own laws and government.




People can travel from one **country** to another.

course (kors) *noun*
A **course** is the direction or route something goes in.




The river's **course** takes it all the way to the ocean.

credit (kred-it) *noun*
If someone uses **credit** to pay for something, it means they will pay for it later.




She buys the flowers on **credit**.

current (kur-unt) *noun*
The **current** is the movement of electricity through a wire.




If the electric **current** does not reach my TV, I can't turn it on.

custom (kus-tum) *noun*
A **custom** is a tradition in a culture or a society.



It is their **custom** to go see the parade on the 4th of July.




It's part of their culture to **celebrate** Cinco de Mayo.

666


debate > **development**

debate (di-bāt) *verb*
When you **debate** an idea, you talk about it with someone who has a different opinion.




The boys **debated** which sport is best.

debts (det) *noun*
A **debt** is something you have to pay back.



She borrowed a dollar, and will pay back the **debt** next week.

decrease (di-krēs) *verb*
To **decrease** means to become less or smaller.




When I spend money, my savings **decrease**.

demand (di-mands) *noun*
Demands are things people ask for strongly.



Respect for one and all are her **demands**.

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.

deplete (di-plēt) *verb*
When you **deplete** something, you use it up.



They **depleted** the forest of trees.

determine (di-tur-mun) *verb*
To **determine** is to decide something.



The doctor **determined** that her patient had the flu.

development (di-ve-lup-munt) *noun*
Development is growth and progress.



This is a new **development** in technology.

667

discovery > **effect**

discovery
(dis-ku-vu-rē) *noun*
A **discovery** is something new that someone finds.



This leopard is a new **discovery**.

distribution
(dis-tru-byū-shun) *noun*
Distribution is the way something is divided.



This shows an equal **distribution** of pizza.

economy
(i-keh-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.

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.

employment
(im-ploi-munt) *noun*
Employment is work someone does to earn money.



His **employment** brings in extra money.

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.

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.

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.

establish
(i-sta-blish) *verb*
Establish means to put a person or thing in a successful position.




The win **established** him as captain.

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.

evaporation
(i-vā-pu-rū-shun) *noun*
Evaporation is when a liquid changes into a gas or steam.




Evaporation happens when mom makes tea.

event
(i-vent) *noun*
An **event** is something that happens.




The street fair is a big **event**.

evidence
(e-vu-duns) *noun*
You use **evidence** to prove an idea.



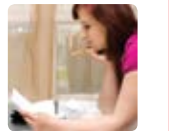
The ball was **evidence** of how the window was broken.

expansion
(ik-span-shun) *noun*
Expansion is when something gets bigger.




Blowing into a balloon causes its **expansion**.

expenses
(ik-spens-ez) *noun*
Expenses are the money spent on something.



Her medical **expenses** cost less than she expected.

explanation
(ek-splū-nā-shun) *noun*
An **explanation** gives a reason or makes something easy to understand.




The teacher's **explanation** of DNA was helpful.

670


explore > **ghost town**

explore
(ik-splor) *verb*
To **explore** means to look around a new place.




They found a new river to **explore**.

favorable
(fā-vu-ru-bul) *adjective*
Something that is **favorable** is good.




They had **favorable** weather for the party.

food chain
(fūd-chān) *noun*
A **food chain** is a sequence of plants and animals in which each feeds on the one below it.




Cats and mice are part of a **food chain**.

foreign
(for-en) *adjective*
If something is **foreign** to you, it is something you have not seen before or is from another country.




You can identify some **foreign** money by the images on it.

freedom
(frē-dum) *noun*
Freedom is being able to say, think, and do what you want.




A bird has the **freedom** to fly.

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**.

frontier
(frun-tear) *noun*
A **frontier** is a new place where few, or no, people live.



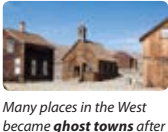
Space is a **frontier** for us to explore.

generate
(je-nu-rāt) *verb*
When you **generate** something, you make it.



This family **generates** a lot of trash.

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
(u-pöz) *verb*
Oppose means to disagree with an idea or action.




They protested to **oppose** the government's decision.

organization
(or-gu-nu-zä-shun) *noun*
An **organization** is a business or other official group.




This **organization** helps lost pets.

opportunity
(ah-pur-tü-nu-tē) *noun*
An **opportunity** is a good chance to do something.



There is a job **opportunity** here.

origin
(or-u-jün) *noun*
An **origin** is the beginning of something or where something came from.



The **origin** of chocolate is the cacao bean.

675

partnership > **power**

partnership (part-nur-ship) *noun*
Individuals in a **partnership** work together and share the results of their work.



*The kids formed a **partnership** to sell cookies and lemonade.*

plantation (plan-tā-shun) *noun*
A **plantation** is a large farm, usually in a hot place, which grows crops such as coffee, cotton, or sugar.



*This tea **plantation** is in Japan.*

plastic (plas-tik) *noun*
Plastic is a synthetic, or human-made material, which is light weight. It is used for making many things.



*The toy duck is made of **plastic**.*

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.*

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**.*

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**.*

676

precipitation > **reduce**

precipitation (pri-si-pu-tā-shun) *noun*
Precipitation is rain, sleet, snow, or hail.



*When there is **precipitation**, it's good to take an umbrella.*

producer (pru-dū-sur) *noun*
A **producer** makes things.



*This bush is a **producer** of blueberries.*

profit (prah-fut) *noun*
Profit is when someone sells something for more than it cost to buy or make.



*Our house sold for a large **profit**.*

propose (prō-pōz) *verb*
Propose means to suggest something, such as an action.



*He **proposes** that his mom buy the blue shirt.*

protest (prō-test) *verb*
When you **protest**, you show that you do not like or agree with something.



*She **protests** that the paper was due the day before.*

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.*

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.*

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.*

rely (ri-li) *verb*
If you **rely** on something, you need it.



*We **rely** on electricity in our home.*

renewable (ri-nū-u-bul) *adjective*
Something is **renewable** when you can't use up all of it.



*Wind is a **renewable** resource.*

require (ri-kwir) *verb*
Require means to need.




*A plant **requires** sunlight to survive.*

678


reservation > **services**

reservation (re-zur-vā-shun) *noun*
Reservations are places Native Americans were moved to in the 1800s.




*These Minionjou Sioux Native Americans are camping in tipis on a **reservation** in South Dakota.*

reuse (rē-yūz) *verb*
When you **reuse** something you use it again instead of throwing it into the trash.




*We **reused** this egg carton to sprout seeds.*

responsibility (ri-spon-su-bi-lu-tē) *noun*
A **responsibility** is something you should do.



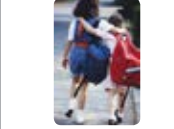
*It is my **responsibility** to walk the dog.*

risk (risk) *verb*
When you **risk** something, you are in danger of losing or harming it.




*If she does not wear a helmet, she **risks** hurting herself.*

route (rūt) *noun*
A **route** is a path to go someplace.




*Do you take the shortest **route** to school?*

runoff (run-of) *noun*
Runoff is water that starts as rain or snow on land, and ends up going into the ocean.




*When ice melts, the **runoff** flows into the sea.*

scarcity (skair-su-tē) *noun*
If there is a **scarcity** of something, there is not enough of it.



*There's a **scarcity** of water here.*

services (sur-vū-sez) *noun*
A **service** is work someone does for money, such as delivering mail.




*Delivering the mail is a **service**.*

679


settler > **specialize**

settler
(set-lur) *noun*
A **settler** is someone who moves to a new area to live.




These pioneers were **settlers** in the western United States.

shortage
(shor-tij) *noun*
Shortage is when you don't have enough.




In a water **shortage**, the grass turns dry and brown.

slavery
(slā-vu-rē) *noun*
Slavery is when one person owns another person.




Slavery was abolished in the United States by an amendment to our Constitution.

society
(sū-sī-u-rē) *noun*
A **society** is a group of people who share rules and customs.




Our **society** has safety rules.

solar
(sō-lur) *adjective*
Solar is something that comes from the sun.




Solar power heats and cools this home.

solution
(sū-lī-shun) *noun*
A **solution** is something that solves a problem.



Reading is a good **solution** for boredom.

specialize
(spe-shu-liz) *verb*
To **specialize** is to learn or know a lot about one thing.




He **specializes** in fixing bicycles.

680


speculate > **thermal**

speculate
(spe-kyu-lā) *verb*
When you **speculate**, you make a guess.




They **speculate** that people will buy lemonade.

store
(stor) *verb*
When you **store** something, you keep it somewhere until it is needed.




They **store** their stuffed bunny with the towels.

strike
(strik) *noun*
When people **strike**, they don't work because they do not agree with the boss or the company they work for.




These people are on **strike**.

supply
(su-plī) *verb*
To **supply** means to provide things people need.




Farms **supply** us with vegetables, such as lettuce.

symbol
(sim-bul) *noun*
A **symbol** is something that stands for something else.




A heart shape is a **symbol** for love.

theory
(thear-ē) *noun*
A **theory** is an idea that explains something.



Her **theory** is that the dog did it.

thermal
(thur-mul) *adjective*
Something is called **thermal** when it is hot.




The water sprays out of this geyser because of the **thermal** energy in Earth. The water is very hot!

681

transfer > **value**

transfer
(trans-fur) *verb*
Transfer means to move from one place to another.



She **transfers** the food to the plate.

transition
(tran-sī-shun) *noun*
A **transition** is a change from one situation to another.



Moving to a new home is a big **transition**.

transmit
(tranz-mit) *verb*
To **transmit** something means to move it from one place or person to another.



When we use the phone, my voice **transmits** to my friend's ear.

transform
(trans-form) *verb*
To **transform** something means to change it.




The old cans were **transformed** into new cans.

translate
(trans-lāt) *verb*
When you **translate**, you change words and ideas from one language to another.



Do you speak sign language, or do you need someone to **translate** for you?

value
(val-yī) *noun*
The **value** of something is its cost or how important it is.




This jewelry has a high **value**.

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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.

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Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division (<i>bas/ket, kit/ten</i>)		●	●			
VCCCV Syllable Division (<i>hun/dred</i>)		●	●			
VCV Syllable Division (<i>mu/sic, cab/in</i>)		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition, continued						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
Fluency						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

Writing

Text Types and Purposes						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
Writing Skills						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
Production and Distribution of Writing, continued						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
Writing Traits						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
Research to Build and Present Knowledge						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
Comprehension and Collaboration						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
Presentation of Knowledge and Ideas						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

Language

Conventions of Standard English						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Knowledge of Language						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
Vocabulary Acquisition and Use						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

Grade 5 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	CC.5.Rlit.1	(1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1: T19, T20, T26, T37a, SG15; Unit 3: SG8, SG9, SG14, SG15; Unit 4: T228, T229; Unit 5: SG26, SG27; Unit 6: SG20, SG21; Unit 7: T519j, T522, SG20, SG21, SG26, SG27
	CC.5.Rlit.2	(2) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Unit 1: T18, SG8, SG9, SG15; Unit 2: T94, T101j, SG8, SG9, SG14, SG15; Unit 3: T156, T157, T168, T172, T173, T175j, SG8, SG9, SG14, SG15; Unit 4: T225a, T226, T234–235, T237, T238, T240, T241, T244, T246a, SG8, SG9, SG14, SG15, SG20, SG21; Unit 5: T301a, T359j, T367a, T369a, T369b, SG20, SG21, SG26, SG27; Unit 6: T394, T449a, T449b, T449d, T449f, T449g, SG20, SG21, SG26, SG27; Unit 7: T472, T520a, T520b, T522, T525f, T525g, SG20, SG21, SG26, SG27; Unit 8: SG20, SG21, SG24, SG25
	CC.5.Rlit.3	(3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Unit 2: T79a, T88–89, T91, T92, T95, T98, T100a, T101j, T102a, T102b, T103, T104–105, T108, T111a, T111b, SG8, SG9, SG14, SG15; Unit 3: T242–243, T245a, SG8, SG9, SG14, SG15; Unit 4: SG20, SG21; Unit 5: T335a, T342–343, T344–345, T346–347, T348–349, T358a, T360a, T360b, SG20, SG21; Unit 6: T434–435, SG20, SG21; Unit 7: T523a; Unit 8: SG20, SG21, SG24, SG25
Craft and Structure	CC.5.Rlit.4	(4) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Unit 4: T234–235, T236, T248a, T249, T250, T252, T253a, T254, T255, T287a
	CC.5.Rlit.5	(5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Unit 6: T421, T426–427, T428–429, T434–435, T436, T440a, T440b, T441, T442–443, T444–445, T446, T447a, T448; Unit 7: T520c, T521, T522, T523, T525a, T525b
	CC.5.Rlit.6	(6) Describe how a narrator’s or speaker’s point of view influences how events are described.	Unit 1: T37a, T37f, T37g, SG8, SG9; Unit 2: SG8, SG9, SG14, SG15; Unit 4: T255f; Unit 5: SG20, SG21; Unit 7: T521
Integration of Knowledge and Ideas	CC.5.Rlit.7	(7) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Unit 2: T90, T93, T99a
	CC.5.Rlit.9	(9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Unit 2: T111f, T111g; Unit 5: T369f, T369g; Unit 6: SG26, SG27
Range of Text Complexity	CC.5.Rlit.10	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Unit 1: T1i, T5a, T8, T9, T12–13, T14–15, T16, T19, T20, T21, T22–23, T24, T25, T26, T26a, T27j, T35a, T36, T42, T60a, T61h, SG8, SG9, SG15; Unit 2: T75j, T79a, T82, T85, T86–87, T88–89, T90, T91, T92, T95, T96–97, T98, T99, T101j, T103, T104–105, T106–107, T108, T109a, SG8, SG9, SG14, SG15; Unit 3: T149j, T152, T153a, T154, T160–161, T162–163, T164–165, T168, T169, T170–171, T172, T173, T174, T174a, T175j, T181a, SG8, SG9, SG14, SG15; Unit 4: T221j, T228, T229, T231, T232–233, T234–235, T236, T237, T238, T239, T240, T241, T242–243, T244, T245, SG8, SG9, SG14, SG15, SG20, SG21; Unit 5: T297j, T304, T341, T342–343, T344–345, T346–347, T359j, T360a, T360b, T361, T362–363, T364–365, T366, SG20, SG21, SG26, SG27; Unit 6: T375j, T382, T383, T413r, T421, T422–423, T424–425, T426–427, T428–429, T431, T432, T433, T434–435, T436, T437, T437a, T439j, T441, T442–443, T444–445, T446, T447, T447a, T448, T449, T449f, T449g, SG20, SG21, SG26, SG27; Unit 7: T493r, T502–503, T504–505, T506–507, T511, T512, T513, T514–515, T516, T517, T518a, T520c, T521, T522, T523, T525a, T525b, SG20, SG21, SG26, SG27; Unit 8: T567r, T569a, T570, T572, T575, T576–577, T578–579, T580–581, T582–583, T584, T587, T588–589, T590, T601a, T602, SG20, SG21, SG24, SG25

Reading, continued

Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ngrach.com)



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, T493m, T493n, T493o, T493p, T493q, T493r, T493s, T493t, T493u, T493v, T493w, T493x, T493y, T493z, T519a, T519b, T519c, T519d, T519e, T519f, T519g, T519h, T519i, T519j, T519k, T519l, T519m, T519n, T519o, T519p, T519q, T519r, T519s, T519t, T519u, T519v, T519w, T519x, T519y, T519z, 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, T493m, T493n, T493o, T493p, T493q, T493r, T493s, T493t, T493u, T493v, T493w, T493x, T493y, T493z, T519a, T519b, T519c, T519d, T519e, T519f, T519g, T519h, T519i, T519j, T519k, T519l, T519m, T519n, T519o, T519p, T519q, T519r, T519s, T519t, T519u, T519v, T519w, T519x, T519y, T519z, 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, T221i; Unit 4: T221i, T247q, T248a, T248b, T248c, T249, T250, T252, T255c, T255e, T280c, T289c, T289e; Unit 5: T325o, T326, T326c, T333c, T333e, T358, T359q, T360, T360c, T369c, T369e; Unit 6: T439i, T439o, T439p, T439q, T440, T440c, T449c, T449e, T450, T451, T452; Unit 7: T511, T517a; Unit 8: T531i, T585
	CC.5.L.5.a	(a) Interpret figurative language, including similes and metaphors, in context.	Unit 1: T46–47, T67a, T68; Unit 4: T234–235, T236, T248a
	CC.5.L.5.b	(b) Recognize and explain the meaning of common idioms, adages, and proverbs.	Unit 4: T234–235, T236; Unit 5: T359i, T366; Unit 8: T559o, T560, T560c, T567c, T567e, T593q, T594, T594c, T603c, T603e
CC.5.L.5.c	(c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Unit 1: T37t; Unit 2: T75i; Unit 3: T207g; Unit 4: T247q, T248c, T255c, T255e, T279o, T280, T280c, T289c, T289e; Unit 5: T325o, T326, T326c, T333c, T333e, T359q, T360, T360c, T369c, T369e; Unit 6: T403o, T404, T404c	
CC.5.L.6	(6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Unit 1: T1h, T4, T5, T5a, T6, T6a, T7, T8, T10, T11, T18, T25b, T26, T27i, T35a, T37, T37q, T38, T39, T39a, T40, T40a, T41, T42, T44, T54, T59a, T61g, T67a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 2: T78, T79, T80a, T81, T84, T94, T99b, T100, T101i, T109a, T110, T111, T111q, T112, T113, T114a, T115, T116, T118, T124, T133a, T134, T135g, T141a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 3: T149i, T152, T153, T153a, T154, T154a, T155, T157, T158, T168, T172, T173b, T174a, T175, T175i, T181a, T183, T183q, T184, T185, T186a, T187, T189, T190, T198, T205a, T207, T207g, T213a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 4: T221i, T224, T226a, T227, T230, T240, T245b, T247i, T253a, T255, T255q, T256, T257, T258a, T259r, T262, T268, T277a, T279g, T279m, T279n, T287a, T289, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 5: T297i, T300, T301, T302a, T303, T306, T314, T323b, T325g, T331a, T333q, T334, T335, T336a, T337, T340, T357a, T359c, T359i, T367a, T369, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 6: T375i, T378, T379, T380a, T381, T384, T394, T401a, T403g, T411a, T413q, T414, T416a, T417, T420, T430, T437b, T439i, T447a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 7: T455i, T458, T459, T459a, T460a, T461, T464, T472, T481a, T483g, T491a, T493q, T494, T496a, T497, T500, T510, T517b, T519l, T519o, T519p, T523a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 8: T531i, T534, T535, T536a, T537, T540, T548, T557a, T559g, T565a, T567q, T568, T569, T570a, T571, T574, T586, T593i, T593p, T601a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG24, SG25	

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