May 6, 2020

Dear AFE Families,

As we continue to abide by Delaware’s social distancing guidelines, schools will remain physically closed for both students and teachers for the remainder of the year. New learning will begin this week and will continue until June 16, 2020.

Attached you will find the paper/pencil learning packet that you requested for your child. The learning packet aligns with the concepts covered in the online remote learning activities and includes items covering Reading/Language Arts, Mathematics, and Essential Arts. For students receiving special education services, a guideline of support is included in this packet as well. This packet will contain activities for the remainder of the school year.

Students should work through the packet throughout the week at a pace that is determined by the classroom teacher and that works best for your child. In addition to the learning packet, it is recommended that your child does the following independent activities:

- Read for 20 minutes per day.
- Practice Math Fluency (addition facts, multiplication facts, etc.) for 10 minutes per day.
- Participate in physical activity for 30 minutes per day.

Your child’s teacher will be reaching out to you and your child via telephone 1-2 times a week to provide support and review material in the packet. Please be aware that when they call to discuss the packet the caller ID may indicate that the phone number is blocked or an unknown number. If you see these on your phone please pick up the phone as it could be your child’s teacher or a school staff member attempting to contact you. When contacting the home, the teacher will communicate first with the parent/guardian and then speak to the child. You are welcome to remain on the line with your child or put the call on speaker phone if you wish.

Students will get credit for completing the packets based on the phone calls, conversation and dialogue your child has with the teacher regarding the information in the packet.

If your child is having difficulty with a concept or a particular part of the packet, please reach out to your child’s teacher.

Thank you for your support during these unprecedented times. As a community, we will get through this together. Go Riders!

Sincerely,

Julie Lavender
The following lessons are within the At-Home Activity Packet you received from the district. Please complete these lessons first before completing any additional activities.

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI 6</td>
<td>RI 6</td>
</tr>
<tr>
<td>iReady Grade 4 Reading Student At-Home Activity Packet: <a href="#">Lesson 16</a></td>
<td>iReady Grade 5 Reading Student At-Home Activity Packet: <a href="#">Lesson 14</a></td>
</tr>
<tr>
<td>RI 8</td>
<td>RI 8</td>
</tr>
<tr>
<td>iReady Grade 4 Reading Student At-Home Complete the following: Activity Packet 2 Lesson 22</td>
<td>iReady Grade 5 Reading Student At-Home Complete the following: Lesson 13 Lesson 18</td>
</tr>
</tbody>
</table>
Lesson 14
Analyzing Accounts of the Same Topic

Learning Target
Analyzing two or more accounts of the same topic will help you better understand different points of view about that topic.

Read An account is something written or told about an event or topic. An account is told from the author’s point of view and shows what he or she thinks and feels about that event or topic.

When you read two or more accounts about the same event or topic, analyze (closely study) each author’s point of view to tell how the accounts are similar and different.

In the cartoon below, what points of view do the man and the boy have about what is happening? Circle any details that suggest each person’s point of view.

I’m glad to get rid of this ugly tree!

I loved climbing that tree.
Think  Consider what you’ve learned so far about analyzing different accounts of the same topic or event. Complete the point-of-view organizer below.

**Event**
the tree being cut down

**Details About Man’s Point of View**
- How he looks:
- What he says:
- His point of view about the event:

**Details About Boy’s Point of View**
- How he looks:
- What he thinks:
- His point of view about the event:

Talk  Share your point-of-view organizer with a partner.
- What point of view does each person have about the event?
- Did you list the same details?
- How do the details you listed help you analyze the two points of view?

Academic Talk
Use these words and phrases to talk about the text.
- account  analyze  point of view
ZEBULON PIKE
and the Source of the Mississippi

by George Chester

In August 1805, Zebulon Pike and a group of men left St. Louis, Missouri, to explore the little-known Mississippi River. Their mission: Find the river's source, which is where it begins.

Pike and his men traveled north along what would become the borders of Illinois, Iowa, Wisconsin, and Minnesota. A pleasant autumn gave way to a brutal winter, and Pike and his men suffered horribly. But on February 1, the expedition reached Lake Sang Sue, also called Leech Lake. Believing he had found the source of the Mississippi, an exhausted but overjoyed Pike claimed victory.

But the truth is that Pike had failed. Later explorers discovered that the Mississippi's true source is Lake Itasca, roughly 25 miles west of Leech Lake. Pike's expedition was a disaster—a brutal 2,000-mile trip made in ice and snow for nothing.

from
The Journals of Zebulon Pike

1 January 7, 1806. Made but 11 miles, and then were obliged to send ahead and make fires every three miles; notwithstanding which the cold was so intense that some of the men had their noses, others their fingers, and others their toes frozen, before they felt the cold sensibly. Very severe day's march.

2 January 12, 1806. Went out and met my men. . . . A tree had fallen on one of them and hurt him very much. . . .

3 January 13, 1806. After encountering much difficulty we arrived . . . on Lake de Sable a little before night. The ice being very bad on the Lake River . . . one sled fell through.

4 February 1, 1806. Left our camp pretty early . . . and arrived at Lake Sang Sue at half-past two o'clock. I will not attempt to describe my feelings on the accomplishment of my voyage, for this is the main source of the Mississippi.
What are the similarities and differences in the points of view of the two accounts?

Think

1. Complete this point-of-view organizer by identifying the topic of the accounts. Then list details that describe the point of view each author expresses. How do the authors’ conclusions differ?

   - Details About George Chester’s Point of View
   - Details About Zebulon Pike’s Point of View

Talk

2. Analyze the point of view each author expresses about Pike’s expedition. What information did Chester include that Pike did not? What is similar and different in the accounts? Can you add any information to your chart?

Write

3. **Short Response** Compare and contrast each account’s point of view about Zebulon Pike’s expedition. Use details from both accounts in your response. Use the space provided on page 242 to write your answer.

   *Hint*: Use terms such as "point of view" and "topic" in your response.
from *Village Life in America*
by Caroline Cowles Richards

1. December 20, 1855. Susan B. Anthony is in town and spoke in Bemis Hall this afternoon. . . . She had a large audience and talked very plainly about our rights and how we ought to stand up for them, and said the world would never go right until the women had just as much right to vote and rule as the men. She asked us all to come up and sign our names who would promise to do all in our power to bring about that glad day when equal rights should be the law of the land. A whole lot of us went up and signed the paper. . . . I could not make Grandmother agree with her at all and she said we might better all of us stayed at home.

### U.S. Marshal Arrests Anthony

1. Rochester, New York—Susan B. Anthony was arrested at her home on Madison Street on November 28. She was charged with the crime of illegal voting.

2. On November 1, Miss Anthony, her three sisters, and eleven other Rochester women registered to vote at a local barbershop. At first, election inspectors refused. Then Miss Anthony threatened to take the inspectors to court and sue them for a large sum of money. Finally the election supervisor agreed to allow the women to register to vote in Rochester's Eighth Ward. Four days later, Anthony and the other women voted in the 1872 presidential election.

3. A poll watcher who observed the election process filed a complaint about Miss Anthony's actions. William Storrs acted on the complaint. He ordered Miss Anthony's arrest on November 14. Mr. Storrs also ordered the arrests of the other women and the election inspectors.

### Close Reader Habits
What does Caroline Richards think about Anthony's ideas? Reread her journal. Underline one sentence that hints at Richards' point of view.
from
ROCHESTER UNION AND ADVERTISER
November 3, 1872

1 Citizenship no more carries the right to vote than it carries the power to fly to the moon. If these women in the Eighth Ward offer to vote, they should be... prosecuted to the full extent of the law...

from
On Women’s Right to Vote
by Susan B. Anthony, June 19, 1873

1 Friends and fellow citizens: I stand before you tonight under indictment\(^1\) for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

2 The preamble of the Federal Constitution says:

3 “We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

4 It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men.

\(^1\) indictment: a charge of a serious crime

Close Reader Habits
What do the editorial writer and Anthony think about whether a woman trying to vote is a crime? Reread the editorial and the speech. Underline sentences that express their points of view.
Think Use what you learned from reading the accounts to answer the following questions.

1. This question has two parts. Answer Part A. Then answer Part B.

   Part A
   Which statement best describes the difference in how Anthony's attempt to vote is presented in the article “U.S. Marshal Arrests Anthony” and Anthony’s speech “On Women’s Right to Vote”?
   
   A. The article writer thinks Anthony's attempt to vote was criminal, but Anthony thinks her act was not a crime.
   B. The article writer thinks Anthony's attempt to vote was brave, but Anthony does not think she acted bravely.
   C. The article writer reports Anthony's attempt to vote without taking sides, but Anthony reports that she committed a crime.
   D. The article writer does not say whether Anthony's attempt to vote was right or wrong, but Anthony says her act was not a crime.

   Part B
   Select one detail from the article and one detail from the speech that support the answer to Part A.
   
   A. “Then Miss Anthony threatened to take the inspectors to court and sue them for a large sum of money.” ("U.S. Marshal Arrests Anthony")
   B. “On November 1, Miss Anthony, her three sisters, and eleven other Rochester women registered to vote at a local barbershop.” ("U.S. Marshal Arrests Anthony")
   C. “He ordered Miss Anthony’s arrest on November 14.” ("U.S. Marshal Arrests Anthony")
   D. “It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights...” ("On Women’s Right to Vote")
   E. “It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union.” ("On Women’s Right to Vote")
   F. “And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men.” ("On Women’s Right to Vote")

Authors of journals, editorials, and speeches often express clear points of view. Authors of newspaper articles usually do not.
The box below contains two details from "U.S. Marshal Arrests Anthony," two details from "On Women's Right to Vote," and one detail from both texts.

- supports claims with quotes from the Constitution
- describes voting in a presidential election
- addresses fellow citizens
- tells how other women were arrested
- includes information about the poll watcher’s complaint

Write the details from the box into the correct places in the table below.

<table>
<thead>
<tr>
<th>&quot;U.S. Marshal Arrests Anthony&quot;</th>
<th>Both Accounts</th>
<th>&quot;On Women's Right to Vote&quot;</th>
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</table>

Talk

What points of view do the journal entry, the editorial, and the speech express about the topic of women voting? Use the point-of-view organizer on page 243 to capture details from all three accounts that show their points of view.

Write

Short Response  Compare the points of view expressed in the journal entry, the editorial, and the speech on the topic of women voting. Use details from your point-of-view organizer to develop your response. Use the space provided on page 243 to write your answer.

HINT First compare the journal entry and the speech, which have similar points of view.
Write Use the space below to write your answer to the question on page 237.

ZEBULON PIKE and the Source of the Mississippi

The Journals of Zebulon Pike

3 Short Response Compare and contrast each account's point of view about Zebulon Pike's expedition. Use details from both accounts in your response.

MIN: Use terms such as "point of view" and "topic" in your response.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?
Village Life in America

ROCHESTER UNION AND ADVERTISER

"On Women's Right to Vote"

3. Use the point-of-view organizer below to organize your ideas.

```
Topic
- Village Life in America
- Rochester Union and Advertiser
- "On Women's Right to Vote"
```

4. Write Use the space below to write your answer to the question on page 241.

**Short Response** Compare the points of view expressed in the journal entry, the editorial, and the speech on the topic of women voting. Use details from your point-of-view organizer to develop your response.

**HINT** First compare the journal entry and the speech, which have similar points of view.
Speak Softly and Carry a Big Stick

by Ian Dudney

Theodore "Teddy" Roosevelt was one of the most powerful presidents of the United States. From his active lifestyle to his commanding leadership, Roosevelt was a strong man. It is surprising that this energetic man was a sickly child. As a boy, he suffered from asthma, a condition that makes breathing difficult, especially during exercise. Yet, Roosevelt overcame this challenge. He went on to pursue a vigorous lifestyle.

Before becoming president, Roosevelt demonstrated his physical strength and courage during the Spanish–American War. He led the "Rough Riders," cowboy-like soldiers who rode horses into battle. As president, Roosevelt used his war experience to build up the U.S. military so America could play a more active role in world politics. He described the United States as needing to "speak softly and carry a big stick" when relating to other nations. Under the Monroe Doctrine, Roosevelt gave the United States power to control Latin America and protect it from Europe. He oversaw the construction of the Panama Canal, improving commerce between the Atlantic and the Pacific. Roosevelt led the United States into its position as a world leader.

In contrast to his public life, Roosevelt's home life was relaxed and fun-loving. He and his wife, Ethel, had six children: Alice, Theodore, Kermit, Edith, Archibald, and Quentin. He was an adoring and playful father. He and his children would romp all over the White House, even having pillow fights in the halls! He drew silly pictures and wrote letters to his family when they were separated. He shared his thoughts, delights, and dreams with them. He cared deeply about the environment and taught his children to do the same. Together they enjoyed taking hikes, riding horses, and collecting animals.

Theodore Roosevelt spoke softly at home, lovingly devoted to his family, and he carried a big stick in the world, vigorously devoted to his country.
In this excerpt from a biography of Roosevelt, Ambassador Jusserand of France describes a typical "hike" with the President.

FROM

Theodore Roosevelt
AN INTIMATE BIOGRAPHY

by William Roscoe Thayer

1. Yesterday President Roosevelt invited me to take a promenade with him this afternoon at three.

2. I arrived at the White House punctually, in afternoon dress and silk hat. . . . To my surprise, the President soon joined me in a tramping suit, with knickerbockers and thick boots, and soft felt hat, much worn. Two or three other gentlemen came. We started off at what seemed to me a breakneck pace. We were soon out of the city. On reaching the country, the President went pell-mell over the fields. He did not follow a road or path, always on, on, straight ahead! I was much winded, but I would not give in, nor ask him to slow down.

3. At last we came to the bank of a stream. It was rather wide and too deep to be forded. I sighed relief, because I thought that now we had reached our goal and would rest a moment and catch our breath, before turning homeward. But judge of my horror when I saw the President unbutton his clothes! I heard him say, "We had better strip, so as not to wet our things in the creek." Then I, too, for the honor of France, removed my clothing, everything except my lavender kid gloves. The President looked at these as if they, too, must come off. I quickly said, "With your permission, Mr. President, I will keep these on, otherwise it would be embarrassing if we should meet ladies." And so we jumped into the water and swam across.
FROM

Letters to His Children
BY THEODORE ROOSEVELT

White House, Jan. 6, 1903

Dear Kermit:

1. We felt very melancholy after you and Ted left and the house seemed empty and lonely. But it was the greatest possible comfort to feel that you both really have enjoyed school and are both doing well there.

2. Tom Quartz is certainly the cunningest kitten I have ever seen. The other evening the next Speaker of the House, Mr. Cannon, came to call on me. He is an exceedingly solemn, elderly gentleman with chin whiskers. He certainly does not look to be of playful nature. He is a great friend of mine, and we sat talking over what our policies for the session should be until about eleven o'clock. When he went away I accompanied him to the head of the stairs. He had gone about half-way down when Tom Quartz strolled by. His tail was straight up and very fluffy. He spied Mr. Cannon going down the stairs. Jumping to the conclusion that he was a playmate escaping, he raced after him. He grasped him by the leg the way he does Archie and Quentin when they play hide and seek with him. Then, loosening his hold, he tore down-stairs ahead of us. Mr. Cannon eyed him with iron calm and not one particle of surprise.

3. It is just after lunch. Dulany is cutting my hair while I dictate this to Mr. Loeb. I left Mother lying on the sofa and reading aloud to Quentin. He as usual has hung himself over the back of the sofa. I see this as an exceedingly uncomfortable position to listen to literature. Archie we shall not see until this evening. He will probably challenge me either to a race or a bear play. If neither invitation is accepted, he will then propose that I tell a pig story or else read aloud from the Norse folk tales.
Think Use what you learned from reading the accounts to answer the following questions.

1. The box below contains five details. Two are from “Speak Softly and Carry a Big Stick,” two are from Letters to His Children, and one is from both accounts.

<table>
<thead>
<tr>
<th>Details in &quot;Speak Softly and Carry a Big Stick&quot;</th>
<th>Details in Letters to His Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>- tells how he misses his children when they are away</td>
<td>- describes how his family behaves</td>
</tr>
<tr>
<td>- shows that he loved to play with his children</td>
<td>- speaks respectfully about his military experiences</td>
</tr>
<tr>
<td>- tells about letters he wrote to his family</td>
<td></td>
</tr>
</tbody>
</table>

Write the details from the box into the correct places in the table below.

<table>
<thead>
<tr>
<th>&quot;Speak Softly and Carry a Big Stick&quot;</th>
<th>Both Accounts</th>
<th>Letters to His Children</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

2. Read the sentences from Letters to His Children.

He is an exceedingly solemn, elderly gentleman with chin whiskers. He certainly does not look to be of playful nature.

Which dictionary entry best defines nature as used in the sentence?

- A the physical world
- B forces that control objects
- C how a person behaves
- D a landscape of plants and animals
How is the author’s point of view in “Speak Softly and Carry a Big Stick” similar to the French ambassador’s point of view in *Theodore Roosevelt: An Intimate Biography*?

A. Both admire Roosevelt’s love for his family.
B. Both are impressed by Roosevelt’s sense of fashion.
C. Both think highly of Roosevelt’s physical energy.
D. Both respect Roosevelt’s political skill.

**Write**

You’ve read three accounts related to Theodore Roosevelt. Each account has a point of view on the man and his life. What does each account tell you about Roosevelt’s personality? Underline text details that provide clear evidence of Roosevelt’s personality. Then complete numbers 4 and 5.

**Plan Your Response** Before you write, use a graphic organizer to gather evidence from each account. Be sure to capture any similarities and differences in details the accounts provide about Roosevelt’s personality.

**Write an Extended Response** Describe what the accounts tell you about Roosevelt’s personality. Support your response with details from all three accounts.
Learning Target

In this lesson, you analyzed the points of view of different accounts about the same topic or event. Explain how this kind of analysis will help you better understand other accounts you read.
i-Ready

Grade 5 Reading
Student At-Home Activity Packet 2

This At-Home Activity Packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don’t worry! Just skip those lessons.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 5 Reading activities included in this packet!
# Grade 5 Reading Activities in Section 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 1      | Grade 5 Ready Language Handbook, Lesson 23 | • Read the Introduction.  
• Complete Guided Practice.  
• Complete Independent Practice. | 12–13 |
| 2      | Grade 5 Ready Reading Lesson 13 Part 1 | • Read the Introduction.  
• Complete the graphic organizer in the Think section.  
• Complete the Talk activity with a partner (if available). | 14–15 |
Grade 5 Reading Activities in Section 1 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 3      | Grade 5 Ready Reading Lesson 13 Part 2 | Modeled and Guided Instruction  
- Read “Why Are the Oceans Salty” and “Oceans and Seas.”  
- Complete the graphic organizer in the Think section.  
- Complete the Talk activity with a partner (if available). | 16–17 |
| 4      | Grade 5 Ready Reading Lesson 13 Part 3 | Reread the passages “Why Are the Oceans Salty” and “Oceans and Seas.”  
- Complete the Write activity. | 18 |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Grade 5 Ready Reading</td>
<td>Guided Practice</td>
<td>19–22</td>
</tr>
<tr>
<td></td>
<td>Lesson 13</td>
<td>• Read “Tsunamis and Hurricanes” and “Tsunami: A Wall of Water.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 4</td>
<td>• Complete Think and Talk activities.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Grade 5 Ready Reading</td>
<td>• Reread Tsunamis and Hurricanes” and “Tsunami: A Wall of Water.”</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Lesson 13</td>
<td>• Complete the Write activity.</td>
<td></td>
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<tr>
<td></td>
<td>Part 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grade 5 Reading Activities in Section 1 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 7      | Grade 5 Ready Reading Lesson 13 Part 6 | Independent Practice  
- Read “Florida Keys” and “Keep Coral Reefs Healthy.”  
- Complete the Think activities. | 24-28 |
| 8      | Grade 5 Ready Reading Lesson 13 Part 7 | Independent Practice  
- Reread “Florida Keys” and “Keep Coral Reefs Healthy.”  
- Complete the Write activity. | 29 |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Tools For Instruction</td>
<td><strong>Parent/Guardian:</strong> Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.</td>
<td>30–32</td>
</tr>
<tr>
<td></td>
<td>Cite Textual Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Writing Practice</td>
<td><strong>Complete the Writing activity</strong></td>
<td>33</td>
</tr>
</tbody>
</table>
Grade 5 Reading Activities in Section 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 1      | Grade 5 Ready Language Handbook, Lesson 11 Punctuating Titles of Works | • Read the Introduction.  
• Complete Guided Practice.  
• Complete Independent Practice. | 34–35 |
| 2      | Grade 5 Ready Reading Lesson 18 Part 1 | • Read the Introduction  
• Complete the graphic organizer in the Think section.  
• Complete the Talk activity with a partner (if available). | 36–37 |
| 3      | Grade 5 Ready Reading Lesson 18 Part 2 | Modeled and Guided Instruction  
• Read “Watch Your Body Language” and “It’s in the Eyes.”  
• Complete the graphic organizer in the Think section.  
• Complete the Talk activity with a partner (if available). | 38–39 |
## Section 2 Table of Contents

### Grade 5 Reading Activities in Section 2 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
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</thead>
</table>
| 4      | Grade 5 Ready Reading Lesson 18 Part 3 | • Reread "Watch Your Body Language" and "It's in the Eyes."  
        |          | • Complete the Write activity. | 40      |
| 5      | Grade 5 Ready Reading Lesson 18 Part 4 | Guided Practice  
        |          | • Read "Incredible Animal Ears" and "Animal Sounds."  
        |          | • Complete Think and Talk activities. | 41–44    |
| 6      | Grade 5 Ready Reading Lesson 18 Part 5 | • Reread "Incredible Animal Ears" and "Animal Sounds."  
        |          | • Complete the Write activity. | 45      |
## Grade 5 Reading Activities in Section 2 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 7      | Grade 5 Ready Reading Lesson 18 Part 6 | Independent Practice  
  • Read “How We Speak,” “What Are Vocal Chords?,” and “Dogs and Birds: Making Noise.”  
  • Complete the Think activities. | 46–50 |
| 8      | Grade 5 Ready Reading Lesson 18 Part 7 | Independent Practice  
  • Reread “How We Speak,” “What Are Vocal Chords?,” and “Dogs and Birds: Making Noise.”  
  • Complete the Write activity. | 50–51 |
| 9      | Tools For Instruction Identify Word Roots | **Parent/Guardian:** Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson. | 52–54 |
### Grade 5 Reading Activities in Section 2 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Writing Practice</td>
<td>- Complete the Writing activity.</td>
<td>55</td>
</tr>
</tbody>
</table>
Independent Reading!

Encourage daily reading. And remember, reading isn’t just about the books on the shelves—it’s about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? Grab some sticky notes, and label household objects, or make up new, silly names for things! Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don’t worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

- www.starfall.com
- www.storyplace.org
- www.uniteforliteracy.com
- www.storynory.com
- www.freekidsbooks.org
- en.childrenslibrary.org
**Lesson 23**

**Words That Connect Ideas**

**Introduction** Good writers use words and phrases to connect ideas in sentences and paragraphs. Writers who show these connections make their writing easier to understand. A word or phrase can signal an **addition**, a **cause and effect**, a **comparison**, or a **contrast**.

<table>
<thead>
<tr>
<th>Connection</th>
<th>Words and Phrases</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>additionally, also, as well as, besides, furthermore, in addition, moreover</td>
<td>Marie Curie, a famous scientist, discovered radium. In addition, she used radium in an X-ray machine to see tissues and bones in the body.</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>as a result, because, consequently, due to, in order that, since</td>
<td>Because of this discovery, Marie saved lives during World War I with a portable X-ray machine.</td>
</tr>
<tr>
<td>Comparison</td>
<td>in the same way, likewise, similarly</td>
<td>Similarly, her work helped to fight against cancer.</td>
</tr>
<tr>
<td>Contrast</td>
<td>although, but, even so, however, nevertheless, still, yet</td>
<td>Marie’s husband, Pierre, was also a scientist. Although he died young, she continued their research and went on to win a Nobel Prize.</td>
</tr>
</tbody>
</table>

**Guided Practice**

Complete each sentence by writing a connecting word or phrase that signals the relationship described beneath the blank.

1. __________________ math, Marie studied physics, which is addition the science of matter, energy, and motion.

2. Marie moved to France __________________ women weren’t cause and effect allowed to go to college in the 1800s in her home country of Poland.

3. Her sister __________________ moved to France and studied comparison to become a doctor.

4. The family was poor and they struggled to pay for school. __________________, they succeeded.

**HINT** Choose a connecting word that makes the type of connection specified. Use the chart above for examples of connecting words.
Independent Practice

For numbers 1–5, read each sentence. Then choose the connecting word or phrase that best completes it.

1. Marie Curie became a professor ______ a scientist.
   Which word or phrase that signals addition completes the sentence?
   A. as well as
   B. likewise
   C. although
   D. still

2. Marie’s research changed the way cancer is treated. There’s been much progress in cancer research ______.
   Which word or phrase that signals cause and effect completes the sentence?
   A. furthermore
   B. nevertheless
   C. as a result
   D. similarly

3. ______ Marie Curie became ill from the radiation, she continued working.
   Which word or phrase that signals contrast completes the sentence?
   A. Because
   B. Although
   C. Nevertheless
   D. In addition

4. Working with radium can be dangerous, ______ today we know how to keep people safe.
   Which word or phrase that signals contrast completes the sentence?
   A. because
   B. similarly
   C. besides
   D. but

5. Marie’s daughter, Irene, also became a scientist and, ______ her mother, she won a Nobel Prize.
   Which word or phrase that signals comparison completes the sentence?
   A. consequently
   B. nevertheless
   C. like
   D. as a result
Lesson 13
Comparing Text Structures, Part 2: Cause–Effect, Compare–Contrast

Learning Target
When you compare and contrast how the information in texts is structured, you will better understand the purpose of each text.

Read  How is a house different from a skyscraper? They each have a different structure and purpose. Authors use different text structures for specific purposes, too.

- The purpose of a cause–effect text structure is to tell about events and explain why they happen. Words and phrases like cause, effect, because, and as a result are sometimes used in a cause–effect structure.

- The purpose of a compare–contrast text structure is to describe how two or more things are similar and different. A compare–contrast text structure will frequently use words like both, unlike, similarly, and in contrast.

Comparing texts can help you see their structures and purposes.

Read the passages below. Look for evidence of the structure and the purpose of each one.

Passage 1: Octopuses and squids have ink sacks. When threatened, they defend themselves by shooting a thick cloud of dark ink into the water. Because the ink is thick and dark, it hides octopuses and squids from their attackers. As a result, octopuses and squids have time to escape.

Passage 2: Octopuses and squids live in salt water. Both have blue blood, hard beaks, and eight arms lined with suckers. Octopuses live in dens on the sea floor where they hunt for clams, lobsters, and crabs. In contrast, squids live in the open ocean and eat fish and shrimp.
Think  What have you learned about text structures? Use the chart below to help you compare and contrast the purposes and text structures of the passages. Include evidence of the structure of each passage.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Author's Purpose</th>
<th>Text Structure</th>
<th>Evidence of Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk  Share your chart with a partner.
- Which text structure did the author of Passage 1 use?
- Which text structure did the author of Passage 2 use?
- How did each text structure support the author’s purpose for writing the passage?

Academic Talk
Use these words and phrases to talk about the text.
- text structure  
  - compare–contrast text structure
  - cause–effect text structure
Why Are THE OCEANS Salty?

by Anupa Desai

1. For much of history, it was a mystery why the oceans were salty. Different cultures, assuming that the oceans began as freshwater and only later became salty, came up with their own explanations. The Vikings related a story of a sailor dropping a magical salt grinder to the bottom of the ocean. People in the Philippines told of a giant who carried sacks of salt from island to island but then accidentally dropped them all into the sea. Other cultures had similar stories to explain the cause of the ocean's saltiness.

2. Scientists eventually figured out the truth. The stories were correct in one way: The amount of salt in the ocean has increased over time. Where did all the new salt come from? From the land. Most rocks contain salts, and over millions of years the forces of wind, rain, and ice break down the rocks and release the salts. Rainfall carries the salts to rivers, and the rivers carry the salts into the oceans. As a result, the ocean is salty.

OCEANS AND SEAS

by Richard Green

1. Some people use the words ocean and sea interchangeably, but these words refer to different things. An ocean is an enormous body of salt water, such as the Pacific or the Atlantic. In contrast, a sea is a smaller body of salt water, such as the Mediterranean Sea between Africa and Europe. Oceans are so large that people view them as surrounding the continents. The opposite is true for seas: They are surrounded by other, larger geographic features. Some seas are entirely encircled by ocean: The Sargasso Sea in the Northern Atlantic is an example of this. Other seas, such as Hudson Bay in Canada, are enclosed on some sides by ocean and other sides by land. Finally, a few seas, such as the Caspian in Asia, are completely landlocked within continents. Despite their differences, however, all seas have two things in common: They are made of salt water, and they are smaller than the oceans.

Close Reader Habits

When you reread the articles, underline details that tell what each passage is about, and circle words and phrases that suggest the text structure.
**Explore**

What text structure does the author of each passage mainly use to present information?

**Think**

1. Identify the purpose and text structure of each passage. Then tell what evidence helped you figure out the structure.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Author's Purpose</th>
<th>Text Structure</th>
<th>Evidence of Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Why Are the Oceans Salty?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Oceans and Seas”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Look for words that show cause and effect or comparison and contrast.**

**Talk**

2. Share your charts. Look at the evidence you found for each text structure. How does each text structure support the author’s purpose? If your partner has good evidence that you do not, add it to your chart.

**Write**

3. **Short Response** Explain how the text structure of each passage supports each author’s purpose for writing. Use text evidence to support your response. Use the space provided on page 18 to write your answer.

**Hint** Be sure to quote words and phrases from each passage as evidence of its text structure.
Write  Use the space below to write your answer to the question on page 17.

Why Are THE OCEANS Salty?

3 Short Response  Explain how the text structure of each passage supports each author's purpose for writing. Use text evidence to support your response.

HINT Be sure to quote words and phrases from each passage as evidence of its text structure.

Check Your Writing
☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Both tsunamis (soo NAHm eez) and hurricanes are powerful storms. They flood lands and damage property. Each kind of storm is extremely dangerous.

Tsunamis occur mostly in the Pacific Ocean. They form when a large amount of water is displaced, or moved, by an earthquake or another event that disturbs the floor of the ocean. Such a disturbance creates a series of massive waves. This “wave train” may travel up to 500 miles per hour, destroying everything in its path. Luckily, tsunamis are relatively rare. There are only about six every century.

In contrast, hurricanes may occur on any coastline. Hurricanes form over warm ocean waters during the hotter months of the year. During a hurricane, heavy rains fall, and strong winds blow with speeds of more than 74 miles per hour. The winds rotate around an “eye,” which is the calm center of the storm. In the center, winds are low and skies are clear. On average, a hurricane travels at speeds of only about 15 to 20 miles per hour.

Both tsunamis and hurricanes have earned their names. The term hurricane comes from a Spanish word for “storm.” The term tsunami comes from two Japanese words meaning “harbor” and “wave.” Since 1979, weather agencies have given men’s and women’s names to specific hurricanes. In contrast, weather agencies do not normally give names to tsunamis. Regardless of their names or where the words come from, hurricanes and tsunamis alike are fierce storms that most people would rather not experience.
Tsunami: A Wall of Water

by Yuki Tanaka

1 A tsunami is a series of huge waves. Earthquakes cause many tsunamis. Erupting volcanoes or underwater landslides may also trigger tsunamis. Nearly all tsunamis occur in the Pacific Ocean within the “Ring of Fire.”

2 Warning signs tell us when a tsunami is approaching. The first warning sign of an approaching tsunami is called drawback. The ocean suddenly recedes, or draws back, and then roars forward violently with a chain of extremely high waves. These surging waves can reach from 30 to 100 feet above sea level. They can crash onto land at speeds of 500 miles per hour, causing damage to buildings and injuring or killing animals and people.

3 There have been many record-breaking tsunamis throughout history. One of the largest tsunamis happened after Krakatoa, a volcano in Indonesia, erupted in 1883. The eruption caused some waves to rise more than 130 feet above sea level. As a result, about 36,000 people drowned.

4 The most deadly tsunami in modern times occurred in the Indian Ocean in 2004. People in India, Thailand, Indonesia, and other parts of Asia were taken by surprise when the tsunami slammed into the coast. This tsunami left millions homeless and killed more than 300,000 people.

5 More recently, a powerful earthquake rocked Japan on March 11, 2011. The earthquake caused 60-foot tsunami waves. This resulted in more than 15,000 deaths and more than 25,000 injuries. It destroyed buildings and damaged a nuclear power station. Although Japan has a good warning system, many Japanese could not escape from the dark wall of surging water.

Close Reader Habits

How does Yuki Tanaka structure her information about tsunamis? Reread the article. Underline any details that help you understand how Tanaka organized her information.
**Think** Use what you learned from reading the science articles to answer the following questions.

1. The box below gives details on how the articles by Tim Brown and Yuki Tanaka present information.

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describes how tsunamis and hurricanes are different</td>
</tr>
<tr>
<td>• Explains what causes tsunamis</td>
</tr>
<tr>
<td>• Explains what causes hurricanes</td>
</tr>
<tr>
<td>• Gives examples of what happens when storms reach land</td>
</tr>
<tr>
<td>• Explains what caused several tsunamis in the past</td>
</tr>
<tr>
<td>• Gives examples of deadly tsunamis</td>
</tr>
</tbody>
</table>

Write details from the list to complete the chart below. Use each detail one time.

<table>
<thead>
<tr>
<th>Article by Tim Brown</th>
<th>Article by Yuki Tanaka</th>
<th>Both Articles</th>
</tr>
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<tbody>
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Some science articles tell what happened and why it happened. Others compare and contrast events, ideas, or concepts.
Select one sentence from each article that provides the best evidence of each article's text structure.

A  "Such a disturbance creates a series of massive waves." ("Tsunamis and Hurricanes")
B  "In the center, winds are low and skies are clear." ("Tsunamis and Hurricanes")
C  "In contrast, weather agencies do not normally give names to tsunamis." ("Tsunamis and Hurricanes")
D  "A tsunami is a series of huge waves." ("Tsunami: A Wall of Water")
E  "There have been many record-breaking tsunamis throughout history." ("Tsunami: A Wall of Water")
F  "This resulted in more than 15,000 deaths and more than 25,000 injuries." ("Tsunami: A Wall of Water")

In "Tsunami: A Wall of Water," how is paragraph 3 different from the ones that come before and after it?

A  It is the first paragraph that describes a specific tsunami.
B  It is the last paragraph that explains the causes of tsunamis.
C  It is the last paragraph that describes famous tsunamis in history.
D  It is the first paragraph that explains how tsunamis damage buildings.

Talk

State the purpose of each passage. Then compare how each author presents information about tsunamis. Use the chart on page 23 to organize your ideas and evidence.

Write

Short Response  Compare and contrast the purpose and text structure of "Tsunamis and Hurricanes" with that of "Tsunami: A Wall of Water." Use details from each passage in your response. Use the space provided on page 23 to write your answer.
**TSUNAMIS and HURRICANES**

**Tsunami: A WALL OF WATER**

4 Use the chart below to organize your ideas and evidence.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Author’s Purpose</th>
<th>Text Structure</th>
<th>Evidence of Structure</th>
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</tr>
</tbody>
</table>

Write Use the space below to write your answer to the question on page 22.

5 Short Response Compare and contrast the purpose and text structure of “Tsunamis and Hurricanes” with that of “Tsunami: A Wall of Water.” Use details from each passage in your response.

HINT Briefly state how the passages are alike. Then discuss how their purposes and structures differ.
FLORIDA Keys

by Darrell Otis

1 July 12. So far, our summer vacation in Key Largo has been great. We went to Pennekamp Coral Reef State Park yesterday, took a tour on a glass-bottom boat, and saw some amazing coral reefs. Did you know that the Florida Keys have the only living coral barrier reef in North America?

2 Our guide told us that the reef is made of coral polyps. These tiny sea animals have soft bodies and live in warm, shallow waters. They form large colonies and are connected to one another. When coral polyps die, they leave behind a hard limestone skeleton. Over time, layers of skeletons build up to form a structure called a reef. A coral reef grows slowly upward from the ocean floor, and it may only grow one inch every year.

3 On top of the reef, there are thousands of living coral polyps. Because coral polyps are animals, they need to eat food. At night, they reach out their tentacles, or long feelers, to catch food that floats by. They also get their food from tiny algae that live inside them. The algae use the sun’s energy to produce food.

Check out this close-up photo of a coral polyp! It clearly shows the tentacles (the long feelers) that they use to catch food.
4 Many types of animals live in the coral reefs in Key Largo. They swim and hide among forty kinds of soft and hard corals. I saw colorful tropical fish, spiny lobsters, and sea urchins. Shrimps and crabs also live on coral reefs.

5 Last year, our family took a trip to California. There, I had a chance to look at kelp forests up close. Both kelp forests and coral reefs are underwater habitats.

6 Kelp is long, brown algae that lives in cool, shallow waters. Similar to coral polyps, kelp needs sunlight and a hard surface in order to grow. Kelp has three parts: the holdfast, the stipe, and the blade. The holdfast is the part that attaches to the ocean floor; the stipe connects the holdfast to the blade; and the blade is the leafy part that takes in sunlight and converts it to food.

7 Kelp forests form when kelp grows closely in crowded groups. Like coral reefs, kelp forests provide homes for many kinds of sea life, including fish, jellyfish, sea urchins, and otters. These animals can hide in the long, swaying kelp.

8 Kelp can grow two feet a day! At Monterey Bay Aquarium, I saw kelp that grew 28 feet high, but some giant kelp reaches a height of 200 feet. I like going to places where I can learn while having fun.
Coral reefs are extremely important. Known as the “rainforests of the sea,” they provide homes to millions of different plants and animals. Coral reefs support roughly 25 percent of all the ocean’s creatures. Furthermore, they benefit the economy by encouraging tourism and the fishing industry. Also, they provide ingredients to make new medicines. We must try to protect our fragile coral reefs.

Coral reefs are made of small animals called coral polyps (PAH lips). Coral polyps are sensitive. They often react to changes in their environment. For example, one change that causes harm to coral reefs is a rise in the water temperature. Usually, corals live in water that is 70°F to 85°F. If the temperature rises by only one or two degrees, coral polyps become stressed. As a result, they will expel, or push out, the tiny plants called algae that live inside their bodies. However, coral polyps need these algae to survive. The algae provide oxygen and food. Without algae, coral polyps cannot get enough food. Therefore, they may starve and die.

If algae are expelled, coral polyps change color. They turn chalky white because their brilliant colors came from the algae in their tissues. This process is known as coral bleaching. Bleached coral reefs can sometimes recover. However, a large number of coral polyps may die as a result of bleaching. One of the worst examples of coral bleaching happened in 1998. About 16 percent of the coral reefs around the world were damaged or died.

Another threat to coral reefs is pollution. Acid rain, oil spills, and chemical fertilizers cause water pollution. These substances poison coral polyps and other animals that live in coral reefs. Coral polyps can only grow in very clear, clean water with plenty of sunlight. The algae that live in coral polyps use sunlight to make food. But water pollution makes the water cloudy. There is less sunlight, so algae cannot make food for the coral polyps.

We can help preserve and protect our precious coral reefs. First, we need to reduce air and water pollution. One way to do this is walk or ride a bike instead of using a car. Another way is to stop littering and dumping harmful chemicals into the ocean. You don’t have to live near the ocean to help the coral reefs. Let’s start today!
Think

Use what you learned from reading the journal entry and the editorial to answer the following questions.

This question has two parts. First, answer Part A. Then answer Part B.

Part A
Which statement best describes a major difference between the text structures of “Florida Keys” and “Keep Coral Reefs Healthy”?

A  “Florida Keys” tells why it is more important to save the kelp than the coral reefs, while “Keep Coral Reefs Healthy” tells about events in the history of coral reefs.

B  “Florida Keys” explains the similarities and differences between coral reefs and kelp, while “Keep Coral Reefs Healthy” tells about causes and effects of damage to coral reefs.

C  “Florida Keys” is a personal account of seeing life in the ocean, while “Keep Coral Reefs Healthy” compares the different types of damage that pollution does to the coral.

D  “Florida Keys” presents inspiring reasons for learning more about ocean life, while “Keep Coral Reefs Healthy” presents inspiring reasons for saving the reefs.

Part B
Choose one sentence from each passage that supports the answer in Part A.

A  “Our guide told us that the reef is made of coral polyps.” (“Florida Keys”)

B  “The algae use the sun’s energy to produce food.” (“Florida Keys”)

C  “Similar to coral polyps, kelp needs sunlight and a hard surface in order to grow.” (“Florida Keys”)

D  “Coral reefs are extremely important.” (“Keep Coral Reefs Healthy”)

E  “For example, one change that causes harm to coral reefs is a rise in the water temperature.” (“Keep Coral Reefs Healthy”)

F  “Let’s start today!” (“Keep Coral Reefs Healthy”)
The box below gives details about how the journal entry by Darrell Otis and the editorial by Mary Wilford present information.

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explains how coral grow</td>
</tr>
<tr>
<td>• Explains why it is important to take care of ocean life</td>
</tr>
<tr>
<td>• Describes what kelp looks like</td>
</tr>
<tr>
<td>• Describes the effects of pollution on ocean life</td>
</tr>
<tr>
<td>• Describes the topic with emotional language</td>
</tr>
<tr>
<td>• Describes the difference between kelp and coral</td>
</tr>
</tbody>
</table>

Write details from the list to complete the chart below. Use each detail one time.

<table>
<thead>
<tr>
<th>Journal Entry by Darrell Otis</th>
<th>Editorial by Mary Wilford</th>
<th>Both Passages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In paragraph 6 of "Florida Keys," what is the meaning of converts?

A reaches  
B attaches  
C digests  
D changes
4 Short Response Identify the text structures of "Florida Keys" and "Keep Coral Reefs Healthy." Describe how each structure helps the author present his or her ideas. Use details from each text to support your response.

Learning Target

In this lesson, you compared and contrasted how information in texts is structured. Explain how these skills can help you better understand informational texts you read.
Cite Textual Evidence

Citing textual evidence to support statements is an essential skill that students are expected to demonstrate in their writing and in class discussion. This skill reflects close reading, which is central to understanding both literary and informational text. Yet students often struggle with the difference between paraphrasing and direct quotation, and they tend to rely on opinions or background knowledge, instead of textual evidence, to support statements about a text. Challenge students by frequently asking questions such as, Did the author say that? Can you show me exactly where? Teach them to cite textual evidence properly, whether through paraphrase or direct quotation.

Three Ways to Teach

Use Paraphrasing or Direct Quotation 20–30 minutes

Help students distinguish between paraphrasing and direct quotation, and to understand when to utilize each.

- Say, When you write about or discuss a text, you are expected to make reasonable statements about it. You support these statements by referring to specific details from the text. This is called citing textual evidence. Doing so helps you to confirm that your statements are reasonable.

- Explain that two ways to cite textual evidence are through direct quotation and paraphrasing. Display these terms and explain their meanings. Then use a current text to provide examples. The following examples are based on About Time: A First Look at Time and Clocks, by Bruce Kocsiciak.

<table>
<thead>
<tr>
<th>Type of Citation</th>
<th>How To Do It</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Quotation</td>
<td>Copy the author’s exact words, and place them in quotation marks</td>
<td>“Spring makers hand-forged (heated and pounded into shape) and polished steel clock springs.”</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>Restate the author’s words in your own words</td>
<td>The spring makers made and polished all of the springs for the clocks by hand.</td>
</tr>
</tbody>
</table>

- Point out that paraphrasing must be worded differently enough to distinguish it from the author’s wording. Otherwise, students might mistakenly be claiming an author’s ideas as their own.

- Distribute Textual Evidence Chart. Using the same text, model creating a statement and then supporting it with one paraphrased and one directly quoted piece of evidence. These examples should be different from the examples in the chart above.

- Repeat this exercise, guiding students to give the statements and provide the evidence. Monitor their paraphrasing and offer corrections for wording that is too close to the original or that does not capture the same idea as the original.

Support Special Education Students Help students paraphrase by focusing on one or two sentences in the text. Have the student read sentences, close the book, and repeat what was just read. Write down what the student tells you and compare what you wrote with the author’s exact words. Make further revisions, as needed, to create a paraphrase.
Evaluate Supporting Textual Evidence  

When citing textual evidence, students can struggle to identify key ideas and details from a text that actually support a statement. Teach the difference between relevant and irrelevant textual evidence.

- Display a statement about a text. For example, a statement from Hatchet, by Gary Paulson, might be the following: *It is terrifying for a child to suddenly be all alone, with no one to help.*
- Then explain that you need evidence to support this statement. Share these rules for supporting evidence.

**Rule 1** It has to come from the text.
**Rule 2** It has to tell more about the statement.

- Display a chart like the one shown below. Add four to five phrases, some from the text and some not, and discuss which meet both rules. See the examples below.

<table>
<thead>
<tr>
<th>Evidence to Support Statement</th>
<th>Is it in the text?</th>
<th>Does it tell more?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian cried endlessly in the corner of a dark cave.</td>
<td>(yes)</td>
<td>(yes)</td>
</tr>
<tr>
<td>Brian had never tasted anything as good as that first bite.</td>
<td>(yes)</td>
<td>(no)</td>
</tr>
<tr>
<td>Brian had to figure out how to survive.</td>
<td>(no)</td>
<td>(yes)</td>
</tr>
</tbody>
</table>

- Point to the evidence that meets both rules. Say, *This is evidence that supports the statement because it comes from the text and it tells more about the statement.* Review why the other statements are insufficient.
- For independent practice, have student pairs generate two additional statements and locate textual evidence to support them. Then have pairs evaluate their evidence to determine whether it meets both rules.

Evaluate Support in Persuasive Writing  

**Connect to Writing** Review the rules for citing textual evidence to support a statement. Then organize students into pairs, and have them peer edit a draft of a current text-based writing assignment, evaluating the textual support used for each statement. Provide a checklist for students to guide their evaluation, including questions such as these.

- What is the statement, or reason?
- What is the evidence given to support it?
- Does each piece of evidence tell more about the statement or reason? Why or why not?
- What advice can I give my partner to make the argument stronger?

Check for Understanding

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>students citing evidence that does not come from the text</td>
<td>asking questions such as, <em>Where did you read about that? Can you show me?</em></td>
</tr>
<tr>
<td>students citing evidence that does not support the statement</td>
<td>asking questions such as, <em>Does this tell more about the statement? Why or why not?</em></td>
</tr>
</tbody>
</table>
Name

Textual Evidence Chart

Statement

Textual Evidence 1: Page ___

Textual Evidence 2: Page ___

Textual Evidence 3: Page ___
For science class, John has written an informational report comparing gold to pyrite, also called fool's gold. His teacher has asked that he revise the report to include words and phrases that show the relationships between details. Read the paragraph from the report and the directions that follow.

How can you tell the difference between rare, real gold and common pyrite? Gold and pyrite are metallic. Gold is silvery and gleams softly. Pyrite is pale and shines harshly. Gold and pyrite take very different shapes. Gold appears as nuggets, flakes, or sheets. Pyrite takes the shape of cubes or figures with eight or twelve sides. Gold is a soft metal and can be cut with a pocket knife. Pyrite is much harder than gold and cannot be cut. When you rub gold with a nail file it gives off no odor. Pyrite smells strongly of sulfur. Try hitting the mineral sample with a hammer. Because gold is soft, it will change shape like clay but not break. Pyrite will shatter.

Revise the paragraph so that it contains words and phrases that clearly show the relationships between details. The revised paragraph should be well organized and include sentences that are clear and complete.

Write your answer on the lines below.
Lesson 11
Punctuating Titles of Works

Introduction When you write, you might include the title of a creative work, such as a book or a poem. Titles of creative works are written in special ways.

- Use **quotation marks** (" ") around the titles of short works, such as stories, poems, songs, articles, and chapters of books.

  Have you read the article "Mountain Time"?
  The poem "Blue Ridge" was quoted in it.
  The writer also mentioned the song "The Long Way."

- When writing by hand, **underline** the titles of longer works such as books, magazines, newspapers, plays, and movies. If you are using a computer, show these titles in **italic type**.

  The magazine *Mountain Days Monthly* just arrived at our house.
  (if handwritten)

  The magazine *Mountain Days Monthly* just arrived at our house.
  (if on a computer)

Guided Practice Read the movie review. Correct the titles of short and long works by adding quotation marks and underlining.

**HINT** When you write the name of a longer work, either underline or italicize it. Do not do both.

**Correct:** Ozma of Oz
**Correct:** Ozma of Oz
**Incorrect:** Ozma of Oz

Rockville Gorge is unlike any movie you have ever seen. It is about a group of hikers who get lost in a dense forest. The main character is a newspaper reporter who works for The Daily Tribune. The other hikers are doing research for a book called Black Bears of the County. Did I mention that they all sing? Without warning, the characters start singing I'm So Lost I Feel Alone. Have you ever heard of the poem Turkeys Are for Gobbling? The main character reads that poem out loud for no reason I can figure out. The movie reminded me of my least favorite short story, It's Just a Bad Dream.
Independent Practice

For numbers 1–5, choose the correct way to rewrite the title of each work.

1. Climbing Grandfather Mountain is a great book.
   A. “Climbing Grandfather Mountain”
   B. “Climbing Grandfather Mountain”
   C. Climbing Grandfather Mountain
   D. Climbing Grandfather Mountain

4. Every issue of Blue Ridge Camping Magazine has amazing photography.
   A. “Blue Ridge” Camping Magazine
   B. “Blue Ridge Camping Magazine”
   C. “Blue Ridge Camping Magazine”
   D. Blue Ridge Camping Magazine

2. The first chapter of the book is called Navigating the Trail.
   A. Navigating the Trail
   B. “Navigating the Trail”
   C. “Navigating the Trail”
   D. Navigating the Trail

5. Mountain Years is a funny play with a surprise ending.
   A. “Mountain Years”
   B. “Mountain Years”
   C. Mountain Years
   D. “Mountain” Years

3. During my hike, I hummed a tune called Clear Days.
   A. “Clear Days”
   B. Clear Days
   C. Clear Days
   D. “Clear Days”
Lesson 18
Finding Information from Multiple Sources

Learning Target
Knowing how to get information from many sources can help you answer questions, solve problems, and gather information quickly.

Read
When looking for information or the answer to a question, you must often read several sources. Sometimes you can find that information in a print source such as a book or magazine. Other times you can find the information in a digital source such as a website.

Use text features such as tables of contents, website menus, headings, picture captions, and keywords to help you locate information quickly and efficiently.

In the cartoon below, a family wants to get to a theme park. Circle the sources of information they are using to get there.
**Think**  
Consider what you know about print and digital sources. You can use a chart to keep track of the information you find in multiple sources.

Complete the chart below to describe the information they probably got from each of the four sources.

<table>
<thead>
<tr>
<th>Sign</th>
<th>Map</th>
<th>Computer</th>
<th>Smartphone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows that either road leads to the theme park</td>
<td></td>
<td></td>
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</table>

**Talk**  
Share your chart with a partner.
- Which sources in the cartoon are print sources?
- Which sources are digital sources?
- How will using multiple sources help the family decide which road to take to the theme park?

**Academic Talk**  
Use these words and phrases to talk about the text.
- **digital source**
- **print source**
- **source**
Watch Your Body Language

by Mario Ehlers

People don’t always tell you what they’re thinking, but body language often tells us quite a lot. For example, if a person were to drum her fingers, she is probably impatient. If a person shreds a paper cup while he is talking, he might be nervous. Even a person’s eyes can give you information about what’s going on in his or her mind. Be observant and you might find out a lot about your classmates!

It’s in the Eyes

Body language isn’t just how we stand, sit, or move our bodies. You can find out so much information from facial expressions—especially the eyes. If someone blinks a lot, he might be very nervous. If someone’s eyes dart to their right, it’s possible that they’re lying. Such eye-catching movements can tell you a lot about what someone might be thinking or feeling at a given moment.

Close Reader Habits

When you reread these sources, underline the main idea of each one. Then circle an idea that appears in both sources.
**Explore**

How does reading two sources give you a deeper understanding of body language than if you had read just one source?

**Think**

1. Complete the chart below with information from each source.

<table>
<thead>
<tr>
<th>&quot;Watch Your Body Language&quot;</th>
<th>&quot;It's in the Eyes&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drumming fingers could show impatience.</td>
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</table>

**Talk**

2. What important ideas are found in "Watch Your Body Language" and "It's in the Eyes"? If necessary, revise your charts to add more information.

**Write**

3. **Short Response** The topic of each source is body language. But what specific idea appears in both sources? Use details from both sources to support your response. Use the space provided on page 40 to write your answer.

**HINT** Always study pictures and captions. They can provide as much useful information as the text itself.
Watch Your Body Language
It's in the Eyes

Short Response The topic of each source is body language. But what specific idea appears in both sources? Use details from both sources to support your response.

Check Your Writing
☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Incredible Animal Ears
by Ari Griffen

1. Elephants storm across a hot, African desert toward a source of water. Suddenly, they stop. Their ears open up wide and appear to hear distinct sounds, and yet humans observing the scene nearby hear nothing. What is happening? Actually, the elephants are hearing a sound, but it has a pitch so low that humans can't detect it. We call this low pitch infrasound.

2. Scientists first discovered this sound by using a machine called a spectrograph. This machine recorded the sounds and charted them so scientists could study them along with the elephants’ behaviors. These scientists concluded that the low sounds were actually warning sounds from another herd.

3. The deepest rumbling sounds measure between 1 and 20 hertz, way below the sounds that human ears can detect. These infrasonic calls can mean different things, such as “Hello, I'm here,” “Help, I'm lost,” “Keep away,” or “Danger ahead.”

4. Scientists continue to study the sounds that elephants make, and it's no easy task. So far, they have discovered 70 different sounds that they use for different situations.

Close Reader Habits

What special terms related to sound are used in this source? Reread the source. Circle at least two such special terms.
Bees dance or emit smells to communicate with one another. Electric eels use electricity to communicate with one another. Horses rub noses, and giraffes press their necks together. Yet, one of the most important ways animals communicate is by sound.

Sound travels in waves, and its pitch, or frequency, is measured in a unit that scientists call hertz. The lowest frequency a person can hear is 20 hertz (20 cycles per second). The highest frequency we can hear is 20,000 hertz.

Some animals have incredible hearing. Elephants can communicate with other elephants up to ten miles away using a very low infrasound that the human ear cannot hear. Giraffes can pick up sounds less than 20 hertz. Some whales can hear sounds as low as 10 hertz.

Other types of whales, such as dolphins, mainly use high-pitched sounds. Most of these sounds are also out of the range of the human ear. We call these sounds ultrasound. Rats giggle at the ultrasound levels, and squirrels warn one another of danger by making high-pitched noises. And imagine this: bats can hear sounds that can measure as high as 100,000 hertz!
Think  Use what you learned from reading the sources to answer the following questions.

1. This question has two parts. Answer Part A. Then answer Part B.

Part A
What conclusion can you base on evidence found in both sources?
A. All animals can use ultrasound and infrasound to communicate.
B. Some animals use sounds to tell each other about possible threats.
C. Scientists continue to discover new ways that animals communicate.
D. Body language is as important to elephant communication as sound is.

Part B
Choose one detail from each source to support the answer in Part A.
A. “Their ears open up wide and appear to hear distinct sounds, and yet the humans observing the scene nearby hear nothing.” ("Incredible Animal Ears")
B. “These scientists concluded that the low sounds were actually warning sounds from another herd.” ("Incredible Animal Ears")
C. “So far, they have discovered 70 different sounds that they use for different situations.” ("Incredible Animal Ears")
D. “Sound travels in waves, and its pitch, or frequency, is measured in a unit that scientists call hertz.” ("Animal Sounds")
E. “Elephants can communicate with other elephants up to ten miles away using a very low infrasound that the human ear cannot hear.” ("Animal Sounds")
F. “Rats giggle at the ultrasound levels, and squirrels warn one another of danger by making high-pitched noises.” ("Animal Sounds")
This question has two parts. Answer Part A. Then answer Part B.

**Part A**
What main idea do **both** sources share?
- A. Humans can hear sounds that are between 20 and 20,000 hertz.
- B. Animals communicate with each other using sounds, many of which people cannot hear.
- C. Some animals communicate with high-pitched sounds called ultrasound; other animals use low-pitched sounds.
- D. Elephants use different sounds for different situations, such as signaling their location or a need for help.

**Part B**
Choose **one** detail from **each** source to support the answer in Part A.
- A. “Actually, the elephants are hearing a sound, but it has a pitch so low that humans can’t detect it.” ("Incredible Animal Ears")
- B. “Scientists continue to study the sounds that elephants make, and it’s no easy task.” ("Incredible Animal Ears")
- C. “So far, they have discovered 70 different sounds that they use for different situations.” ("Incredible Animal Ears")
- D. “Bees dance or emit smells to communicate with one another.” ("Animal Sounds")
- E. “Yet, one of the most important ways animals communicate is by sound.” ("Animal Sounds")
- F. “The lowest frequency a person can hear is 20 hertz (20 cycles per second).” ("Animal Sounds")

**Talk**

3. Look for details in both sources that describe what “hertz” is. Use the chart on page 45 to collect evidence from the sources.

**Write**

4. **Short Response** Explain how the description of “hertz” in “Animal Sounds” develops an idea introduced in “Incredible Animal Ears.” Include details from each source to support your response. Use the space provided on page 45 to write your answer.
Incredible Animal Ears
Animal Sounds

3 Use the chart below to organize your ideas.

Information About the Concept of "Hertz"

<table>
<thead>
<tr>
<th>&quot;Incredible Animal Ears&quot;</th>
<th>&quot;Animal Sounds&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Write Use the space below to write your answer to the question on page 44.

Short Response Explain how the description of "hertz" in "Animal Sounds" develops an idea introduced in "Incredible Animal Ears." Include details from each source to support your response.
Speaking is possible because we have special parts in our bodies: lungs, throat, voice box, tongue, and lips. When we speak, we release air from our lungs. If we are going to speak a long sentence, our brains tell our bodies to push out a long puff of air. If we are speaking only a word or two, the puff will be smaller. This puff of air goes from the lungs through the larynx, which is made up of cartilage and muscle. The larynx, often called the voice box, contains vocal cords that stretch across the opening. When the air passes through the vocal cords, they vibrate, or move back and forth quickly, and make a sound.
What Are Vocal Cords?
by Hong Cao

1. If you think that vocal cords are like strings on a guitar, you'd be wrong. Actually, vocal cords are vocal folds, or many layers of tissue that vibrate in your larynx. You can still use the term vocal cords, however, as both terms mean the same thing. The vocal cords have a V-shape.

2. How do we use the vocal cords? To make a high sound, we tighten the vocal cords. To make a low sound, we relax the cords. And most people do all this without even thinking!

3. So now the sound is coming through the vocal cords, but the sound isn't a word yet. What happens next is that we use our throat, tongue, mouth, and lips to shape the sound into vowels and consonants.

4. For example, say a word like football or window. Notice how you open your mouth and move it around when you change vowels and consonants. Notice how you move your tongue and change its shape as you speak. You're making a fancy concert of sounds inside your mouth!

5. Speaking seems like the most natural thing in the world, and when we do speak, we rarely, if ever, think about how we create words and sentences. Even so, we aren't born knowing how to make words automatically.
Dogs and Birds: MAKING NOISE

by Anatoly Kuznets

1. Animals can make a variety of sounds—from the loud barking of a dog to the sweet song of a bird. How do animals make these sounds?

2. A dog can make quite a few sounds, from whines to loud barking sounds. Scientists say that the dog has vocal cords much like a human's inside its thorax, or chest. So why can't a dog speak? The big difference is in the dog's anatomy, or the structure of its body. A dog's mouth is not as flexible as a human's. A dog can't move its mouth to make it smaller or roll its tongue in different positions. So after the air passes through the vocal cords, the dog can't change the sound very much.

3. Birds, on the other hand, can make a wide variety of sounds. Some birds, like parrots, can even imitate human speech. Singing birds have a larynx, but they don't have vocal cords. Instead, a singing bird uses its syrinx to make sounds. The syrinx is in the throat and is made up of membranes (like thin pieces of skin) that form the sounds when air passes through them. Birds can vary the sounds by squeezing or loosening the tension of the muscles in the syrinx. They move their esophagus, windpipe, pharynx, and mouth to vary the sounds. Like humans, birds have to learn how to make these sounds. Some birds, like vultures and some storks, don't have a syrinx. So you'll never hear these birds singing a note!

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- variety
- anatomy
- imitate

SOME OF A BIRD'S SOUND-MAKING STRUCTURES

![Diagram of a bird's sound-making structures]

Air sacs  Syrinx  Trachea  Larynx  Tongue  Bill
Think  Use what you learned from reading the sources to answer the following questions.

This question has two parts. First, answer Part A. Then answer Part B.

Part A
What idea do “How We Speak” and “What Are Vocal Cords?” share?
A  Several parts of our bodies work together to let us speak.
B  We can make sounds because we have vocal folds.
C  Your mouth and tongue help you form vowels.
D  Air travels from the lungs to the voice box.

Part B
Choose one detail from each source to support the answer in Part A.
A  “Speaking is possible because we have special parts in our bodies: lungs, throat, voice box, tongue, and lips.” (“How We Speak”)
B  “When we speak, we release air from our lungs.” (“How We Speak”)
C  “The larynx, often called the voice box, contains vocal cords that stretch across the opening.” (“How We Speak”)
D  “Actually, vocal cords are vocal folds, or many layers of tissue that vibrate in your larynx.” (“What Are Vocal Cords?”)
E  “To make a high sound, we tighten the vocal cords.” (“What Are Vocal Cords?”)
F  “What happens next is that we use our throat, tongue, mouth, and lips to shape the sound into vowels and consonants.” (“What Are Vocal Cords?”)

Circle the word in the paragraph below that means “capable of bending easily without breaking.”

So why can’t a dog speak? The big difference is in the dog’s anatomy, or the structure of its body. A dog’s mouth is not as flexible as a human’s. A dog can’t move its mouth to make it smaller or roll its tongue in different positions. So after the air passes through the vocal cords, the dog can’t change the sound very much.
3. What information in "What Are Vocal Cords?" helps the reader understand why dogs can't speak, as stated in "Dogs and Birds: Making Noise"?

A. People can make higher sounds by tightening the vocal cords and lower sounds by relaxing the cords.
B. Even though we don't often think about how we say words and sentences, we don't learn to speak automatically.
C. People move their mouths to form words from the sounds made by the vocal cords.
D. The vocal cords of humans are not like the strings on a guitar because they have a V-shape.

Write

Using information from all three sources, explain how humans and animals make sounds. What similarities and differences are pointed out in the three sources? Reread each source and underline details that will help you explain how humans and animals make sounds. Then complete numbers 4 and 5.

4. Plan Your Response Use a three-column chart to make notes about the specific information in each source. You will use these notes to provide examples for the points in your essay.

5. Write an Extended Response Using evidence from the sources and information from your chart, explain how people and animals make sounds.
Learning Target

In this lesson, you used several sources to find information and answer questions. Explain how using multiple print and digital sources will help you find complete and accurate information.
Tools for Instruction

Identify Word Roots

Word analysis is fairly straightforward when words break apart into clearly recognizable base words and affixes. However, a meaningful unit is often a word root—a letter group that conveys meaning but cannot stand alone, such as *rupt* in *disrupt*. Learning how word roots contribute to word meaning will help students understand more words as they read. These skills are especially important as students begin to read increasingly sophisticated content-area texts.

**Step by Step**  30–45 minutes

1. **Introduce and explain word roots.**
   - Display the following words, and draw attention to the shared root *tele* by underlining it.
     - television  telephone  telescope
   - Explain that *tele* is a word root. *Word roots* are parts of words that have meaning but cannot stand alone as complete words. They are used to form other words.
   - Say, *The word root tele means “at a distance.” How does the meaning of tele relate to the meaning of each of these words?* (Sample responses: television shows things from a distance; telephones allow people to talk over distances; telescopes help people see things from a distance.)

2. **Model interpreting word roots and word meanings.**
   - Display a group of familiar words with a shared root, along with the **Word Roots Chart**.
     - vision  visitor  invisible  visibility
   - Model how to use known meanings to figure out the meaning of unknown words. Say, *I know vision is the ability to see, and a visitor goes to see someone or something. If something is invisible, no one can see it. Visibility—what could that mean? The other words had something to do with seeing, so I think visibility has to do with being able to see clearly—how easy it is to see something.*
   - Identify the word root *vis* and its meaning “to see.” Underline *vis* in each word. Then record your thinking in a word roots chart.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Meaning</th>
<th>Word Root</th>
<th>Word Root Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>vision</td>
<td>the act of seeing</td>
<td>vis</td>
<td>to see</td>
</tr>
<tr>
<td>visitor</td>
<td>someone who goes to see someone or something</td>
<td>vis</td>
<td>to see</td>
</tr>
<tr>
<td>invisible</td>
<td>something that cannot be seen</td>
<td>vis</td>
<td>to see</td>
</tr>
<tr>
<td>visibility</td>
<td>how easily something can be seen</td>
<td>vis</td>
<td>to see</td>
</tr>
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</table>
Tools for Instruction

Guide practice with interpreting word roots and word meanings.
- Display additional words containing the word root vis.
  revise          visualize          supervisor          invisibility          supervision          vista
- Have students share ideas about how the words are related in meaning. Encourage them to use a dictionary to confirm or revise their ideas.
- Record their ideas in the word roots chart.
- Have students add other words they know that include the word root vis in English or another language.

Provide practice interpreting word roots and word meanings.
- Distribute copies of the Word Roots Chart to each student. Then display groups of familiar words that contain the same word root. See below for examples.
  dictate               movie               scribe
  predict               remove              scribble
  verdict               movable            prescribe
  contradict           movement           inscribe
- Assign a set of words to small groups of students. Have them share known meanings and look up the definitions for unfamiliar words.
- Have students underline the common word root and determine its meaning. Then have them discuss how each word's meaning is related to the meaning of the word root.
- Direct students to record their work on the word roots chart, and encourage them to keep their charts in a notebook for future reference.

Check for Understanding

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
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<tbody>
<tr>
<td>confusion about how to derive word meanings from word roots</td>
<td>choosing a group of familiar words formed from the same root and having students paraphrase their meanings. Make notes on a whiteboard as students give the meanings. Then use arrows to show how the meanings are related.</td>
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</table>
Name

**Word Roots Chart**

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Meaning</th>
<th>Word Root</th>
<th>Word Root Meaning</th>
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A student is writing a narrative story for English class about an adventure. She has shown her draft to the teacher, who suggests that she continue writing and include details in the narrative. Read these sentences from the story. Then, read the directions that follow.

"We can get him!" Mary yelled to her brother, Maurice. They were racing through the woods, chasing a tiny dinosaur holding something shiny in its claws.

"We'd better," Maurice shouted back. "If we can't get that bracelet back, we'll be trapped here."

It had all seemed so simple. Doctor Malcolm had promised their trip into the past would be quick. Just zip back 80 million years, take a few pictures, then bop back home in time for dinner. But then a tiny dinosaur—it was no bigger than a chicken—had stolen the time bracelet!

Write 1–2 paragraphs to finish the story. Use narrative strategies, such as dialogue and description, as you complete the story.

Write your answer on the lines provided.
Reading Discourse Cards

1. How does a character change in the story?  
   First, the character ___.  
   Then, the character ___.

2. If the story were told by a different character, which details might be different?

3. How do the illustrations help you understand the characters, setting, or events in the story?

4. What is the main topic of this text? How do you know?

5. What does this text help you understand?
   Now I know ___.

6. What does this part of the text make you want to learn more about?
   The text makes me want to know ___.

7. What do you already know about this topic? Where have you learned about this topic?
   I already know ___.

8. What were you surprised to learn from the text?

9. I'm curious about ___.

10. Can you tell me more about ___?
Tarjetas de discusión

¿Cómo cambia un personaje a lo largo de la historia?
Primero, el personaje _____. Luego, el personaje _____.

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

¿Cuál es el tema principal de este texto? ¿Cómo lo sabes?

¿Qué te ayuda a entender este texto?
Ahora sé _____.

¿Sobre qué te anima a aprender más esta parte del texto?
El texto hace que quiera saber _____.

¿Qué sabes ya sobre este tema? ¿Dónde has aprendido sobre este tema?
Ya sé ____. Lo aprendí ______.

¿Qué aprendiste en el texto que te haya sorprendido?

Siento curiosidad por _______.

¿Puedes decirme algo más sobre ____?