

Mosley
Applied Eng.

Period 2 and 6

Wednesday Thursday... Robs Job or Monitor comprehension

Friday What are they wearing

Monday.... A community

Tuesday... Antonyms & the Big Dig

Wednesday... Compound words & A Good Job

Thursday.... Synonyms & Run Wilma

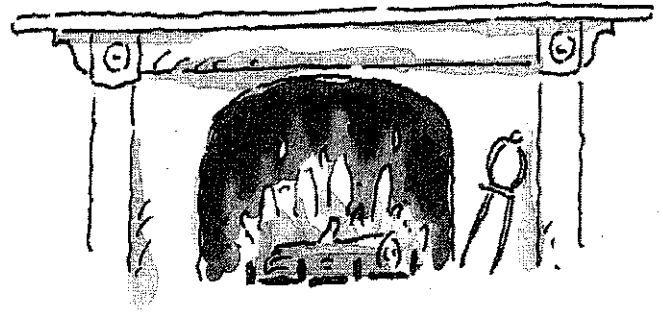
Friday.... Muddled doubles! & Nest Watch

Name _____ Date _____

Read the paragraph. Then answer the questions.

Rob's Job

The Dells had a big fireplace. On snowy winter days they often lit a fire. Rob's job was to make sure there was plenty of wood to burn. He would take his sled to the woodshed. There he loaded logs onto the sled. Then he would **haul** the wood back to the house and bring it in to burn.



1. In this paragraph, the word **haul** must mean
 - A. chop.
 - B. pull.
 - C. burn.

2. The main idea of this paragraph is
 - A. why Rob had a sled.
 - B. snowy winter days.
 - C. getting wood for a fireplace.

3. How do you think the Dells feel about their fireplace?

Name _____ Date _____

Read the paragraph. Then answer the questions.

A Tale of Tails

Pigs are known for having curly tails. They're so cute! Experts say that you can tell how healthy a pig is by the curl of his tail. A pig with a curly tail is in good health. But a pig with a straight tail is not. Poor pig. A straight tail on a pig is a sign of illness. Farmers should take good care of their pigs so they don't get sick.



1. Write *fact* or *opinion* next to each sentence.

- _____ A. They're so cute!
- _____ B. Experts say that you can tell how healthy a pig is by the curl of its tail.
- _____ C. A straight tail on a pig is a sign of illness.

2. Which sentence is most likely true?

- A. Pigs like to wag their tails.
- B. Pigs always get sick.
- C. Farmers check their pigs' tails often.

3. What will a farmer most likely do if a pig's tail is straight?

Name _____ Date _____

Read the paragraph. Then answer the questions.

Meet Mercury

Can you name the planets in our solar system?

Mercury is one of them. Like the other planets, Mercury moves in a path around the Sun.

Mercury travels faster than the other planets.

It speeds along at about 107,000 miles an hour.

Mercury is the planet closest to the Sun.

Its days are very hot, and its nights are very cold.

There is no water on Mercury.



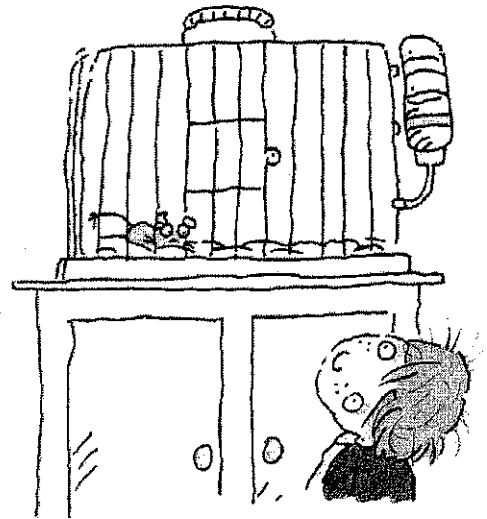
1. The main idea of the paragraph is
 - A. the lack of water on Mercury.
 - B. the planets in the solar system.
 - C. what the planet Mercury is like.
2. A detail that tells more about the main idea is
 - A. the speed at which Mercury travels around the Sun.
 - B. the names of the other planets in the solar system.
 - C. how fast other planets in the solar system travel.
3. Write one way that Mercury differs from other planets.

Name _____ Date _____

Read the paragraph. Then answer the questions.

School Zoo

Many classrooms have pets. This is the best way for students to learn about animals. But classroom pets need a place to go during the summer. In Plano, Texas, the schools have a mini-zoo. Teachers can **borrow** pets for the school months. When summer comes, they return the pets to the zoo. Schools in other towns should follow this example.



1. Write *fact* or *opinion* next to each sentence.

_____ A. This is the best way for students to learn about animals.

_____ B. In Plano, Texas, the schools have a mini-zoo.

_____ C. Schools in other towns should follow this example.

2. You can guess that

A. the pets dislike being in the classroom.

B. there is no school in the summer.

C. the zoo closes in the summer.

3. In this paragraph, the word **borrow** means

A. have forever.

B. have for awhile.

C. pay money for.

Name _____ Date _____

Read the paragraph. Then answer the questions.

A Smart Fish

Fred was a very smart fish. He lived in a peaceful river. Nothing much happened there unless people came around.

Then Fred had to be **alert**.

A yummy worm might mean a trap.

If Fred wasn't careful, he could end up as someone's supper.

He had seen it happen to many careless fish.



1. In this paragraph, the word **alert** must mean
 - A. watchful.
 - B. careless.
 - C. sleepy.
2. You can guess that a worm Fred saw might be
 - A. on a fishing pole.
 - B. in the ground.
 - C. on a water lily.
3. If Fred saw a worm, you can predict he would
 - A. eat it quickly.
 - B. swim away.
 - C. try to save it.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Kinds of Leaves

The leaves on trees are not all alike. Some leaves have jagged edges called teeth. Toothed leaves can be oval, skinny, or shaped like a heart. Beech and elm trees have such leaves. Other trees have leaves shaped like a hand with the fingers spread out. These leaves have three to seven fingers, also called lobes. Many maple trees have such leaves. Both types of leaves drop off trees in the fall.



1. How are toothed leaves and hand-shaped leaves alike?
 - A. They grow on trees.
 - B. They have lobes.
 - C. They have teeth.

2. How are toothed leaves and hand-shaped leaves different?
 - A. Maple leaves drop off in the fall.
 - B. Elm leaves are shaped like hands.
 - C. Toothed leaves have jagged edges.

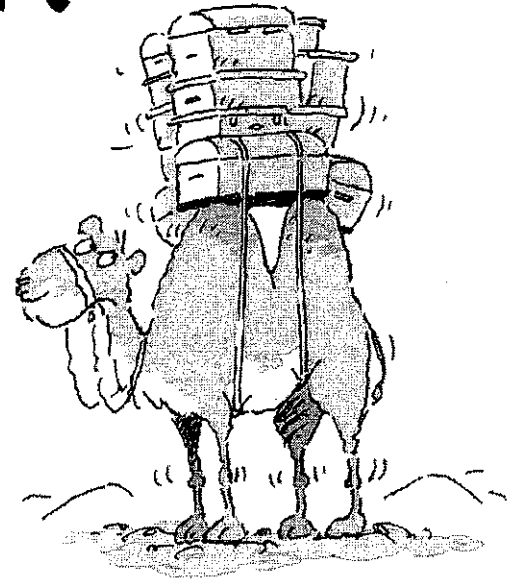
3. The main idea of this paragraph is
 - A. trees have different kinds of leaves.
 - B. maples trees have hand-shaped leaves.
 - C. beech trees have jagged edges.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Ship of the Desert

Do you know what a ship of the desert is? It is a camel. These animals are good for carrying people and supplies across hot, dry deserts. Camels can go many days without getting thirsty. Camels can also go for a long time without food. They live off the fat in their humps when there is no food.



1. Which sentence is most likely true?
 - A. Camels eat sand most of the time.
 - B. Camels don't like to eat or drink.
 - C. The desert has little food or water.
2. You can guess that some trips camels make
 - A. take many days.
 - B. are in cold places.
 - C. are across the sea.
3. After a camel crosses a desert, you can predict that it
 - A. isn't very hungry.
 - B. drinks a lot of water.
 - C. acts like a ship.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Using Plants

Long ago, people used plants to make colorful dyes. They boiled plants in water. Different plants gave off different colors. For example, boiled acorns made a light brown, and beets made a bright pink. The skins from certain onions made an orange-colored dye. Once the **dyes** were ready, people dipped wool or other cloth into them.



1. In this paragraph, the word **dyes** must mean
 - A. stops living.
 - B. colorings.
 - C. foods.
2. A good title for this paragraph would be
 - A. Colors From Plants.
 - B. Pink From Beets.
 - C. Orange From Onions.
3. You can guess that today
 - A. vegetables are never used in dyes.
 - B. there are other ways to dye cloth.
 - C. dyes are not as colorful as long ago.

Name _____

Date _____

Read the paragraph. Then answer the questions.

Two Apples

Apples all grow on trees, but they are not the same. A Cortland apple is bright red with green **streaks**. It is quite juicy. Cortlands are good for eating fresh and for cooking. People often use them in salads, too. Another red apple is the Red Delicious. It also has green streaks. The Red Delicious apple is heart-shaped and has five knobs on the bottom. People eat this apple fresh.



1. How are Cortland and Red Delicious apples alike?
 - A. They are used for cooking.
 - B. They are heart-shaped.
 - C. They are red in color.
2. How are Cortland and Red Delicious apples different?
 - A. The Red Delicious apple is heart-shaped.
 - B. The Cortland apple is eaten fresh.
 - C. The Red Delicious apple has green streaks.
3. In this paragraph, the word **streaks** means
 - A. blobs.
 - B. spots.
 - C. lines.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Animals of the Arctic

Animals of the Arctic have different ways of staying safe. Each summer the snowshoe hare's fur is brown. It is hard for enemies to see the hare on the brown land of the Arctic. But winter is coming. It will soon snow. The hare's thick fur will change color to help keep it safe.



1. Which sentence tells what most likely happens next?
 - A. The hare's coat will become white.
 - B. The hare's enemies will see it in the snow.
 - C. The Arctic snow will turn brown.
2. You can guess that the snowshoe hare has thick fur because winters
 - A. are brown in the Arctic.
 - B. are cold in the Arctic.
 - C. are white in the Arctic.
3. The main idea of the paragraph is
 - A. how winter affects Arctic animals.
 - B. how summer affects Arctic animals.
 - C. how Arctic animals stay safe.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Cara's Cat

Cara's cat didn't like to be left alone. Cara never knew what Honey would do when the family was out. Sometimes the cat just slept. But sometimes she was bad. One day Cara found a big mess in the bathroom. Honey had unrolled the toilet paper. It was in **shreds**. Bits of it were everywhere. It took a long time to clean up Honey's mess.



1. In this paragraph, the word **shreds** must mean
 - A. rolls.
 - B. pieces.
 - C. squares.

2. You can predict that when she saw the mess, Cara
 - A. hugged Honey.
 - B. was mad at Honey.
 - C. got a new cat.

3. You can guess that Honey
 - A. didn't like Cara's family.
 - B. liked to have people around.
 - C. wanted to please Cara.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Frogs and Toads

People often confuse frogs and toads.

Both are amphibians. This means they are cold-blooded; their temperature stays the same as their surroundings.

Frogs and toads have four legs and no tails.

They use their back legs for jumping.

The legs on frogs are longer. Toads have drier, lumpier skin. Most adult frogs live in or near water.

Most **adult** toads live on land.



1. How are frogs and toads alike?
 - A. They live mostly on land.
 - B. They are cold-blooded.
 - C. They have long tails.
2. How are frogs and toads different?
 - A. Toads jump with their back legs.
 - B. Toads live mostly on land.
 - C. Frogs have lumpier skin.
3. In this paragraph, the word **adult** means
 - A. grown-up.
 - B. young.
 - C. cold-blooded.

Name _____ Date _____

Read the paragraph. Then answer the questions.

From Canada to Mexico

The monarch butterfly is quite a traveler. Each spring the monarch leaves Mexico. It starts flying north to Canada. On the way, it dies. But its young **continue** north. These butterflies also die, but their young go on. This continues until fall. Then the great-great-grandchild of the first butterfly turns and heads south.



1. Which sentence tells what most likely happens next?
 - A. The young butterfly will get lost.
 - B. The young butterfly will fly east.
 - C. The young butterfly will head for Mexico.

2. In this paragraph, the word **continue** means
 - A. keep going.
 - B. return.
 - C. stop to rest.

3. Another good title for this paragraph would be
 - A. Flying North.
 - B. Butterfly Travels.
 - C. Monarchs in Mexico.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Remembering Stories

The earliest people did not have a written language. Instead, people learned things by telling and listening to stories. How did storytellers recall everything? Some drew pictures on cave walls to help them remember. Some made up chants to the **rhythm** of drums. Other storytellers made belts or necklaces. Colored threads, beads, and special knots stood for different events.



1. The main idea of the paragraph is
 - A. long-ago drawings on cave walls.
 - B. why there were no books or magazines.
 - C. different ways storytellers recalled events.
2. A detail that tells more about the main idea is
 - A. which people became storytellers.
 - B. beads on belts helped recall things.
 - C. what kinds of stories people told.
3. In this paragraph, the word **rhythm** means
 - A. rocking.
 - B. singing.
 - C. musical beat.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Whales in Water

Whales live all their lives in water.

These large mammals are very smart.

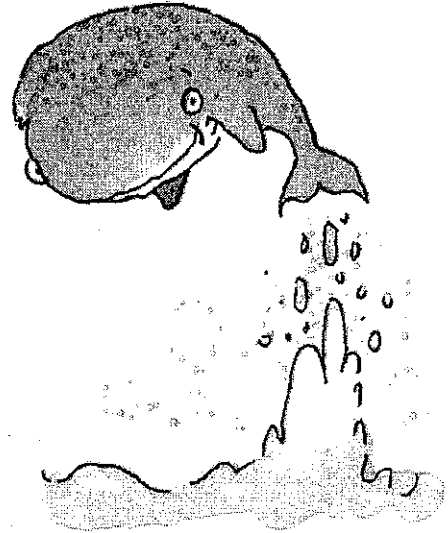
The blue whale is the biggest mammal of all.

Both it and the humpback whale are baleen whales.

They have no teeth. Instead they have baleen, or thin plates, in their mouth to strain out food.

The humpback whale is black with white on it.

This whale has long flippers. The blue whale is a blue-gray color.



1. How are blue whales and humpback whales alike?
 - A. They are black and white.
 - B. They have long flippers.
 - C. They are both mammals.
2. How are blue whales and humpback whales different?
 - A. The humpback is a baleen whale.
 - B. The blue whale is very smart.
 - C. The blue whale is larger.
3. Which sentence is most likely true?
 - A. Whales eat each other.
 - B. Whales get their food from the ocean.
 - C. Whales eat baleen.

Name _____ Date _____

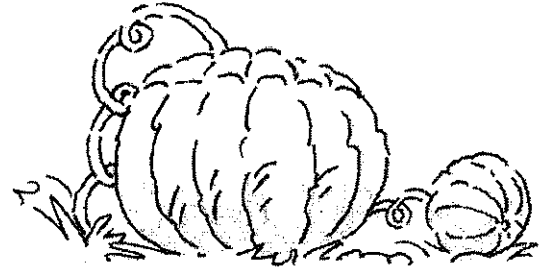
Read the paragraph. Then answer the questions.

Pumpkins in History

In the 1600s, Native Americans such as the Pequot planted pumpkins in their cornfields.

The big pumpkin leaves helped to keep the soil **damp** and free from weeds.

Native Americans also used pumpkins for food and medicine. The English colonists were surprised. They thought pumpkins were only fit for animals. But the colonists had little food; they were hungry.



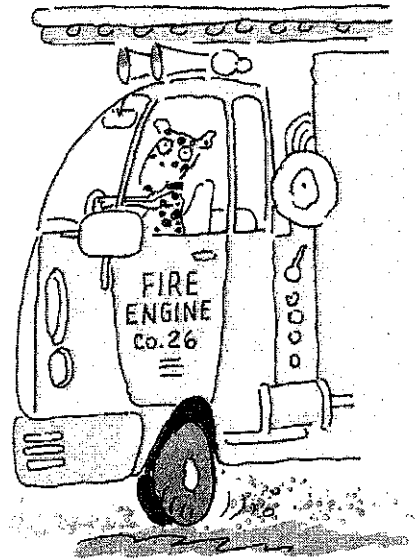
1. Which sentence tells what most likely happens next?
 - A. The colonists get sick from eating pumpkins.
 - B. The colonists begin to raise and eat pumpkins.
 - C. The Native Americans stop eating pumpkins.
2. At first the English colonists differed from Native Americans because
 - A. the colonists used pumpkins for medicine.
 - B. the colonists thought pumpkins were only for animals.
 - C. the colonists kept the soil damp with pumpkin leaves.
3. In this paragraph, the word **damp** means
 - A. clean.
 - B. dry.
 - C. wet.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Firehouse Dogs

Dalmatians are known as firehouse dogs. They are wonderful dogs. They are fast and have good memories. Dalmatians also get along well with horses. Long ago, fire trucks were pulled by horses. Firefighters used Dalmatians to run ahead of the trucks and clear a path. Today some firehouses still keep a Dalmatian. They no longer have to run ahead of horses, though.



1. Write *fact* or *opinion* next to each sentence.

- _____ A. Dalmatians are known as firehouse dogs.
- _____ B. Long ago, fire trucks were pulled by horses.
- _____ C. They are wonderful dogs.

2. Which sentence is most likely true?

- A. Fire trucks have other ways to clear a path today.
- B. Dalmatians still help fight fires.
- C. Some firehouses still keep horses.

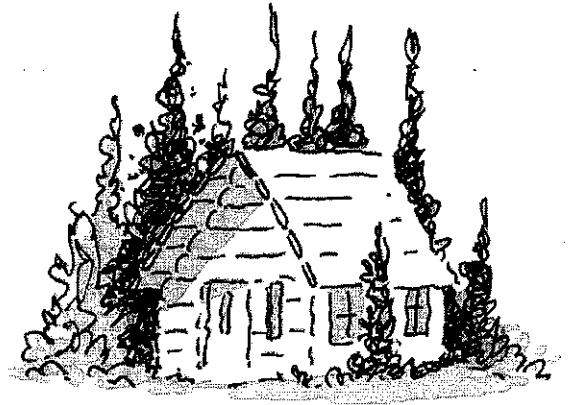
3. Write another fact from the paragraph.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Cabin Cleanup

The cabin had been closed up all winter. Inside, it was dim and **gloomy**. Spiderwebs hung in the corners. Dust covered the floors. Mia said, "Let's make this place more cheerful." She opened the wooden shutters to let in light. Then she began sweeping and dusting. Soon the cabin would be ready for summer fun.



1. In this paragraph, the word **gloomy** must mean
 - A. dark.
 - B. clean.
 - C. cheery.
2. Which sentence is most likely true?
 - A. Mia is not alone.
 - B. Mia is lonely.
 - C. Mia is by herself.
3. You can predict that
 - A. the cabin will be sold next winter.
 - B. the cabin will be closed next winter.
 - C. the cabin will be closed all summer.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Dolphin Teamwork

Dolphins usually work together as a team.

They like to travel in groups.

Large groups are called herds.

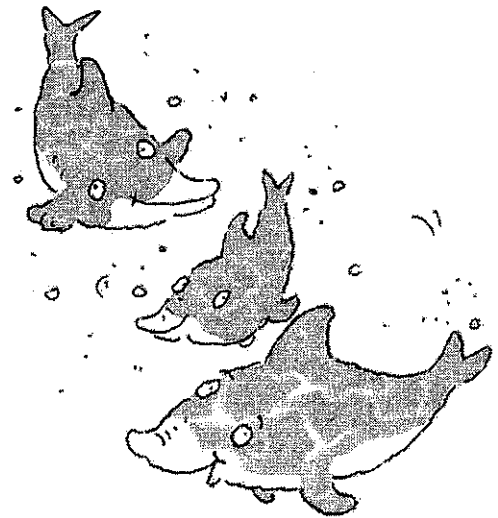
Smaller groups are known as pods.

If a dolphin is sick, others in the pod will swim alongside of it.

They help the sick dolphin get to the water's surface so it can breathe.

Dolphins also work together to find food.

And when a mother dolphin looks for food, others will care for its baby.



1. The main idea of the paragraph is
 - A. how dolphins work together.
 - B. helping out mother dolphins.
 - C. how dolphins act with people.

2. A detail that tells more about the main idea is
 - A. what dolphins do at school.
 - B. different kinds of dolphins.
 - C. how dolphins travel in groups.

3. Which sentence is most likely true?
 - A. Dolphins fight among themselves.
 - B. It would be unusual to see a lone dolphin.
 - C. Dolphins often get sick.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Thanksgiving Customs

Americans have celebrated Thanksgiving for hundreds of years. Today people eat turkey and squash just like long ago. However, people use forks today. In colonial times people used spoons, knives, and their fingers. Often there was only one cup. It was passed around the table. Since there were few chairs in colonial times, children often stood while eating. But people used napkins long ago, just as they do today.



1. How was Thanksgiving long ago like Thanksgiving now?
 - A. People had only one cup at dinner.
 - B. People had napkins then and do now.
 - C. Children stood at the table to eat.

2. How was Thanksgiving long ago different from Thanksgiving now?
 - A. People did not have forks in the past.
 - B. People still eat turkey and squash.
 - C. People had their meal at a table.

3. Which sentence is most likely true?
 - A. People used paper napkins long ago.
 - B. Children got tired standing at meals long ago.
 - C. People weren't thirsty long ago.

Monitor Comprehension

Use the *Monitor Comprehension* strategy to help students monitor their comprehension while reading. The strategy includes thinking about what they are reading, pausing to ask themselves if they understand, and rereading if they do not. The strategy also includes asking themselves if they understand and rereading if they do not.

4

DAY

1

Build background by showing students the location of the Arctic Ocean on a map or globe. Have students read the passage independently, and then introduce the *Monitor Comprehension* strategy. Explain: **Good readers monitor their comprehension by thinking about what they are reading.** Model the strategy: **I know that this is a nonfiction text that is telling me facts. It is important that I understand those facts. As I was reading, I realized I didn't understand how cold the Arctic Ocean is. So I reread the section titled "Size and Temperature." I figured out that the temperature must be almost as cold as ice because there is so much ice in the Arctic Ocean.** Have students complete the strategy practice activity and share their responses. Then have them complete the skill practice activity. Review the answers together.

DAY

2

Remind students of the *Monitor Comprehension* strategy and point out the instructions at the top of the page. Ask: **How would pausing and asking myself if I understand help me monitor my comprehension?** (It gives you a chance to think about what you read to make sure you understand it. It tells you if you need to read it again.) After students finish reading the passage, model the strategy: **I didn't understand why Dr. Fowler wanted to save so many different kinds of seeds. I reread the second paragraph and figured out that he wanted to save a variety of seeds to protect the crops that grow in different countries.** After students complete the strategy practice activity, have them share their responses. Then have them complete the skill practice activity. Review the answers together.

DAY

3

Remind students of the *Monitor Comprehension* strategy. Then say: **We are going to read about a Japanese holiday called Children's Day.** Build background by pointing out Japan on a map and asking volunteers to share what they know about Japanese culture. Then call students' attention to the instructions at the top of the page. Say: **One good way to monitor our comprehension is to recall the main idea of each paragraph.** After students finish reading, have them complete the strategy and skill practice activities. Review the answers together.

DAY

4

Remind students of the *Monitor Comprehension* strategy. Then read the title of the passage aloud. Say: **Sometimes, titles give us good clues as to what a passage is about. Thinking about the title as you read can help you understand the passage.** After students finish reading, have them complete the strategy and skill practice activities. Review the answers together.

DAY

5

Before students read the passage, build background by pointing out Mexico and Spain on a map. Explain that before Mexico was its own country, it was part of Spain. Then have students read the passage. Explain: **Sometimes it can be difficult to concentrate while reading. However, if you monitor your comprehension while reading, you can keep yourself on track.** Have students turn to a partner to complete the strategy practice activity by naming a specific action he or she could take to monitor comprehension. Ask volunteers to share their responses and discuss how those actions helped them stay focused while reading. For the skill practice activity, have students answer the items independently and then review the answers as a group.

READ THE PASSAGE

As you read, ask yourself, "Do I understand what I am reading?"

The Doomsday Vault

If you wanted to save one thing for the future, what would you pick? For Dr. Cary Fowler, it's an easy choice. He would save seeds. Dr. Fowler is the scientist who helped create the Svalbard Global Seed Vault in Norway, near the Arctic. Dr. Fowler is trying to collect and save seeds from every food crop in the world.

Why would anyone save seeds? Well, Dr. Fowler believes the world must be prepared in case something terrible happens. Some disasters, whether they are natural or caused by people, could destroy crops around the world. People wouldn't have food, and they might not be able to grow it. Dr. Fowler believes we must protect seeds today so we can grow crops in the future.

Today the seed vault has over 400,000 different types of seeds. Dr. Fowler hopes to one day have over 1 million types of seeds. He is asking countries around the world to deposit seeds into the vault so that the seeds can be withdrawn when we need them.

STRATEGY PRACTICE

Was there anything you read about the seed vault or Dr. Fowler that you did not understand? Write a question you had while you were reading.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- What is the passage mostly about?
 - a seed vault
 - how people protect crops
 - a scientist named Dr. Cary Fowler
 - how to best store seeds
- What will Dr. Fowler probably do once the seed vault collects 1 million seeds?
 - He will plant the seeds.
 - He will keep working to save crops.
 - He will close the vault.
 - He will move to Norway.
- What will likely happen to the seeds in the near future?
 - They will be returned to wherever they came from.
 - Norway will get to use the seeds.
 - The seeds will be traded for money.
 - They will be kept safe.
- Which of these seeds would Dr. Fowler probably put into the seed vault next?
 - seeds for a pretty flower
 - seeds for a large tree
 - seeds for a vegetable
 - seeds for grass

READ THE PASSAGE

As you read, think about the title of the passage and how it helps explain what you are reading.

Real-Life Dragons

Stories about dragons that breathe fire and fly through the air are just make-believe. But some islands in the Indian Ocean are home to a very real reptile called the Komodo dragon. This giant lizard can grow to be 10 feet long and weigh up to 150 pounds. Komodo dragons don't have wings, or smoke coming out of their nostrils, but they have strong tails and a very nasty bite. A Komodo dragon has a powerful venom and knife-like teeth. When a Komodo dragon bites an animal, the animal usually goes into shock and dies quickly.

Although they can be dangerous, Komodo dragons usually don't attack people. In fact, in the past 35 years, Komodo dragons have attacked only five people. The Indonesian people who inhabit the same islands as the dragons believe that the lizards are special and should be treated with respect.

STRATEGY PRACTICE

Explain how the title helped you understand the passage.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- What does the title of the passage tell you?
 - All dragons are make-believe.
 - Some dragons are real.
 - Dragons are good for stories.
 - Dragons are a type of lizard.
- If a Komodo dragon bit an animal, the animal would probably _____.
 - get sick and then get better
 - avoid Komodo dragons in the future
 - not be able to survive the bite
 - clean the bite with water
- What is the last paragraph mostly about?
 - the danger of Komodo dragons to people
 - the danger of people to Komodo dragons
 - how to treat the bite of a Komodo dragon
 - how Komodo dragons are usually not a danger to people
- If the title of the passage were "Fairy-Tale Dragons," which would you expect to read about?
 - fire-breathing dragons
 - poisonous lizards
 - Komodo dragons
 - the Indian Ocean

The science fair is coming up, and you have to learn something new. There are a lot of things to learn, but you can't learn everything. You have to choose one thing to learn about. You have to think about what you want to learn and what you have time to do.

DAY
1

Introduce the *Make Connections* strategy by explaining: **When good readers read, they will often be reminded of something they have seen, done, or read before. This helps them better understand the situation, the details, or the feelings involved in what they are reading. But it is important to stay focused on the text and not be distracted by the connections you make.** Have students read the instructions at the top of the page and then read the passage. When students have finished reading, model a connection you made with the text (e.g., When I was in fourth grade, I could not take part in the science fair because I had the chickenpox.). Direct students to complete the strategy and skill practice activities. Review the answers together.

DAY
2

Remind students of the *Make Connections* strategy and ask them if they have ever been told they were wrong about something when they knew they were right (e.g., someone said you did something you didn't do). Say: **You can use that experience to make a connection with this passage.** Direct students to read the passage. After students have finished, instruct them to complete the strategy practice activity. Ask volunteers to share their responses. Have students discuss how they answered the question based on their own experiences. Then direct students to complete the skill practice activity. Review the answers together.

DAY
3

Point out to students that when they read about a place, they can make connections to what they are reading by thinking about similar places they know of. Have students read the directions at the top of the page. Ask: **Have you ever been to a community garden? What about a community center or local park? Think about those places as you read.** Direct students to read the passage and complete the strategy practice activity. Invite volunteers to share their responses. Then have students complete the skill practice activity. Review the answers together.

DAY
4

Remind students of the *Make Connections* strategy. Have students read the directions at the top of the page. Then say: **Good readers can connect what happens in a story to their own lives. As you read, think about what you would do if you were in a similar situation. How would you behave? What would you say?** Direct students to read the passage and complete the strategy practice activity. Invite volunteers to share their responses. Then have students complete the skill practice activity. Review the answers together.

DAY
5

Remind students of the *Make Connections* strategy. Tell students they are going to read about a new way that scientists study hurricanes. Have students share what they know about hurricanes. Then direct students to read the passage. After they finish reading, have students complete the strategy practice activity. Ask students how making a connection to something they would like to study could help them better understand the passage (e.g., think about how to study something, new ideas for studying something). Then have students complete the skill practice activity. Review the answers together.

READ THE PASSAGE

As you read, think about how Galileo acted differently from other people.

Galileo's Wild Idea

When Galileo (GAL-ih-LAY-oh) was a boy in Italy in 1574, he studied science. As he grew older, Galileo became interested in studying the stars. At that time, most people believed the sun moved around Earth. Galileo wanted to prove that Earth moved around the sun.

Galileo got his idea after he read a book and learned more about stars. Galileo studied Jupiter with a telescope. The telescope helped Galileo find some of Jupiter's many moons. He saw that the moons moved around Jupiter. Now he knew that some things in the solar system did *not* move around Earth!

Galileo wanted to tell everyone about his idea, but he had a problem. Some of Italy's rulers did not like the idea that Earth was not the center of the universe. They called Galileo a troublemaker and threatened to kill him if he did not say that his ideas were wrong. Galileo agreed, and instead of being killed, he spent the rest of his life in prison. However, Galileo was right! Today we know that the planets move around the sun.

STRATEGY PRACTICE

How do you think Galileo felt when he was forced to say that his ideas were wrong?

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Where did Galileo live?
 - Italy
 - Spain
 - the United States
 - Great Britain
- Which one best describes Galileo?
 - He was not intelligent.
 - He was very powerful.
 - He was interested in laws.
 - He was curious about science.
- Which one best describes Italy's rulers?
 - They wanted Galileo to succeed.
 - They wanted everyone to learn about science.
 - They wanted to punish Galileo for his ideas.
 - They wanted Galileo to leave Italy.
- What is a theme of the passage?
 - All people appreciate science and learning.
 - Sometimes unfair things happen to people.
 - It is always best to agree with others.
 - What others believe is more important than what you believe.

READ THE PASSAGE

As you read, think about how Kate behaves and whether you know anyone like her.

Kate's Vacation

When Kate came back to school after the winter holiday, she told everyone in her class about the snowman she had built. "It was 15 feet tall. It was so huge that I needed a ladder to put the hat on top of its head," Kate said.

During lunch, Kate told everyone what a great snowboarder she was. "I was going faster than anyone else on the hill," Kate said. "I think I set a world record."

During recess, Kate explained to everyone how she had built an igloo from the snow. "It had five rooms," Kate said. "We almost moved into the igloo because it was twice as big as our house."

Just then, it began to snow. All the kids cheered as big white flakes drifted down from the sky. Sarah, who had listened to Kate's stories all day, smiled. She said to Kate, "Now you can make us a giant snowman and an igloo! And we can watch you set a new record on your snowboard!"

Kate's face turned bright red. She quietly went back inside and didn't say anything else about her winter vacation.

STRATEGY PRACTICE

What would you have said to Kate to help her change her behavior?

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. What is a message of the passage?
 - (A) People are always jealous of each other.
 - (B) There is no reason to tell stories to impress others.
 - (C) You should not discuss your vacation with others.
 - (D) It is important to be a good storyteller.
2. Why do you think Kate's face turned bright red at the end?
 - (A) She was embarrassed by Sarah's words.
 - (B) The falling snow made her cold.
 - (C) She was tired from talking all day.
 - (D) She remembered something embarrassing that she did on vacation.
3. Which of these best describes Kate?
 - (A) She is quiet and thoughtful.
 - (B) She is happy and helpful.
 - (C) She is honest and friendly.
 - (D) She is imaginative and boastful.
4. What lesson do you think Kate learned?
 - (A) People respect you if you tell stories.
 - (B) Vacations are best spent with family.
 - (C) Few people are trustworthy friends.
 - (D) It is best to talk about something you have actually done.

Visualization

Read aloud the first sentence from the passage. Ask: **Right away, what do you picture?** (e.g., a girl with an angry look on her face, arms crossed) **Instead of just reading about a girl in a foul mood, you can picture the look on her face and how she's sitting. This gives you a clearer idea of how she is behaving.** Then have students read the passage. When students have finished reading, pair them for the strategy practice activity. Invite pairs to share their answers. Then direct students to complete the skill practice activity. Review the answers together.

DAY
1

Introduce the *Visualization* strategy. Say: **When good readers read, they often make mental pictures of what they are reading about. They turn what they are reading into a kind of "movie" that plays in their mind. But this doesn't mean they daydream. They pay attention to important and descriptive words.** Tell students to close their eyes and visualize as you read the first paragraph aloud. Read the sentences slowly to give students time to understand and visualize the important descriptions (millions of tons, swirl slowly, huge problem). Direct students to read the passage and then complete the strategy and skill practice activities. Review the answers together.

DAY
2

Remind students of the *Visualization* strategy. Say: **As we read, it's important to look for words we can picture.** Read the first sentence from the passage aloud. Ask: **Which words are easier to picture: beetles, colorful, or alone?** (*beetles* and *colorful*) **That's because a colorful beetle is something we can see. When you visualize, look for words that represent things you can see in real life.** Have students read the instructions at the top of the page and then read the passage. When students have finished reading, have them complete the strategy practice activity and share their answers. Then direct students to complete the skill practice activity. Review the answers together.

DAY
3

Remind students of the *Visualization* strategy. Say: **When you visualize as you read, you can sometimes build your mental images on things you have actually seen. For example, if you are reading about a school, you can start with the image of your own school. Then you can adjust your mental picture to match the details you read.** Direct students to read the passage and complete the strategy and skill practice activities. Review the answers together.

DAY
4

Remind students of the *Visualization* strategy. Say: **Good readers pay attention to the words in a passage. Specific action words, or verbs, and clear describing words, or adjectives, help us make mental images as we read. Which is a better verb, look or seek?** (*seek*) **Which is a clearer adjective to describe an apple, sweet or good?** (*sweet*) Have students read the instructions at the top of the page and then read the passage. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY
5

Remind students of the *Visualization* strategy. Say: **When you visualize a character and his or her actions, you can learn more about that character. You will also remember more about the story.** Read aloud the first sentence in the story. Ask: **Right away, what do you picture?** (e.g., a girl with an angry look on her face, arms crossed) **Instead of just reading about a girl in a foul mood, you can picture the look on her face and how she's sitting. This gives you a clearer idea of how she is behaving.** Then have students read the passage. When students have finished reading, pair them for the strategy practice activity. Invite pairs to share their answers. Then direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE

Look for words that help you picture the beetle and how it behaves.

One Smelly Bug

Bombardier (bom-buhr-DEER) beetles are colorful but are best left alone. These beetles get their name from the way they keep themselves safe. When a bombardier beetle is threatened, it “bombards” its enemy by spraying a boiling hot, smelly liquid from its body. Frogs, birds, and other animals looking for a meal get a nasty surprise instead.

The bombardier beetle has special body parts that hold two liquids. Muscles push these liquids together, where they mix into a smelly, hot spray. The beetle can aim the liquid in many directions. This allows it to protect itself from the front, side, or back. When the beetle sprays, it also makes a loud pop and a gas that looks like smoke. It’s quite a surprise to see a popping, smoking bug!

The beetle isn’t the only animal that can protect itself by stinking. Skunks, stink bugs, and musk ox are a few other animals that also use a nasty smell to keep others away. But they don’t pop and smoke like the bombardier beetle does. So watch out for this “explosive” insect!

STRATEGY PRACTICE

What words from the passage helped you visualize the bombardier beetle?

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- What is the passage mostly about?
 - how the bombardier beetle got its name
 - animals that stink
 - the difference between liquids and gases
 - a beetle that defends itself in a special way
- According to the passage, how are skunks and bombardier beetles alike?
 - Both are hunted by frogs.
 - Both use a bad smell to protect themselves.
 - Both make a loud popping noise.
 - Both make a boiling hot liquid.
- How did the bombardier beetle get its name?
 - from the way it attacks frogs and birds
 - from the hot, smelly liquid it makes
 - from the way it hunts for its food
 - from the way it looks and moves.
- What is the effect of the beetle being able to aim in many directions?
 - The beetle can protect itself from all sides.
 - The beetle can make many different popping noises.
 - The beetle can walk backward.
 - The beetle can produce liquids inside its body.

READ THE PASSAGE As you read, try to visualize the ancient Copper Scroll.

The Oldest Treasure Map

You've probably read stories or seen movies about treasure maps. Maybe a pirate was looking for buried treasure. Maybe an explorer was seeking a lost fortune. Most treasure maps are made up by storytellers, but one treasure map is very real and very old.

The Copper Scroll is a treasure map like no other. Instead of being written on paper or animal skin, this map is written on copper. The map is from the Middle East and is over 2,000 years old. Because it is made from copper, the map didn't hold up very well over time. Researchers had to cut the map into strips and then carefully put them back together.

The map's writing is difficult to read, so people aren't sure what it says. Most think the map lists the places where silver and gold were buried. But so far, none of the treasure listed on the map has been found. However, the map is still important. It has helped researchers learn more about how people spoke and wrote thousands of years ago.

STRATEGY PRACTICE Underline words from the passage that give you a mental picture of the Copper Scroll.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. What is the passage mostly about?
 A people who study old languages
 B treasure maps in fiction
 C life thousands of years ago
 D an old treasure map
2. Why are people unsure about what the treasure map says?
 A The map uses a secret code.
 B It is difficult to write on copper.
 C The map is difficult to read.
 D No one understands the language on the scroll.
3. What is an effect of the map being written on copper?
 A It is damaged.
 B It is worth a lot of money.
 C It is heavy.
 D It is easy to cut into strips.
4. How is the map different from other treasure maps?
 A It is written on copper instead of paper.
 B It describes a unique treasure.
 C It comes from a story.
 D It is not important to researchers.

**DAY
1**

Introduce the *Organization* strategy. Then say: **By looking at the organization of a passage, we can get a better idea of what the author is trying to tell us. Sometimes the author will use certain words to signal how the information is organized.** Tell students they are going to read a passage that gives information about how to organize a neighborhood party. Say: **Look for words such as *first, next, during, and after* to help you understand the order of events that the author describes.** Then have students read the passage. When students have finished, have them complete the strategy practice activity. Ask volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

**DAY
2**

Point out to students that by knowing the organization of a passage, good readers can pay more attention to important details and work less hard to understand what the passage is about. Then say: **We are going to read a passage about eating healthful snacks. The author of this passage included both facts and opinions about healthful snacks. As you read, think about how the facts and opinions are organized.** Have students read the instructions at the top of the page and then read the passage. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

**DAY
3**

Remind students of the *Organization* strategy and point out the instructions at the top of the page. Say: **Another way that a passage may be organized is by cause and effect.** (If necessary, review the terms *cause* and *effect*.) **When we read these types of passages, we are looking for what happens and why it happens.** Tell students they are going to read about storm water—the water that runs down sidewalks and streets during a storm. Explain that students can look for cause-and-effect signal words (*because, as a result, therefore, etc.*) as they read to help them understand this kind of text. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

**DAY
4**

Remind students of the *Organization* strategy. Explain to students that the passage they are about to read is a biography. Ask: **What do we usually find in biographies?** (dates, names, important events in a person's life, etc.) Then say: **I expect to see this passage organized around important dates in the life of this person in the order that they happened.** Have students read the passage. When students have finished reading, direct them to complete the strategy practice activity and share their responses. Then direct students to complete the skill practice activity. Review the answers together.

**DAY
5**

Remind students of the *Organization* strategy and say: **Persuasive writing usually begins with a clear statement of what the author believes. The author then gives facts supporting that opinion and includes a possible objection, or reason you might disagree with him or her. When you read persuasive writing, pay attention to how it is organized. This will help you decide if you agree with the author or not.** Have students read the passage and complete the strategy practice activity. Discuss students' answers. Then have them complete the skill practice activity. Review the answers together.

READ THE PASSAGE

As you read, look for facts and opinions about healthful snacks.

Smart Snacks

It's not hard to see why cheeseburgers, fries, pizza, and ice cream are popular. They're delicious! But not everything that tastes good is good for you. The next time you need to feed, consider smart snacks.

Nearly everyone loves french fries made from potatoes. Did you know that other root vegetables taste great, too? Root vegetables include beets, carrots, and sweet potatoes. They contain important vitamins and minerals, and they can all do the jobs a potato can do. Raw carrots are crunchy and satisfying. Cooked beets and sweet potatoes are full of flavor. Peel them and cut them into strips, just like fries. Raw carrots are crunchy, and when beets and sweet potatoes are cooked, they are sweet. Give them a try! You'll forget all about french fries.

Discovering new foods can be fun. Plus, if you eat healthful foods, you'll be less likely to get sick. You'll also have more energy to run and play. And you will be able to think more clearly and for longer periods of time. So start snacking smartly!

STRATEGY PRACTICE

Underline two facts in the passage and draw a box around two opinions.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Which of these is a fact?
 - Ice cream is delicious.
 - Carrots are satisfying.
 - Everyone loves french fries.
 - Beets have vitamins.
- Which of these is *not* an effect of eating healthful foods?
 - getting fewer minerals
 - being able to concentrate better
 - being less likely to get sick
 - having more energy to play
- Which of these is an opinion about root vegetables?
 - Carrots are crunchy.
 - Beets taste as good as potatoes.
 - Sweet potatoes are a root vegetable.
 - Root vegetables can be cut to look like french fries.
- What is the passage mostly about?
 - how to make french fries
 - the most popular snack foods
 - what to eat when you are sick
 - healthful snacks you can make from vegetables

READ THE PASSAGE

Think about how the author organized the information in the passage.

Dinosaur Discoverer

Roy Chapman Andrews was an American explorer born in 1884. He liked traveling to different places and studying animals. Andrews wanted to find fossils that would tell him more about early humans. Instead, he found something that changed what everyone thought about dinosaurs.

Andrews and his team made many trips to Asia during the 1920s. There, they found dinosaur fossils, as well as fossils from different mammals, including a type of early rhinoceros. Andrews sent his discoveries to the American Museum of Natural History in New York. They liked what he found and encouraged him to keep searching.

Andrews' most interesting discovery was made in 1923 in the Gobi Desert of Mongolia. He and his team became the first people to find dinosaur eggs. Until this discovery, scientists weren't sure whether dinosaurs laid eggs or gave birth to live babies.

In 1927, the Boy Scouts of America made Andrews an honorary Scout. He was the first person to receive this award. Today, Andrews is regarded as a model explorer and adventurer.

STRATEGY PRACTICE

List three important dates in Andrews' life in the order given in the passage. Tell what happened on those dates.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Why did the museum in New York want Andrews to keep exploring?
 A They liked his discoveries.
 B He was earning a lot of money.
 C He was not welcome at home.
 D He had not discovered enough about early humans.
- What happened after Andrews discovered the dinosaur egg?
 A He discovered an early type of rhinoceros.
 B He was given an award by the Boy Scouts.
 C He took a trip to Asia.
 D He began working at the museum.
- Why did Andrews want to go to Asia in 1920?
 A to learn more about early humans
 B to discover dinosaur eggs
 C to find new animal fossils
 D to become a Boy Scout
- Which of these is an opinion?
 A Andrews traveled to Asia during the 1920s.
 B Andrews discovered an early type of rhinoceros.
 C Andrews' most interesting discovery was of dinosaur eggs.
 D The museum liked what Andrews found.

Determine Important Information

Use the *Determine Important Information* strategy to help students understand how to find the most important information in a text. This strategy is used to help students understand how to find the most important information in a text. This strategy is used to help students understand how to find the most important information in a text.

DAY 1

Introduce the *Determine Important Information* strategy to students. Explain: **Good readers look for information that helps them understand what they are reading or answers a question they have.** Point out the ad on the student page and ask: **What are we looking at?** (an ad for a kind of racer) **What information do we usually find in ads?** (the name of the thing being sold, how much it costs, etc.) **Would this ad be better or worse if the picture of the Fast Flyer was not here? Why?** (It would be worse because you couldn't see what the racer looked like.) **So, the picture of the Fast Flyer is important information if you want to know what it looks like.** Direct students to read the instructions at the top of the page, study the ad, and complete the strategy and skill practice activities. Review the answers together.

DAY 2

Remind students of the *Determine Important Information* strategy. Point out the charts on the page. Say: **When you see two things together, such as these charts, it's helpful to study the relationship between them. First look for the information they have in common. Then you can look for the information one chart tells you that the other chart does not.** Have students read the directions at the top of the page. Then have students study the charts. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 3

Point out the table of contents on the page and ask: **Why do books have a table of contents?** (to tell us what information is in a book and to help us understand how it is organized) **When we read different kinds of text, the information that is important is often different. Would you expect to find a main idea statement or a character's description in a table of contents?** (no) Point out the bold text to the left of each lesson title. Say: **This book is divided into lessons. What type of book has lessons?** (instruction books, textbooks, etc.) Then point out the numbers to the right of the lesson titles. Ask: **What do these numbers tell us?** (what page each lesson begins on) Have students read the instructions at the top of the page. Then direct students to study the table of contents and read the text. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Remind students of the *Determine Important Information* strategy. Have students look at the Web page briefly, and then ask: **What did you notice first?** Allow volunteers to share their answers, and then say: **I noticed the title of the Web page first. This is important information that tells me what I am reading about. When I look at this Web page, the title, picture, and timeline tell me different kinds of information.** Have students read the directions at the top of the page and the Web page. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 5

Remind students of the strategy. Then ask them what they see at the top of the page. (a recipe) Say: **A recipe tells what is in a dish and how to prepare it. It tells you important information that you may not know without reading the recipe.** Allow volunteers to share their experiences of cooking with a recipe. Have students read the instructions at the top of the page and study the recipe. Then direct students to complete the strategy and skill practice activities. Review the answers together.

READ THE CHARTS

Study the information in each chart and think about how they work together.

Raise Money for Scouts and Earn Prizes!

IF YOU SELL...

YOU CAN EARN...

10 candles
OR
10 boxes of cookies



1 prize from **Column A**

20 candles
OR
15 boxes of cookies



1 prize from **Column A**
AND
1 prize from **Column B**

25 candles
OR
20 boxes of cookies



2 prizes from **Column A**
AND
1 prize from **Column B**

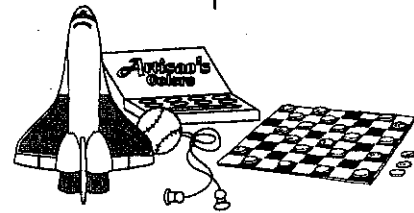
PRIZES

COLUMN A

- model rocket
- jigsaw puzzle
- paint set
- earbuds

COLUMN B

- sticker book
- baseball
- harmonica
- checkers set



STRATEGY PRACTICE


If you wanted to earn a prize for a friend, how would you use the information?

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

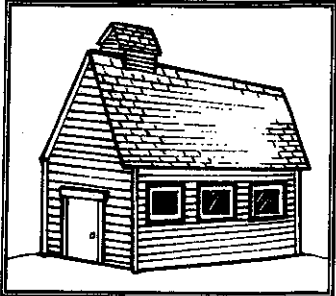
1. Which of these is the most someone could get for selling 20 candles?
 - (A) earbuds and a model rocket
 - (B) a baseball and a harmonica
 - (C) a harmonica and earbuds
 - (D) a baseball, harmonica, and paint set
2. The chart on the left shows _____.
 - (A) how much a candle or box of cookies costs
 - (B) what you can use to buy candles or cookies
 - (C) the kinds of prizes that people can earn for buying candles and cookies
 - (D) the numbers and types of prizes that people can earn for selling candles and cookies
3. How many boxes of cookies must someone sell to earn two prizes from Column A of the prize chart?
 - (A) 10 boxes
 - (B) 15 boxes
 - (C) 20 boxes
 - (D) 40 boxes
4. The chart on the right shows _____.
 - (A) the prizes that can be earned
 - (B) the requirements for earning a prize
 - (C) the items available to be sold
 - (D) items that can be traded for candles or boxes of cookies

READ THE INFORMATION Think about how the information is arranged.



BODIE

STATE HISTORIC PARK



Tucked away in a lonely valley in the Bodie Hills, the historic ghost town of Bodie reminds people of California's gold-mining history. Come visit Bodie and see what life was like in the 1800s.

Some of the original buildings still stand, including this miner's cabin, built in 1884.

1859	1876	1892	1932	1942	1962
<p>W.S. Body discovers gold in Bodie, now a ghost town.</p>	<p>The Standard Company discovers a large supply of gold and silver.</p>	<p>A fire destroys much of the town. Bodie starts to become a ghost town.</p>	<p>Another fire destroys much of the remaining town.</p>	<p>The last mine officially closes.</p>	<p>California makes Bodie a state historic park.</p>

STRATEGY PRACTICE

What information does the image of the cabin give that the description of Bodie does *not*?

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- | | |
|---|---|
| <p>1. When did the last mine in Bodie close?</p> <p>(A) after Bodie was made into a state park</p> <p>(B) between the first and second fires in Bodie</p> <p>(C) after both fires in Bodie</p> <p>(D) before the Standard Company found gold</p> | <p>3. When did Bodie start becoming a ghost town?</p> <p>(A) 1859</p> <p>(B) 1876</p> <p>(C) 1892</p> <p>(D) 1932</p> |
| <p>2. The caption under the illustration tells _____.</p> <p>(A) which buildings were destroyed by fire</p> <p>(B) about the building pictured</p> <p>(C) the things that people can do in Bodie</p> <p>(D) the location of the building pictured</p> | <p>4. What does the timeline tell?</p> <p>(A) important dates in Bodie's history</p> <p>(B) important dates in California's history</p> <p>(C) a history of California's Gold Rush</p> <p>(D) a history of California state parks</p> |

DAY

1

Introduce the *Ask Questions* strategy to students. Explain: **One way good readers stay focused and check their understanding is to ask questions. You can ask questions before, during, and after reading. When we ask questions before we read, we set a purpose for reading. The questions we ask can guide our reading.** Tell students they will read about a place that helps children with special needs. Then read the title aloud. Prompt students to think of questions about what they might read. Model by asking: **Where can you swim with dolphins?** Have students write their own questions in the space provided for the strategy practice activity. Tell students they will look for these answers as they read. Then direct students to read the passage and complete the skill practice activity. Invite students to share whether their initial questions were answered.

DAY

2

Review the *Ask Questions* strategy. Say: **When we ask questions during reading, we are monitoring our comprehension and focus. Asking a question while reading helps us pay attention to what we are reading and sometimes alerts us to information that we don't understand.** Have students read the instructions at the top of the page. Then tell students to think of a question about solar power as they read the first paragraph. Direct students to write that question in the space provided for the strategy practice activity. Have students read the rest of the passage and invite volunteers to share whether or not their questions were answered. Then direct students to complete the skill practice activity. Review the answers together.

DAY

3

Remind students of the *Ask Questions* strategy. Tell students that asking a question after they read is a good way to check that they understood what they have read. Say: **When we ask questions after we read, we are reviewing what we have read to make sure we understood it. We ask ourselves the types of questions that we find on tests or in our textbooks.** Have students read the instructions at the top of the page and the passage. Then direct students to complete the strategy practice activity and ask each other their questions. Discuss as a class how asking and answering those questions helped confirm their understanding of the passage. Finally, direct students to complete the skill practice activity. Review the answers together.

DAY

4

Review the *Ask Questions* strategy by asking: **When you read, when should you ask questions?** (before, during, and after reading) Tell students they are going to read a passage about a sport called rugby. Ask: **What questions do you have about rugby before you read?** (e.g., How is rugby played? What equipment do you need?) Invite volunteers to share their questions. Then remind students to ask themselves questions as they read. Have students read the instructions at the top of the page and the passage. When students have finished, have them share the questions they asked themselves as they read, as well as any remaining questions they have. Discuss the questions and answers as a class. Then direct students to complete the strategy and skill practice activities.

DAY

5

Remind students of the *Ask Questions* strategy. Tell students they are going to read about a dog named Bo who is a husky. Explain that huskies were bred to live in cold climates and to pull sleds. Then have students read the instructions at the top of the page and the passage. When students have finished, pair them or complete the strategy practice activity as a group. Discuss the questions and their answers as a class. Then direct students to complete the skill practice activity independently. Review the answers together.

Name: _____

READ THE PASSAGE

Ask yourself questions as you read to help you stay focused on what the author is saying.

Using the Sun at Night

My house gets energy from the sun. That kind of energy is called “solar power.” We use it to power the lights, the television, and the computer. It also powers the stove and toaster. It even runs the heater in the winter and the air conditioner in the summer.

We collect the sun’s energy with large solar panels on our roof. These panels turn the sun’s energy into electricity. Some of the electricity gets used right away, and some of it is stored so we can use it at night.

In the winter, getting enough sunlight can be hard. So sometimes we have to use electricity from the power company. But we need less of this electricity than we would without our solar panels.

The sun is a good source of energy because it will never run out. It is also cleaner than some other kinds of energy and is becoming less expensive, too. In the future, more people will have panels like ours on their roofs.

STRATEGY PRACTICE

What is the most important question you would ask the writer about solar power?

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Why do you think the author wrote the passage?
 A to explain how the sun makes energy
 B to tell a funny story about his house
 C to describe what his house looks like
 D to persuade people to use solar power
- According to the passage, how are summer and winter different?
 A There is more sunlight in the winter.
 B There is more sunlight in the summer.
 C The family uses less electricity in the winter.
 D The family needs energy from the power company in the summer.
- Which statement would the author probably agree with most?
 A Solar power is not a good form of energy.
 B Solar panels make roofs look bad.
 C Solar power is helpful for the planet.
 D Solar power should cost more money.
- How are the solar panels and the power company alike?
 A Both provide people with electricity.
 B Both work better in the summer.
 C Both always make enough electricity.
 D Both turn sunlight into electricity.

READ THE PASSAGE

As you read, ask yourself questions to help you think about the similarities and differences between rugby, football, and soccer.

The Rugged Sport of Rugby

My cousin Chris plays rugby. He says it's similar to football and soccer, but some things are different.

A rugby field is called a "pitch." However, Chris's rugby team plays on the soccer field since it's the same size as a pitch.

To score points, players kick, carry, or throw the ball down the pitch. A rugby "goal" is like a football touchdown, and it is worth five points. A rugby "drop goal" is like a football field goal. For both drop goals and field goals, you kick the ball between two posts to score three points.

The pitch is crowded during a rugby game. That's because each team has 15 players on the field at once. That is more players than in football and soccer, both of which have 11 players.

The ball that players use in rugby is similar to a football. It is made from leather and is shaped like an oval. But it doesn't have laces, and the ends are less pointed than a football's ends.

Chris enjoys playing rugby and hopes to join a league soon. I might join, too.

STRATEGY PRACTICE

Do you think rugby is more like football or soccer? Why?

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- According to the passage, which sports are similar to rugby?
 - football and basketball
 - soccer and baseball
 - baseball and basketball
 - football and soccer
- Why do you think the author wrote the passage?
 - to tell people about her cousin Chris
 - to explain more about the sport of rugby
 - to persuade people to join rugby leagues
 - to entertain people with a story about one of Chris's rugby matches
- What part of rugby is *not* like soccer?
 - the size of the field
 - the shape of the ball
 - the ability to score points by kicking the ball
 - players running up and down the field
- What is true about soccer and football but *not* true about rugby?
 - It is played on a field.
 - It is played with a ball.
 - There are 11 players on a team.
 - You can kick the ball to score points.

WEEK

7

Main Idea and Details

Point out to students that reading comprehension almost always involves looking for the main idea and details. Explain: Each passage has a main idea, and each paragraph in the passage has its own main idea. Also, within each paragraph, there are important details that support the main idea of the passage or paragraph. The title can give us a good idea of what the paragraphs in a passage will mostly be about. According to the title, what do you think this passage will be about? (one of Jupiter's moons) As you read each paragraph, look for sentences that tell you about this moon.

Monitor how well you understand what you are reading.

DAY 1

Point out to students that reading comprehension almost always involves looking for the main idea and details. Explain: Each passage has a main idea, and each paragraph in the passage has its own main idea. Also, within each paragraph, there are important details that support the main idea of the passage or paragraph. The title can give us a good idea of what the paragraphs in a passage will mostly be about. According to the title, what do you think this passage will be about? (one of Jupiter's moons) As you read each paragraph, look for sentences that tell you about this moon. Have students read the instructions at the top of the page. Then remind them of the *Monitor Comprehension* strategy (Week 1). Tell students to stop after each paragraph and determine that paragraph's main idea. Then direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Ask students to recall what a main idea is and what details are. (The main idea tells what something is mostly about, and details are important information that support the main idea.) Then remind students of the *Visualization* strategy (Week 3). Say: As you read, make a mental image of what is being described. This will help you recall the important details more easily. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together. Invite volunteers to share their drawings and explain which words from the passage helped them decide what to draw.

DAY 3

Introduce the *Sequence* skill to students. Say: Sequence can refer to the order of things in a series, the order of things based on when they happen, or the order of steps or instructions that need to be followed. Tell students they will read about how emperor penguins care for their eggs. Say: As you read, underline words in the passage that tell you what happens first, second, and so on. Underlining is a good way to help you monitor how well you understand the sequence of events. Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers and the words that students underlined in the passage.

DAY 4

Remind students of the *Sequence* skill. Then say: You are going to read a passage about how hurricanes form. The formation of a hurricane involves several steps. As you read, number each step. Model by reading the first sentence of the second paragraph and saying: The first thing that happens is that the ocean waters begin to warm up. I'll write the number 1 next to this sentence. This will help you understand the sequence. Then remind students of the *Visualization* strategy. Say: You can also make a mental picture of each step. This will help you remember the process better. Then have students read the passage. Direct students to complete the skill and strategy practice activities. Review the answers together and have students share how they numbered the sentences in the passage.

DAY 5

Tell students they will practice both the *Main Idea and Details* and *Sequence* skills as they read a passage about a mixed-up aunt. Review the *Monitor Comprehension* strategy. Then say: Before you read the passage, read each question in the skill practice activity. Then, as you read the passage, you can look for the information that you need to answer the questions. Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE

Think about the main idea of the passage. Picture the important details in your mind.

A Frog with . . . Claws?

Animals have many ways of defending themselves. Some use poison or bad smells. Others hide or use camouflage to keep from being seen. But one animal with a really weird defense is the hairy frog. This tiny frog lives in Central Africa and has hair-like strands on the lower part of its body. But the strangest part about this frog is its claws!

When the hairy frog is threatened, it will break the biggest of the three toe bones in each of its feet. The broken bone then juts out of the skin as a type of "claw." It looks like a small thorn on the bottom of the frog's foot. But this claw isn't the same as the claw on a cat or dog. It is made of bone instead of keratin (KARE-uh-tin), the material that animal claws and your fingernails are made of. Also, the hairy frog can't pull its claws back into the skin like most animals can. Instead, the skin and bone slowly heal.

The hairy frog isn't the only amphibian to use its bones as a weapon. The ribbed newt can cause its sharp ribs to poke out through its skin. To make things worse, the ribs are covered in poison! So, hungry fish or birds looking for a quick snack get a painful poke in the mouth instead. Who knew such tiny creatures could be so dangerous?

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- What is the passage mostly about?
 - the ribbed newt
 - the hairy frog
 - animals with claws
 - animals with broken bones
- What is the last paragraph mostly about?
 - an animal similar to the hairy frog
 - natural enemies of the hairy frog
 - how bones protect animals
 - why hairy frogs are better than ribbed newts
- How does the hairy frog produce its claws?
 - It breaks its ribs through its skin.
 - It grows claws like a cat or dog.
 - It has camouflage that looks like claws.
 - It breaks its toe bones through its skin.
- Which detail supports the main idea of the passage?
 - Some animals use bad smells to protect themselves.
 - Some animals use poison to protect themselves.
 - Some animals use their bones to protect themselves.
 - Some animals hide to protect themselves.

STRATEGY PRACTICE

On a separate piece of paper, sketch the foot of a hairy frog as you visualized it from the passage.

READ THE PASSAGE

Picture what happens during each stage of a hurricane.

A Storm Is Brewing

When people talk about the seasons, they usually mean winter, spring, summer, and fall. But did you know there is also a hurricane season? For people living in the United States, hurricane season starts in June and ends in late November. Although hurricanes and tropical storms can happen at other times, most storms form during the summer and fall months.

In early summer, warm temperatures cause the oceans to warm up, especially near the equator. As water from the ocean evaporates, it carries a lot of heat into the atmosphere. This usually creates a storm. Sometimes storms will blow away, but some storms start spinning. They spin faster and faster and become hurricanes.

The winds of a hurricane can grow to be as strong as 200 miles per hour. And as the hurricane grows, it begins to travel north. The hurricane moves heat away from the warm part of the ocean in the south into parts of the ocean in the north. As the hurricane does this, it cools and becomes weaker. Eventually, it disappears.

By November, ocean and air temperatures are too cool for hurricanes to form. But by June, hurricane season is sure to start all over again.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- When does hurricane season start?
 A early spring
 B June
 C November
 D late summer
- What happens after water evaporates in warm oceans?
 A A storm is created.
 B A hurricane always forms.
 C The storm disappears.
 D The hurricane travels north.
- Which one happens after a hurricane forms?
 A It begins moving north.
 B It moves to warm water.
 C It starts to spin.
 D It moves cold air into the atmosphere.
- When does hurricane season end?
 A spring
 B summer
 C June
 D November

STRATEGY PRACTICE

Which step in the way a hurricane forms was easiest to picture in your mind? Summarize it.

Fact and Opinion

Students will identify facts and opinions in a text. They will be able to identify facts and opinions in a text and explain the difference between the two.

DAY 1

Introduce the *Cause and Effect* skill to students. Say: **When something happens, it is the effect. The thing that makes it happen is the cause.** Model by walking to the light switch and turning off the lights. Ask: **What caused the lights to go out?** (flipping the switch) **What is the effect of flipping the switch?** (The lights went out.) Say: **Often a writer will use causes and effects to explain a problem and how to solve or prevent it. The passage you will read is about "brain freeze," or the headache people sometimes get from eating ice cream. As you read, look for the causes and effects of a brain freeze.** Then remind students of the *Determine Important Information* strategy (Week 5). Point out that identifying important information helps you find causes and effects. Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Review the *Cause and Effect* skill with students. Say: **Fiction writers often use cause-and-effect relationships to create a problem for the characters or to start a chain of events that move the plot forward. Understanding what happens and why it happens in a story is important.** Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, think of questions you might ask the main character in order to better understand her thoughts and feelings.** Then direct students to read the passage before completing the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Fact and Opinion* skill to students. Say: **Remember that a fact is something that is true and can be proved. An opinion is a personal thought or viewpoint.** Write *Leaves make food for plants* and *Leaves are beautiful* on the board. Ask: **Which one is the fact?** (*Leaves make food...*) **We can look up this information about leaves. Can I prove that leaves are beautiful?** (no) **It is an opinion. Often, writers use both in the same piece of writing. It is up to you to figure out which details are facts and which are the author's opinions.** Tell students they will read about a popular tourist spot called Lake Tahoe. Point out its location on a map. Then remind students of the *Determine Important Information* strategy. Read the strategy practice activity instructions. Say: **As you read, think about which details are facts that could be found in a textbook.** Then direct students to read the passage before completing the skill and strategy practice activities.

DAY 4

Review the difference between fact and opinion with students. Then say: **You are going to read a review of a TV show. As you read, pay attention to whether the details are facts or opinions.** Then remind students of the *Ask Questions* strategy. Say: **Pause after each paragraph and ask yourself a question about that paragraph. This will help you think more about what you are reading.** Then direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Cause and Effect* and *Fact and Opinion* skills. Explain that they will read a passage about skunks. Say: **As you read, think about what skunks do and why they do those things. Also, look for the author's opinions about skunks and other creatures.** Then direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

Think about what happens in the story and why it happens.

Coaster Kingdom

Megan could hardly stay in her seat as her dad pulled the car into the parking lot of Coaster Kingdom, the biggest roller coaster park in the state. Today was Megan's 11th birthday and she was sure she was finally tall enough to ride the scariest coaster, the Dragon. The Dragon's tracks were made from wood, not metal. Megan knew that wooden tracks were slower than metal ones, but wooden tracks also swayed and creaked, especially on windy days like today.

Megan's father paid for their tickets, and she excitedly took his hand. She wanted to hurry to the coaster, but her dad was thirsty after the long car ride. They stopped at the food court and shared a frozen lemonade and a warm, sugary churro. After their snack, Megan led her dad to the entrance of the Dragon. A sign shaped like a friendly dragon stood in front of the gate. The dragon was holding one hand up, and the message read, "You must be at least this tall to ride this coaster." Megan beamed and ran up to the sign. She stood on the tips of her toes and thought tall thoughts. Her father, however, was not smiling.

"I'm sorry, honey," he said. "Let's go check out the other rides. There are still plenty of fun things we can do today."

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Why was Megan excited about visiting Coaster Kingdom?
 A She had never been there before.
 B She wanted to ride the Dragon.
 C It was her birthday.
 D She was tall enough for all the rides.
- Why did Megan run to the sign in front of the Dragon?
 A She wanted to have her picture taken.
 B She wanted to get a better look at the coaster.
 C She wanted to see if she was tall enough to ride the coaster.
 D She wanted to be first in line for the ride.
- Why did Megan's dad tell Megan they would find other rides?
 A Megan was not tall enough to ride the Dragon.
 B The sign said the Dragon was closed.
 C Megan's dad wanted to go home.
 D Megan no longer wanted to ride the Dragon.
- Why did Megan and her dad stop at the food court?
 A Megan was hungry and wanted a snack.
 B Her father wanted something to drink.
 C The rides at the park were not yet open.
 D Megan was excited to see the food court.

STRATEGY PRACTICE

Underline the information in the passage that helped you figure out why Megan's dad said he was sorry and suggested that they go on other rides.

READ THE REVIEW

Pay attention to which statements are facts and which are opinions.

New Reality Show Is a Real “Dog”

As a dog lover who will watch anything about dogs, I had high hopes for *Dog Academy*. The reality TV show follows a group of badly behaved puppies that go to training school. The school is known for being tough on pets and even tougher on their owners. Unfortunately, the show is toughest on the people who watch it!

The best part of *Dog Academy* is a construction worker named Jim and his tiny poodle, Mitzi-Witzi. Jim is over 6 feet tall, has a thick brown beard, and is bald. He squints and scowls and yells at everyone on the show, but as soon as he is with Mitzi-Witzi, he begins to coo and talk like a baby. Watching them play together is really funny. The show would be much better if it focused only on Jim.

The worst part of the show is Kalen, who is one of the dog trainers. Kalen is a horrible woman. She is rude to people and says mean things to them about their pets. When Honkers, a brown pug, chewed up one of Kalen’s sneakers, Kalen told Honkers’ owner that she had never met such a dumb, smelly dog. There is no reason to act that way. It’s just cruel!

The show itself is very boring. The puppies are cute, but no one besides Jim and Mitzi-Witzi has much personality. If you are looking for something to watch on Thursday nights, there are much better shows than *Dog Academy*.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Which one is a fact about *Dog Academy*?
 - There are better shows than *Dog Academy*.
 - The show is on Thursday nights.
 - The show would be better if it focused more on Jim and his dog.
 - The show is mostly boring.
- Which of these is the reviewer’s opinion?
 - Jim and Mitzi-Witzi are on the show.
 - Kalen called Honkers dumb and smelly.
 - Dog Academy* is about dogs being trained.
 - The puppies are cute.
- Which of these is a fact about Jim?
 - He is over six feet tall.
 - He is the best part of *Dog Academy*.
 - Watching him with Mitzi-Witzi is funny.
 - He is mean to other people on the show.
- An opinion about Kalen is that _____.
 - she is a dog trainer
 - she is part of the cast of *Dog Academy*
 - she is the worst part of the show
 - a dog chewed up one of her sneakers

STRATEGY PRACTICE

Write a question you thought of while reading the passage. If you found the answer, write it, too.

WEEK

9

Compare and Contrast

Identify similarities and differences between two or more things. Use a Venn diagram to compare and contrast.

Make Inferences

Identify what is implied or inferred by what the author has said. Consider what is being implied or inferred.

DAY 1

Introduce the *Compare and Contrast* skill to students. Say: **When we look at the similarities and differences between two or more things, we are comparing and contrasting.** To reinforce the concept, you may want to draw a Venn diagram on the board and label the diagram *french fries* and *potato chips*. Invite volunteers to list the similarities and differences between the snack foods. Then tell students they are going to read about different kinds of puddings from around the world. Remind students of the *Make Connections* strategy (Week 2). Say: **As you read, think about whether you have eaten or would like to eat the kinds of pudding described.** Have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill practice activity. Review the answers together. Have students complete the strategy practice activity in pairs. Invite volunteers to share their responses.

DAY 2

Remind students of the *Compare and Contrast* skill. Then tell students they are going to read an essay that compares mice and rats. Remind students of the *Monitor Comprehension* strategy (Week 1). Say: **As you read, draw a plus sign (+) next to each detail that tells how the animals are alike. Draw a minus sign (-) next to each detail that tells how the animals are different.** Have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill practice activity. Review the answers together. Have partners complete the strategy practice activity and share their responses.

DAY 3

Introduce the *Make Inferences* skill to students. Say: **A writer doesn't tell us everything that happens, because doing so would make what we are reading boring, or because the extra information is not that important. Instead, the writer relies on us to make inferences as we read. When we infer, we use clues from the text and our prior knowledge to figure out the information that is not included.** Then tell students they are going to read a passage about a drawing that comes to life. Remind them of the *Make Connections* strategy. Say: **Whenever you make an inference, you have to make a connection with what you are reading. You can't make an inference without thinking about your prior experience.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Make Inferences* skill. Say: **When we make inferences, we use our background knowledge and clues from the text to fill in information we haven't been told directly.** Then tell students they are going to read a passage about a boy who cooks for his tired father. Remind students of the *Monitor Comprehension* strategy. Say: **As you read, think about the clues in the passage that help you make inferences about the food the boy makes.** Then have students read the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice comparing and contrasting and making inferences by reading about snow skiing and water-skiing. To build background, show pictures of the sports or invite students who have skied to describe the experience. Direct students to read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

HEADLINE STORY Think about the similarities and differences between mice and rats.

Mice and Rats

People use the words *mouse* and *rat* when talking about small, furry animals with big ears, a pointy nose, and a long tail. However, there are many different kinds of rats and mice, such as the Norway rat, black rat, house mouse, and deer mouse. The most common rat that people usually see is the Norway rat, while the house mouse is the most common mouse that people find in their homes.

If the differences between a rat and mouse confuse you, you are not alone. Norway rats and house mice both come from the same relative, which lived millions of years ago. As a result, they have many traits in common. Both Norway rats and house mice have long tails, whiskers, and round ears. They can also be similar colors, including gray, brown, white, and black.

However, there are many differences between Norway rats and house mice. The Norway rat is much bigger than the house mouse. A Norway rat can weigh over ten times as much as a house mouse and is usually three times as large. Also, a Norway rat has big feet and small ears compared to the size of its body. But a house mouse has small feet and big ears compared to the size of its body. And its tail is longer than its body, while a Norway rat's tail is shorter.

Now the next time you see something scurrying around the corner, you can tell whether it's a rat or a mouse before you yelp and scare it away.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

- Which of these is a similarity between a Norway rat and a house mouse?
 - Both are the same size.
 - Both have small feet compared to the size of their bodies.
 - Both have a common relative.
 - Both have large ears compared to the size of their bodies.
- House mice and Norway rats both have _____.
 - whiskers
 - small ears
 - large feet
 - short tails
- Which of these is *not* a similarity between house mice and Norway rats?
 - their pointy noses
 - the color of their fur
 - the shape of their ears
 - the size of their bodies
- One difference between Norway rats and house mice is that _____.
 - Norway rats can be gray
 - house mice are more commonly seen
 - Norway rats have tails that are shorter than their bodies
 - house mice can be brown or black

STRATEGY PRACTICE Tell a partner how writing plus and minus signs helped you stay focused.

READING STRATEGY Use clues from the passage and your own knowledge to make inferences.

Fernando Cooks

Fernando watched Dad walk slowly through the door and sink into his favorite chair. Dad had started a new job and worked from very early to very late. He rarely had time to make dinner or help Fernando with his homework before he needed to go to sleep.

Tonight, Fernando had decided that he would help out by making dinner. It was going to be a surprise.

"Wait right there, Dad," Fernando said. "You're not going to believe this!" Fernando pulled the appetizers from the oven. What were supposed to be mini corn dogs from the freezer now looked like lumps of charcoal. "A little ketchup will fix these guys," said Fernando. He smothered the burned corn dogs in ketchup and took them to Dad. Dad wrinkled his nose but tried to smile at Fernando.

"Thanks, son," he said. "These look...interesting."

Fernando's next course was salad. He pulled a few leaves from a head of lettuce and placed them in two small bowls. He didn't notice the dirt that stuck to the leaves. Fernando then poured half a bottle of ranch dressing over each salad.

Next, Fernando slid the chicken into the oven. The chicken was still frozen, so he turned the oven to its hottest setting. "This is going to be great!" Fernando said.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

- From the passage, you can infer that Fernando _____.
 - cares very little about his father
 - is a careful and skilled cook
 - wants his father to work harder
 - does not have much experience cooking
- From Dad's reaction to the corn dogs, you can infer that _____.
 - he enjoys Fernando's cooking
 - he wants Fernando to finish his homework
 - he does not think Fernando's meal will taste good
 - he hopes Fernando goes to bed soon
- Based on Dad's behavior, how does he probably feel about his job?
 - He is tired from work.
 - He is bored from not working enough.
 - He is sad to be home in the evening.
 - He wants Fernando to come to work with him.
- Why do you think Dad smiles at Fernando when he is given the plate of burned food?
 - Dad likes to eat burned food.
 - Dad is trying to appreciate the effort Fernando put into the meal.
 - Dad is thinking of a funny story from work.
 - Dad remembered it was his turn to cook.

STRATEGY PRACTICE

Underline the clues from the passage that helped you make inferences so you could answer the questions above.

Theme

Students will be able to identify the theme of a story or the central message of a passage.

DAY
1

Introduce the *Character and Setting* skill to students. Say: **The characters are who or what a passage is mostly about. Good readers study a character's traits. This means they know what the character looks like or what the character says, does, and believes. The setting is where and when a passage takes place. Good readers think about how the setting affects the characters and the story.** Name the titles of common stories, such as "Little Red Riding Hood," and ask volunteers to name the characters and settings. Then tell students that they are going to read a biography about a famous chemist. Build background by explaining that a *chemist* is a type of scientist who studies the properties of chemicals. Say: **Studying the character and setting of a biography helps us better understand why the author thinks this person is important to write about.** Then remind students of the *Organization* strategy (Week 4). Say: **Biographies are often organized according to chronological order, or the order in which events happen. Pay attention to the order of events as you read.** Have students read the passage and complete the skill and strategy practice activities.

DAY
2

Review the definitions of *character* and *setting* with students. Then tell students they are going to read a passage about a girl on a long hike. Say: **Sometimes, characters change by the end of a story. They may learn or realize something new that causes them to act or think differently. Sometimes, the setting plays a role in this change.** Then remind students of the *Visualization* strategy (Week 3). Say: **As you read the passage, picture the setting. This will help you better understand how and why the character changes.** Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY
3

Introduce the *Theme* skill to students. Say: **A theme is a lesson or view about life that the author wants to share. Often, the theme is not clearly stated in a story. You must think about the events in the story to understand the theme.** Tell students they are going to read a passage about a puppy. Say: **As you read, think about the lesson the author is trying to teach by showing what happens to the puppy.** Then remind students of the *Organization* strategy. Say: **Think about why the author wrote the story in the order he did. How does that order affect the theme?** After students finish reading, direct them to complete the skill and strategy practice activities.

DAY
4

Tell students they are going to read a folk tale. Then review the definition of *theme*. Say: **A folk tale usually has a moral or lesson about life. This is the story's theme. For example, the theme of "The Tortoise and the Hare" is that taking your time and never stopping your work pays off.** Then remind students of the *Visualization* strategy. Say: **If you visualize what is happening in the story, you may find it easier to understand the theme.** Have students read the passage and complete the skill practice activity. Then pair students and have them complete the strategy practice activity. Have partners share their responses.

DAY
5

Tell students they will practice studying the characters, setting, and theme by reading a funny story about an unusual family. Encourage students to pay attention to who the main character is and what kind of lesson he learns. Then remind students of the *Organization* strategy. Say: **As you read, think about how the story is organized around what the characters say and how the order of the dialogue helps the story build.** Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE

Think about the characters and setting of the passage.

Wendy's Walk

Wendy was hot, tired, and bored. She trudged along behind her brother, Bill, as they hiked up the steep trail to the cabin at the fire lookout tower. Buzzards circled lazily in the sky above them, and Wendy wondered whether they would eat her bones if she died out here. The sun was too hot, the trees and bushes were ugly, and the hike was boring.

"Almost there!" Bill said cheerily. This was his first summer working as a fire spotter at the state park. He would be staying on top of a mountain all summer, watching for fires in the forest. He was excited and had not noticed how tired Wendy had become.

Finally, Wendy couldn't take another step unless she rested first. She sat in the shade of a tall pine tree and drank lemonade from her canteen. Bill continued on for a few more moments before realizing that Wendy was no longer behind him.

"Sorry," he said, returning and sitting beside his sister. "I forgot your legs are shorter than mine." Wendy stuck her tongue out at her brother but then quickly smiled when he handed her some dried strawberries and peanuts from his backpack. "If you chew them together, it's like making a peanut butter and jelly sandwich in your mouth," he said.

The strawberries and peanuts tasted delicious. Wendy closed her eyes, stretched her arms and legs, and wiggled her toes in her hiking boots. She heard a songbird twittering in a nearby bush and caught the smell of wildflowers. Suddenly the sun didn't seem so hot, and the trees weren't as ugly anymore.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Where does the passage take place?
 - in a fire lookout cabin
 - in Wendy and Bill's backyard
 - at a state park
 - in a forest during a wildfire
- Which of these best describes what happens to Wendy by the end of the passage?
 - She has a better attitude about the hike.
 - She is ready to go home.
 - She decides to become a fire spotter.
 - She thinks her brother is mean.
- Which of these best describes Bill?
 - He does not care about his sister.
 - He is happy and eager to start his job.
 - He does not enjoy hiking with his family.
 - He does not like Wendy's behavior.
- When does the story take place?
 - in early spring
 - in late summer
 - in winter
 - in early summer

STRATEGY PRACTICE

Underline the details in the passage that were easy for you to visualize.

RECALL Think about the lesson that the story teaches.

The Boulder and the King

There was once a wise king who was ready to stop being the king. So he ordered some workers to roll a large boulder onto the road that led through town. Then the king hid nearby and watched to see if anyone would move the huge rock from its place in the road. This person would become king.

The first man to pass by was the city's wealthiest person. He bitterly complained that he was too rich to have a boulder in his way. As he walked around the boulder, he shouted, "I must let the king know how angry I am!"

Soon the town's smartest person came to the boulder in the road. She complained loudly that the king should do a better job of keeping the roads clear. Then she, too, walked around the boulder.

Finally, a farmer came along, carrying a load of vegetables. As soon as he arrived at the boulder, he set down his vegetables and tried to move the rock. "Other people might need to use this road," the farmer said to himself. "If I can move it, then I should do so."

After much hard work, the farmer finally succeeded in rolling the boulder off the road. He then noticed a hole where the boulder had been. Inside the hole was a box. The farmer opened the box to find the king's crown and a note. The note read: "For your hard work and for caring about others, you are now the king!"

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

- What is one theme of the story?
 - Being rich is better than being wise.
 - By taking time to help others, you may help yourself.
 - Farmers often make the best leaders.
 - Being rewarded makes a job less meaningful.
- The wise king wanted the next king to be _____.
 - wealthy instead of poor
 - smart instead of rich
 - a farmer instead of a merchant
 - a hard worker instead of a complainer
- Which statement might the farmer most agree with?
 - Working hard has few rewards.
 - Complaining will get you noticed.
 - People should not concern themselves with things that are not their business.
 - Helping others is rewarding.
- What lesson did the wise king teach his subjects?
 - More good comes from working hard than from complaining.
 - A king is not responsible for his subjects.
 - Everyone is equally important.
 - Always expect a difficult task to be rewarding.

STRATEGY PRACTICE

Describe to a partner how you visualized the king watching the farmer move the boulder.

Author's Purpose

Prediction

DAY 1

Introduce the *Author's Purpose* skill to students. Say: **Authors write for several reasons, including to entertain us with a story, to inform us about a topic, to teach us how to do something, and to persuade us to take action or think a certain way. By understanding the author's purpose, we can better understand the main ideas that the author is trying to tell us.** Tell students they are going to read instructions for making a soda bottle "rocket." Then remind them of the *Ask Questions* strategy (Week 6). Say: **These are instructions meant to be used with a product called the Acme Rocket Launcher. As you read, ask questions about the product and look for information that the author gives you.** Then have students read the passage and complete the skill and strategy practice activities.

DAY 2

Remind students of the *Author's Purpose* skill and review the common reasons authors write (to entertain, to inform, to teach, and to persuade). Tell students they are going to read an essay that gives an opinion about a school lunch menu. Then remind students of the *Make Connections* strategy (Week 2). Say: **As you read, think about what is offered for lunch at our school. This will help you better connect with the author and understand her point of view.** Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Prediction* skill to students. Say: **When we make a prediction, we use clues from the text and our background knowledge to predict what will likely happen next.** Model by telling students about a time when you were able to successfully predict what would happen. For example, say: **I saw a boy walking down the hall not looking where he was going. I predicted that he would bump into someone, and he did.** Explain the clues and the background knowledge used to make the prediction. Then remind students of the *Ask Questions* strategy. Say: **Asking questions about what you have read is a good way to check your predictions.** Have students read the passage. When students have finished, direct them to complete the skill practice activity. For the strategy practice activity, pair students and have them share their questions and answers with the group.

DAY 4

Review the *Prediction* skill with students. Then tell students they are going to read about African killer bees. Say: **As you read this nonfiction article, pay attention to the main ideas and details. They will help you make predictions about how these bees behave.** Then remind students how to use the *Make Connections* strategy. Say: **As you read, think about your own experience with bees or what you have heard or read about them.** Then have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Author's Purpose* and *Prediction* skills by reading a story about a turtle who decides to take a vacation. Then remind students of the *Ask Questions* strategy. Say: **Asking questions before you read is a good way to set a purpose for reading. It helps you know what to focus on as you read.** Model by pointing out the title of the story. Say: **This title makes me wonder how a turtle could go on vacation. Will this be a realistic story or fantasy?** Direct students to think of their own question and write it in the space provided for the strategy practice activity. Then have students read the passage and complete the skill practice activity. Invite volunteers to share what they wrote for the strategy practice activity.

READ THE ESSAY

Think about why the author wrote the essay.

Taco Tuesdays

Every Monday, fourth-grade students at Jackson Elementary have art class. Every Tuesday, we have music class, and Wednesday is computer class. Each week, the class schedule is the same. However, the cafeteria menu is *not*. The menu changes from week to week, and the weekly menu that we are given is often wrong. The cafeteria should have a menu that is the same each week and that offers delicious foods.

By having a menu that stays the same each week, students, teachers, and parents would know what food to expect every day. This would help us know whether to bring a lunch from home if we don't like what is being served. Also, we wouldn't need a new menu printed out each week. This would save time and paper.

People might think that fourth-graders would get tired of eating the same thing every week. But if the meals are fun and delicious, we won't mind. Most of us would rather eat our favorite foods again and again than have many kinds of foods that taste bad. For example, everyone likes tacos. If every Tuesday was taco day, then we would enjoy coming to school on Tuesdays more!

It's not fun to go to lunch expecting hamburgers, only to be served creamed corn. And it's just as bad to bring a lunch from home because the menu said we'd be eating boiled fish sticks when the cafeteria is really serving pizza. So let's make the food better and the menu predictable.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. What is the purpose of the essay?
 (A) to explain how to plan a menu
 (B) to entertain you with stories about food
 (C) to persuade the school to change the menu
 (D) to teach you how to make tacos
2. Why does the author list classes that fourth-grade students take?
 (A) to complain about the classes
 (B) to show how the class schedule repeats
 (C) to persuade people to take more art classes
 (D) to inform people of how fourth-grade students spend their day
3. What is the author's main point in the third paragraph?
 (A) that fourth-graders will get tired of the same food each week
 (B) that tacos should be served every day
 (C) that good food is not boring
 (D) that Tuesday is a bad day
4. Where would the essay most likely appear?
 (A) in a cookbook
 (B) in a magazine about cooking
 (C) in a school newspaper
 (D) in a school yearbook

STRATEGY PRACTICE

Do you agree with the author? Why or why not?

READING STRATEGY

Use clues from the passage and your own knowledge of bees to make predictions about the African killer bee.

Flight of the Killer Bees

The African killer bee might sound like a terrifying insect, but its name isn't entirely accurate. Its real name, in fact, is the Africanized bee. And although it can be dangerous, it does not fly around killing people.

Africanized bees first came to North America from Brazil. Beekeepers in North America wanted a honeybee that could live in warm climates. The bees from Brazil were better suited for the warmer weather. However, some of the bees escaped into the wild. They formed groups called colonies. These colonies started moving north. They have now spread through the southern parts of Texas, New Mexico, Arizona, and California. However, the bees do not seem to be moving farther north. Some scientists believe this is because the bees only do well in warm climates.

Africanized bees do not try to find people to sting. However, these bees are easy to upset. For instance, they do not like the sound of motors. And they are more likely to attack than other bees are. African killer bees will also chase their victim, sometimes as far as a quarter of a mile. Therefore, if you see a swarm of bees flying toward you, move away quickly but calmly and try to go indoors. You never know what mood those bees could be in!

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. What would an Africanized bee most likely do if it heard a car?
 A The bee would remain calm.
 B The bee would make more honey.
 C The bee would sting itself.
 D The bee would become upset.
2. Which of these would probably do the most harm to a colony of Africanized bees?
 A a cool winter and warm spring
 B a warm winter and cool spring
 C a warm winter and warm spring
 D a cool winter and cool spring
3. If the northern U.S. climate becomes warmer, Africanized bees will probably _____.
 A move farther north
 B retreat farther south
 C become calmer
 D become easier to upset
4. The best thing for someone to do if he or she is being chased by bees is to _____.
 A run a short distance in a wide-open space
 B make a lot of noise to scare the bees away
 C stand very still
 D quickly find a place indoors

STRATEGY PRACTICE

Write two other facts you know about bees, or describe an experience you have had with bees.

DAY
1

Introduce the *Nonfiction Text Features* skill by pointing out the title and headings in the chart on the student page. Say: **Nonfiction writing often includes features that are not part of the main body of text but contain important information about the topic. Good readers know how to use these features to help them understand what they read.** Tell students they are going to read information on a chart about the food groups. Then remind students of the *Determine Important Information* strategy (Week 5). Say: **In a chart, column headings give important information. Read them first to determine what the topic of each column will be.** Then have students read the chart and complete the skill and strategy practice activities. Review the answers together.

DAY
2

Remind students of the skill by pointing out the index on the student page and having students identify some of its features (headings, entry names, page numbers, references to other entry names, etc.). Ask: **What does an index tell us?** (the pages where we can find information about a certain topic) Tell students that the index they will read is from a nonfiction book about the environment. Then review the *Organization* strategy (Week 4). Ask: **How is an index organized?** (The main entries are listed in alphabetical order, and so are the subentries under each main entry.) Read the instructions for the strategy practice activity aloud. When students finish reading the index, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY
3

Introduce the *Visual Information* skill to students. Say: **Not all information is delivered in the form of words. Pictures, graphs, and other visual features can also tell us information.** Point out the flowchart on the student page and say: **A flowchart gives us information based on choices we make. This flowchart helps us choose something to eat.** Model how to read the chart, starting in the upper left corner. Then remind students of the *Determine Important Information* strategy. Say: **As you study the flowchart, pay attention to the questions and arrows linking the parts of the chart. This will help you better understand how the choices you make are important.** When students have finished studying the chart, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY
4

Review the *Visual Information* skill with students. Say: **Information can be presented and understood with pictures, graphs, diagrams, maps, and other visual features. Knowing how to interpret and understand visual information is as important as being able to read words.** Tell students they are going to read a paragraph and study a map about climate zones in the United States. Then remind students of the *Organization* strategy. Say: **As you study the map, pay attention to how the labels and shading help organize the information visually.** When students have finished reading, direct them to complete the skill and strategy practice activities.

DAY
5

Tell students they will read a flier in order to practice both the *Nonfiction Text Features* and *Visual Information* skills. Remind students of the *Determine Important Information* strategy. Say: **Use the pictures and text features to help you determine what information is important to know if you want to hire this pet sitter.** When students have finished reading, direct them to complete the skill and strategy practice activities.

READ THE INDEX

Read this index from a nonfiction book about the environment.

INDEX**A****Accidents, see Disasters****Acid rain, 44****Air pollution, 19, 40–45****Alaska, 79–85**

glaciers, 80

map, 82

special animals, 83

Alternative fuels, 199–206

batteries, 200, 201

natural gas, 201, 202

solar energy, 201, 204–206

Arctic Ocean, 109–114

climate change, 110–112

map, 109

B**Bahamas, 59–61**

climate, 59

environmental research, 61

Brazil

natural resources, 92–94

oil production, 94

C**Carbon dioxide, 162**

common sources, 162

effects, see **Greenhouse Gases****Carbon monoxide, 165–170**

from cars, 166

Climate, 59, 80, 110–112, 166

Bahamas, 59

climate change, 80, 110–112, 166

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- According to the index, which of these statements is true?
 - Alaska is discussed on page 86.
 - The common sources for carbon dioxide can be found on page 162.
 - Page 109 probably contains no images.
 - Air pollution is only mentioned once in the book.
- Which two topics listed in the index have maps?
 - Alaska and Brazil
 - Arctic Ocean and Bahamas
 - Alaska and Arctic Ocean
 - Brazil and Bahamas
- Which of these would you expect to see in the section about the Arctic Ocean?
 - facts about weather in the Arctic Ocean
 - a list of people who have explored the Arctic Ocean
 - information about air pollution
 - a map of Alaska
- Which of these will you probably find on page 83?
 - a list of Alaska's unique animals
 - a list of every animal in Alaska
 - a list of animals that live near glaciers
 - a list of animals that travel through Alaska

STRATEGY PRACTICE

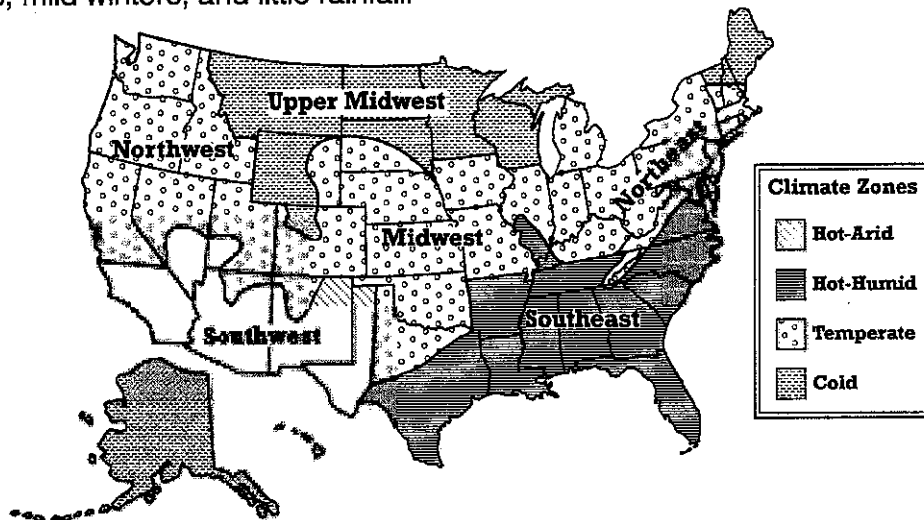
How is the index organized? How is its organization different from a table of contents?

READ THE INFORMATION

Read the paragraph and study the map.

United States Climate Zones

According to the Department of Energy, there are four climate zones in the United States: *Cold*, *Temperate*, *Hot-Humid*, and *Hot-Arid*. Areas with cold climates have mild summers and cold winters. Areas with temperate climates have warm summers and cool winters. Hot-Humid climate zones have mild winters, hot summers, and plenty of rain. Hot-Arid climate zones have hot summers, mild winters, and little rainfall.

**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

- Which two regions have sections in the cold zone?
 - Northwest and Midwest
 - Midwest and Northeast
 - Southeast and Northwest
 - Southwest and Midwest
- The Southeast is mostly _____.
 - temperate
 - hot and humid
 - cold
 - hot and arid
- According to the passage and map, _____.
 - weather gets warmer as you travel north
 - there is usually more rainfall in the Southwest than in the Southeast
 - the climates in the Northeast and Northwest are similar
 - summers in the Southeast are mild
- Which climate zone has cool winters and warm summers?
 - Temperate
 - Cold
 - Hot-Humid
 - Hot-Arid

STRATEGY PRACTICE

Why is a different style of shading used for each climate zone on the map? How did this help you understand what you were looking at?

Main Idea and Details

Students will be able to identify the main idea of a passage or paragraph and the details that support the main idea.

SEQUENCE

Students will be able to identify the sequence of events in a passage.

DAY
1

Review the *Main Idea and Details* skill with students. Say: **Writers do not always clearly state the main idea of a passage or paragraph. Sometimes you have to figure out what the main idea is.** Model by reading the first paragraph aloud. Say: **This paragraph is introducing fungi. Fungi is the plural of fungus.** On the board, write: "Fungi are living things that do not make their own food." Then say: **I took the more important details from the sentences and formed a main idea statement. To help you monitor your comprehension and find the main idea, pause after you read each paragraph and ask yourself, "What is this paragraph mostly about?" Then check to see if your main idea matches the details in the paragraph.** Then remind students of the *Monitor Comprehension* strategy (Week 1). Read the instructions for the strategy practice activity aloud. Then say: **As you read details about fungi, write three facts you learn in the space provided for the strategy practice activity.** When students have finished reading, invite volunteers to share the facts they wrote. Then have students complete the skill practice activity.

DAY
2

Review the concept of *Main Idea and Details* with students by saying: **Good details tell us more about the main idea. They further explain what the author wants you to know about a topic.** Tell students they are going to read about a carousel designed by kids. Then remind students of the *Visualization* strategy (Week 3). Say: **As you look for details, notice which ones help you picture the carousel in your mind.** After students finish reading, have them complete the skill and strategy practice activities. For the strategy practice activity, invite students to draw in the space provided or on a separate piece of paper.

DAY
3

Remind students of the importance of paying attention to sequence as they read a passage. Say: **By understanding sequence, or order, we can understand nonfiction texts that tell about a process.** **As you read this passage about making a balloon for a parade, pay attention to the steps involved in making the balloon.** Then remind students of the *Monitor Comprehension* strategy. Read the instructions for the strategy practice activity aloud. Say: **Asking questions is a good way to monitor your comprehension.** Have students write questions in the space provided for the strategy practice activity as they read the passage. After students finish reading, have them complete the skill practice activity. Review the answers together and invite volunteers to share the questions they wrote.

DAY
4

Review with students the importance of the *Sequence* skill. Say: **Many actions are performed in a certain sequence. Understanding sequence will help you understand the order of those events.** Tell students they are going to read a story about the steps a girl follows when she bowls. Then remind students of the *Visualization* strategy. Say: **As you read, think about how the sequence described helps you picture what is happening.** When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

DAY
5

Tell students they will practice both the *Main Idea and Details* and *Sequence* skills. Then remind students of the *Monitor Comprehension* strategy. Say: **Thinking about how you read different kinds of text is a good way to monitor your comprehension. As you read the paragraph, the supply list, and then the directions, think about what you do differently to read each of them.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

READ IN PASSAGE Stop often to make sure you understand the main idea and important details.

Red Cow and Purple Whale

Imagine a zebra with horizontal stripes and plaid legs. Picture a red cow with a large square body and bright green legs. Think about a giraffe that looks like a huge, fat, yellow pencil. These animals actually exist. They're just some of the figures on a fantastic carousel, or merry-go-round, in a park in Harlem, New York.

The ride is called Totally Kid Carousel because the animals were designed by kids. An artist named Milo Mottola was hired to make the merry-go-round. He invited children to the park. Dressed in armor made of foam rubber, he explained that carousels go back to the time of knights. He gave drawing lessons to the kids and told them to let their imaginations loose.

Milo had a tough time choosing the winning drawings. Once he did, he made the animal figures look exactly as they had been drawn. "I wanted the merry-go-round to be as magical as the children who ride it," said Mottola. Each original drawing hangs in a frame over its animal figure on the carousel, and the kids' signatures are carved into the wooden floor.

So if you visit the carousel, climb onto the bright orange swordfish, or tickle the giant purple whiskers of the pink cat. The Totally Kid Carousel is a totally fun ride.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. What is the passage mostly about?
 Ⓐ a park with an unusual carousel
 Ⓑ the kids who created a carousel
 Ⓒ an artist named Milo Mottola
 Ⓓ a carousel designed by kids
2. Which one is true about the carousel?
 Ⓐ No one knows who made the drawings.
 Ⓑ The animal figures are colorful and creative.
 Ⓒ The animals look real.
 Ⓓ Mottola made the figures out of rubber.
3. What is the second paragraph mostly about?
 Ⓐ how the carousel got its name
 Ⓑ how the figures were made
 Ⓒ how the animals were chosen
 Ⓓ how Mottola got kids involved
4. The animals on the carousel _____.
 Ⓐ look just like the kids' drawings
 Ⓑ can do magic
 Ⓒ are all bright orange
 Ⓓ come from the time of knights

STRATEGY PRACTICE Draw one of the animals on the carousel that you visualized.

READ THE PASSAGE Visualize the steps in Carly's method of bowling.

Carly Likes Strikes

Carly loves the sound of bowling pins crashing against each other. She likes watching a bowling ball hurl down the lane. Carly bowls twice a week. She belongs to two leagues. She has her own bowling ball, too. It has orange and brown spirals that remind her of a giant marble. She also likes the way the pins rattle when she makes them fall.

Carly has a method for bowling that helps her focus. When it's Carly's turn to roll, she first wipes her hands. Next, she tugs on her bowling glove so that it fits her hand just right. Then, she walks over to the ball rack. After she twirls the ball twice, she slips her fingers into the holes. Carly then picks up the ball and faces the pins. She holds her bowling ball so that her thumb lines up with the first pin. Her wrist is steady and straight. She takes a deep breath and then goes into motion. Her steps are quick and sure. She reaches the line and rolls the ball with a smooth swing. Carly pumps a fist as if that final action will cause the pins to fall.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. What is Carly's last step when she bowls?
 A She throws the ball.
 B She pumps her fist.
 C She wipes her hands.
 D She takes a deep breath.
2. What does Carly do right before she picks up the ball?
 A She twirls the bowling ball twice.
 B She lines up her thumb with the first pin.
 C She slips her fingers into the ball's holes.
 D She makes sure her bowling glove fits.
3. When does Carly take a deep breath?
 A before she twirls the ball
 B right after she picks up the ball
 C before she goes into motion
 D before she wipes her hands
4. Which word best describes Carly?
 A lucky
 B determined
 C bored
 D graceful

STRATEGY PRACTICE Look back at the passage. Underline two steps in Carly's process that were easy for you to picture in your mind.

Fact and Opinion

Students will identify and distinguish between facts and opinions in a text and use evidence from the text to support their conclusions.

**DAY
1**

Review the *Cause and Effect* skill with students. Say: **An effect is something that happens. The cause is why the effect happened.** Tell students they will read about a different kind of school that was created in Australia. Then remind students of the *Determine Important Information* strategy (Week 5). Say: **As you read, look for the important information that helps you understand why the school was created and what effect it could have on students.** When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

**DAY
2**

Review the *Cause and Effect* skill with students. Tell them they are going to read about three places with unusual library systems—Kenya, northern Thailand, and Indonesia. Explain that in these places, transportation is challenging. Help students find the places on a world map. Say: **Pay attention to details about each place mentioned in the passage. These details will help you understand the causes and effects in the passage.** Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, think about questions you may have about how people in these areas get books.** When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

**DAY
3**

Review the *Fact and Opinion* skill with students. Say: **A fact can be proved. An opinion is what someone thinks or believes.** Tell students they will be reading a baseball fan's opinion of the Philadelphia Phillies team mascot, the Phanatic. Point out that *phanatic* is a play on *fanatic*, which is where the word *fan* comes from. Ask students if they can guess why the Phillies mascot spells its name with a *ph* instead of an *f* (to match the *ph* in *Philadelphia* and *Phillies*). Then remind students of the *Determine Important Information* strategy. Say: **As you read, look for information that provides support for each fact or opinion.** When students have finished reading, direct them to complete the skill and strategy practice activities.

**DAY
4**

Tell students they are going to read about the clothes worn by a cowboy. Then say: **Some writers include facts and opinions about a topic in the same paragraph. Pay attention to which details are facts and which are opinions.** Then review the *Ask Questions* strategy. Say: **By asking questions about a passage, we think about what else we need to know to fully understand it.** Tell students to read the passage and complete the skill and strategy practice activities. Review the answers together, and invite volunteers to share the questions they wrote.

**DAY
5**

Tell students they will practice both the *Cause and Effect* and *Fact and Opinion* skills as they read a passage about a strange animal called a hagfish. Say: **Hagfish live deep in the ocean and have some unique characteristics. As you read, look for causes and effects of the hagfish's unusual traits. Also, pay attention to the opinions the writer includes to describe his feelings about hagfish.** Then remind students of the *Determine Important Information* strategy. Say: **Look for information that you think is the most important for understanding the life of a hagfish.** After students finish reading, have them complete the skill and strategy practice activities. Review the answers together.